



世界红卍字会新加坡总主会主办

THE WORLD RED SWASTIKA SOCIETY  
(SINGAPORE ADMINISTRATION CENTRE)

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3 February 2021

Dear Parent/Guardian,

2021 Assessment Plan

We are writing to inform you of the school's assessment plan for the year.

1. With the assessment plan, we seek to reinforce our continued commitment to nurture the whole child and instill the joy of learning in every student, enabling him/her to learn for life.
2. Our teachers will continue to deepen learning in the classrooms and develop self-directed learners who have the intrinsic motivation to learn. They will also continue to develop our students' learning dispositions and build in them critical skills required to learn for life.
3. To collect meaningful data to assess our students' learning progress, our teachers deploy Formative Assessment (FA) strategies, such as the use of checklists, qualitative feedback, open-ended assignments, bite-sized tests, presentations, and projects. These strategies provide just-in-time feedback for our students, allowing them to examine assessment evidence, adjust the way they learn and move their learning forward.
4. The following is an overview of our 2021 assessment plan based on MOE's recommended assessment weighting distribution:

Levels	Term 1	Term 2	Term 3	Term 4
P1	Formative Assessments (FA) [Non-Weighted]			
P2				
P3	FA	WA (15%)	WA (15%)	SA (70%)
P4		SA1 (30%)	FA	SA2 (70%)
P5		WA (15%)	WA (15%)	SA2 (70%)
P6		SA1 (30%)	Prelim (70%)	[PSLE]

5. The detailed assessment plans for your child/ward's level is attached.

Thank you.

Yours sincerely,

Mrs Esther Tan  
Vice-Principal

## English Language 2021 Primary 1

The overarching aim of the *EL Syllabus 2020* is to develop effective and affective language users. Students' language use is affected by the purpose, audience, context and culture (PACC), and their proficiency in language use is assessed by their attainment of the various learning outcomes.

The *EL Syllabus 2020* seeks to develop core values, social and emotional competencies as well as the 21<sup>st</sup> century competencies in our learners to enable them to be:

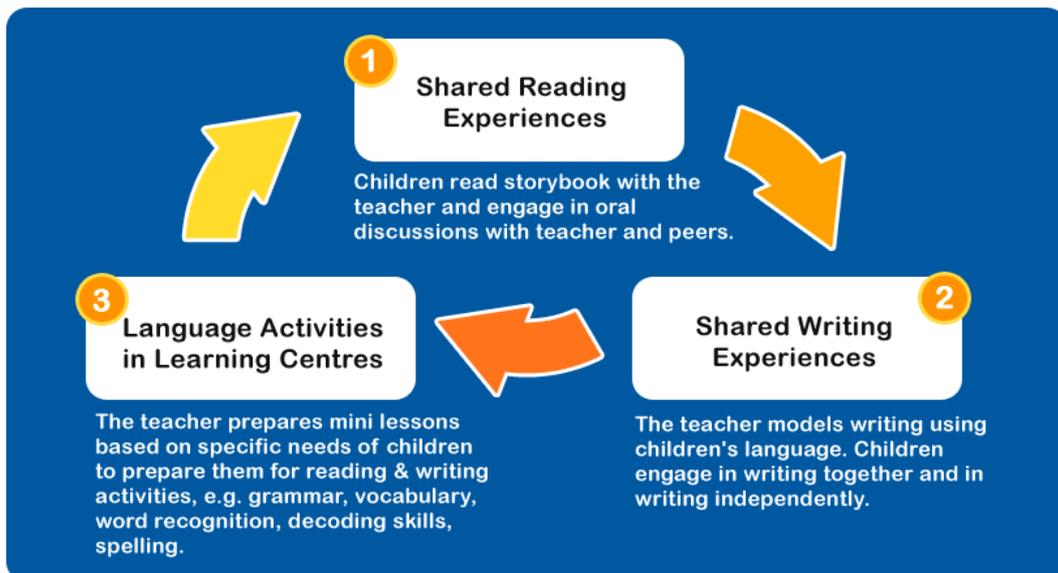
- Empathetic Communicators
- Discerning Readers
- Creative Inquirers

The syllabus outlines the following Areas of Language Learning for the development of literacy:

- Listening and Viewing
- Reading and Viewing
- Speaking and Representing
- Writing and Representing
- Grammar
- Vocabulary

### Pedagogic Framework

The STELLAR programme – **ST**راتيجيات for **E**nglish Language **L**earning **A**nd **R**eadin**G** – is designed to build a strong foundation in every learner at primary level. The Primary 1 students are engaged in a coherent, rigorous curriculum as they begin their journey to develop literacy skills that are essential for further learning.



