



Ref: 2022/Feb/09

9 February 2022

Dear Parents and Guardians,

**SCHOOL-BASED ASSESSMENT PLAN FOR 2022 – PRIMARY 1 & 2**

In Angsana Primary School, we are committed to **nurture the whole child and to focus on ‘learning for life’**. Our teachers will focus on deepening learning in the classrooms, nurturing in our students stronger intrinsic motivation to learn, as well as helping our students to develop dispositions for lifelong learning. At Primary 1 and 2, our key focus is on **building students’ confidence and desire to learn**. We will use non-weighted assessments to support their learning, gauge their learning progress, and address learning gaps.

Our teachers will gather information about students’ learning through **assessment tasks** (*please refer to Annex A for the different types of assessment tasks that your child/ward would be taking this year*) **and at checkpoints** which includes the following:

- daily in-class work and discussions,
- homework,
- bite-sized tests, and
- observation of and interaction with the child.

They will help our students to focus on learning for mastery. We will not overly rely on grades and marks alone to measure students’ learning progress. Instead, our teachers will use **qualitative descriptors** to report your child’s/ward’s learning progress in the Holistic Development Profile (the report card).

Our teachers will use **a variety of assessment modes** that are fit-for-purpose to support the development of your child/ward throughout the year. The range of instructional strategies that we will be using includes: questioning, giving of feedback, and peer- and self-assessment to support students’ learning. Your child/ward will be engaged in learning tasks such as journal writing, reading and show-and-tell to provide him/her with more opportunities to experience success and enjoy the process of learning.

If for some reason, your child misses an assessment task, we will allow him/her to do the affected assessment task wherever possible. Our subject teachers may also make alternative arrangements with students to cater to their learning needs, including getting students to catch up on the lessons that they have missed.

It is important that you encourage your child/ward **to focus on learning** and not whether the assessment is counted towards the overall subject results or not. You can help us by affirming your child’s/ward’s efforts and progress made, as well as inculcating in your child/ward good study habits such as completing assignments in a timely manner.

We thank you for your partnership with the school in developing your child/ward. Please feel free to contact your child’s/ward’s Form Teachers at 6783 0427 or write to us at [angšana\\_pri@moe.edu.sg](mailto:angšana_pri@moe.edu.sg) should you require further clarification.

Yours sincerely,

Ms Foong Yin Wei,  
Principal

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With the removal of all weighted assessments at Primary 1 and Primary 2, our school is using subject-specific learning outcomes (LOs) and a common set of qualitative descriptors (QDs) to report our students' learning progress for all subjects. These aim to help parents better understand your child's learning progress in each subject. The QDs describe varying levels of student attainment for a specific LO.

Below are the general descriptions of student attainment levels via QDs:

<b>Qualitative Descriptors (QDs)</b>			
<b>Beginning</b>	<b>Developing</b>	<b>Competent</b>	<b>Accomplished</b>
Shows misconceptions or lack of understanding of the concept	Shows basic understanding of the concept	Shows a complete and correct understanding of the concept	Shows a thorough understanding of the concept and extends understanding to other concepts beyond the topic
Able to demonstrate understanding of the concept with much guidance	Able to demonstrate understanding of the concept with some guidance	Able to demonstrate understanding of the concept with no guidance	Able to demonstrate understanding of the concept independently with confidence
Able to demonstrate at least one of the skills required with accuracy	Able to demonstrate some of the skills required with accuracy	Able to demonstrate most of the skills required with accuracy	Able to demonstrate all of the skills required with accuracy
Able to apply the concept at least once	Able to apply the concept sometimes	Able to apply the concept most of the time	Able to apply the concept consistently