While all weighted assessments have been removed at the Primary 1 level, teachers regularly gather information about students' learning through checkpoints such as class discussions, class work, homework and bite-sized tests, and use it to provide feedback that feeds students' learning forward.

## Feedback on Students' Learning

### 1) Use of qualitative descriptors in Holistic Report

At the end of each Semester, 3 levels of qualitative descriptors are used to report students' learning progress in achieving specific Learning Outcomes.

Levels of Qualitative Descriptors	
Level 1: Emerging	Beginning to demonstrate skills and competencies
Level 2: Making Progress	Demonstrates skills and competencies some of the time
Level 3: Competent	Demonstrates skills and competencies most of the time

Learning Outcomes for Semester 1:	Learning Outcomes for Semester 2:
<ul style="list-style-type: none"><li>• Listen attentively and follow simple instructions.</li><li>• Speak clearly to express their thoughts, feelings and ideas.</li><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>	<ul style="list-style-type: none"><li>• Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.</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><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>

To achieve a holistic understanding of students' progress, teachers gather and triangulate assessment information from multiple sources (e.g. observation of students' behavior and responses during lesson time, students' submitted work and milestone checks).

### 2) Formative Assessment (FA)

Formative Assessment, an assessment for learning, is also carried out in the classroom. It refers to a wide variety of methods that teachers use to conduct in-process evaluation of student comprehension, learning needs and academic progress during a lesson or unit. Information gathered through FA is not used to report academic progress.

Several FA strategies are used to assess student learning in the various areas of language learning. For example, the use of rubrics and success criteria enables teachers to focus their attention on key concepts and standards that students must obtain. It also provides students with a clear understanding of what is expected of them. Specifically, students know what makes a good recount, a good narrative writing, a good conversation or even good reading.

Another strategy is the use of checklists. Checklists support student learning and performance. They provide the students with tools that they can use for self or peer evaluation, and unpack and organise the separate steps students should take to complete a particular task as shown below:

<b>Self-assessment checklist</b>		
Go through the steps and tick (✓) accordingly.		
1	I have read and understood the questions.	
2	I have checked the tenses in my answers.	
3	I have checked the spelling of the words in my answers.	
4	I have used the necessary punctuation in my answers.	

An example of the use of success criteria to help Primary 1 students understand what is expected of them during the course of a lesson or unit:

### **Unit 1 Learning Sheets**

Learning Sheet	Success Criteria	Remarks (if any)
<b>Vocabulary</b>		
Learning Sheet 1.1	I can read and spell words.	
<b>Grammar</b>		
Learning Sheet 1.2	I can identify and sort words into groups, e.g., people, places and things.	
Learning Sheet 1.3a	I can identify sentences with linking words.	
Learning Sheet 1.3b	I can use linking words in sentences.	
Learning Sheet 1.3c	I can identify and use linking words in sentences.	
<b>Penmanship</b>		
Learning Sheet 1.4	I can write the letters Ll, li and Vv correctly.	
<b>Writing</b>		
Learning Sheet 1.5	I can write about myself.	

## Higher Chinese Language 2021 Primary 1

### 2021 年高级华文科 一年级

The Primary Chinese Language curriculum aims to make language learning more enjoyable, in the hope that students will use Chinese as a communication medium beyond the classroom. It focuses on the development of various language skills (listening, speaking, interaction, reading and writing skills).

To help our students master the Chinese Language, the school has been enhancing our teaching and assessment of the language to meet the diverse learning needs of the students. The key instructional strategy adopted by the school is the five-step approach “引·学·练·用·评”. The following printed and ICT resources developed by MOE are also used in daily classroom teaching:

Teaching & Learning in class	Printed Resources	Textbooks, Big books, Activity books, Writing exercise books
	ICT Resources ('Xuele' portal)	Reading texts, Animations, Songs and Rhymes, Syllable Chart, Sequencing of Strokes, Interactive Games etc.
Post-Lesson consolidation	Printed Resources	Small Flash cards, Small Picture cards, Small Readers
	ICT Resources ('Xuele' portal)	Reading texts, Animations, Songs and Rhymes, Syllable Chart, Sequencing of Strokes, Interactive Games etc.

Formative assessment is conducted for the Primary 1 students as follows:

Skills	Formative assessment
Language use	<ul style="list-style-type: none"> <li>• Learning booklet 学习核查小册子</li> <li>• Spelling</li> <li>• Worksheets 补充作业</li> <li>• Hanyu Pinyin / Word Card game</li> <li>• Revision 小复习</li> </ul>
Listening	<ul style="list-style-type: none"> <li>• Listening practice 听力练习</li> </ul>
Reading and Speaking	<ul style="list-style-type: none"> <li>• Reading Task</li> <li>• Oracy Task</li> <li>• Show and Tell 小小演说家</li> </ul>

An example of assessment checklists in the P1 HCL Learning booklet 学习核查小册子 which enable students to monitor their progress in achieving specific learning objectives:

### 词语单

 我会认	学前	学后	复习
衣			
一			
五			
雨			
我			
牙			
鱼			

 我会写	学前	学后	复习
一			
五			

### 句子

我会说	学前	学后	复习
zǎo ān wǔ ān wǎn ān ……, 早安 / 午安 / 晚安!			
nǐ hǎo nín hǎo ……, 你好 / 您好!			
zài jiàn ……, 再见!			
qǐng wèn nǐ jiào shén me míng zì wǒ jiào 请问你叫什么名字? 我叫……。			
nǐ kě yǐ zài shuō yí biàn ma 你可以再说一遍吗?			

Scheme of Work (全年进度):

第一学段 Term 1	第二学段 Term 2	第三学段 Term 3	第四学段 Term 4
课文: 第一课至第五课	课文: 第六课至第十课	课文: 第十一课至第十五课	课文: 第十六课至第十九课

## Mathematics 2021 Primary 1

The overarching goal of the Mathematics curriculum is to ensure that each student will achieve a level of mastery that will serve him/her well in life.

### Pedagogical Approaches

The school continues to adopt the Concrete-Pictorial-Abstract (CPA) and Polya's four-step approach to problem solving as the key instructional strategies.

### Assessment

Using **Formative assessment** strategies and feedback from Student Learning Logs, the feedback enables a student to know his/her own progress, strengths and areas for growth so that he/she can improve his/her learning. The feedback also motivates and engages him/her so as to promote greater ownership of his/her learning. For parents, feedback on the student's classwork and homework is communicated through the Learning Log to keep you informed of your child's progress.

An example of a Learning Log in the P1 curriculum:

Check	Wow 	Getting there 	A start 
Reading and writing numbers in numerals and in words			

### Feedback on P1 Students' Learning Progress

The school uses the following 3 levels of qualitative descriptors and learning outcomes to provide feedback on students' learning. To achieve a holistic understanding of students' progress, teachers gather and triangulate assessment information from multiple assessment modes.

<b>Levels of Qualitative Descriptors to report Learning Outcomes</b>	
Emerging: Beginning to demonstrate	<ul style="list-style-type: none"> <li>• Begin to grasp and apply the key concepts and skills</li> <li>• Able to complete work with much guidance</li> </ul>
Making Progress: Demonstrates some of the time	<ul style="list-style-type: none"> <li>• Able to grasp and apply the key concepts and skills some of the time</li> <li>• Able to complete work with some guidance</li> </ul>
Competent: Demonstrates most of the time	<ul style="list-style-type: none"> <li>• Able to grasp and apply the key concepts and skills most of the time</li> <li>• Able to complete work independently</li> </ul>
Assessment Mode	Class Observation, Class Work and Milestone Checks

## Scheme of Work

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"><li>• Numbers to 10</li><li>• Addition</li><li>• Subtraction</li><li>• Shapes</li><li>• Ordinal Numbers</li></ul>	<ul style="list-style-type: none"><li>• Numbers to 20</li><li>• Addition and Subtraction</li><li>• Picture Graphs</li><li>• Numbers to 100</li></ul>	<ul style="list-style-type: none"><li>• Addition and Subtraction within 100</li><li>• Length</li><li>• Multiplication</li></ul>	<ul style="list-style-type: none"><li>• Division</li><li>• Time</li><li>• Money</li></ul>