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<b>English Language</b>				
<b>Learning Outcomes</b>	<b>Evidences of Learning/Tasks</b>			
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<u>Listening</u> 1. Listen attentively and follow simple instructions.	- Teacher observations - Learning sheets		- Teacher observations - Learning sheets	
<u>Speaking</u> 2. Speak clearly to express thoughts, feelings and ideas.		- Show-and-tell - Class and group discussions		
<u>Speaking</u> 3. Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations and discussions.			- Group discussions	
<u>Reading</u> 4. Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).	- Read Dolch sight words - Word study lessons - Shared book lessons			
<u>Reading</u> 5. Read aloud Primary 1 texts with accuracy, fluency and expression.		- Read aloud a familiar book - Shared book lessons		- Moo-O presentation - Shared book lessons
<u>Reading</u> 6. Understand Primary 1 texts and are able to identify simple aspects of fiction (e.g. main characters and setting).				- Post-reading activities
<u>Writing</u> 7. Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.		- Penmanship exercises - Daily work		
<u>Writing</u> 8. Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.				- Writing activities - Guided writing tasks

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<b>Mathematics</b>				
<b>Learning Outcomes</b>	<b>Evidence of Learning / Tasks</b>			
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Number and Algebra</b> 1. Understand numbers up to hundred.	a. Teacher observations b. Mathematics Practice Book c. My Counting Book d. Ordinal Numbers	a. Teacher observations b. Mathematics Practice Book c. Snakes and Ladders d. Investigation Task		
2. Understand addition and subtraction.	a. Teacher observations b. Mathematics Practice Book c. Number Bonds / Families	a. Teacher observations b. Mathematics Practice Book	a. Teacher observations b. Mathematics Practice Book	
3. Add and subtract numbers.	a. Teacher observations b. Mathematics Practice Book c. Number Bonds / Families	a. Teacher observations b. Mathematics Practice Book d. Number Stories	a. Teacher observations b. Mathematics Practice Book c. Number stories	
4. Understand multiplication and division.			a. Teacher observations b. Mathematics Practice Book c. Concept of Multiplication	a. Teacher observations b. Mathematics Practice Book c. Concept of Division
<b>Measurement and Geometry</b> 5. Identify, name, describe and sort shapes.	a. Teacher observations b. Mathematics Practice Book c. Shape Me!			
6. Tell time to 5 minutes				a. Teacher observations b. Mathematics Practice Book c. Tell a story
7. Measure and compare lengths of objects.			a. Teacher observations b. Mathematics Practice Book c. Body Proportions	
<b>Statistics</b> 8. Read and interpret picture graphs.		a. Teacher observations b. Mathematics Practice Book c. Our favourite fruits		

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<b>Mother Tongue Languages</b>				
<b>Language Skills</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Listening</b> 1. Listen attentively to short, simple spoken content related to daily life and respond appropriately.	- CL: Identifying sounds in Hanyu Pinyin - ML & TL: Matching sounds to stimulus-based pictures			Appropriate response to listening stimulus (e.g. sentences and passages) – MCQs
<b>Speaking</b> 2. Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts.		Simple questions and answers – everyday conversations based on the themes in textbook 1A		
<b>Speaking</b> 3. Ask and/or respond to simple questions related to daily life.			Simple questions and answers - everyday conversations based on graphic stimulus	
<b>Reading</b> 4. CL: Recognise characters taught in Primary 1 ML: Recognise words taught in Primary 1 TL: Recognise letters and words taught in Primary 1	Recognise and pronounce characters / words / letters from textbook 1A			
<b>Reading</b> 5. Read aloud Primary 1 texts with accuracy.			Read aloud sentences / paragraph / passage	
<b>Reading</b> 6. Understand Primary 1 texts and are able to identify some details with guidance.				Reading of short passage and respond to simple questions
<b>Writing</b> 7. CL & ML: Write words, phrases and simple sentences about daily life with guidance. TL: Write words and simple phrases with guidance		- Write words / phrases / simple sentences with helping words given		- Write simple sentences with helping words given

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<b>Social Studies</b>				
<b>Learning Outcomes</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
#1 Recognise that everyone is unique.			<b><u>My School Community</u></b> Big Book: <i>Go, Cubs, Go!</i> <ul style="list-style-type: none"> <li>Understand that everyone is unique.</li> <li>Pledge to do one's part in school to make it a good place for learning.</li> </ul>	
#2 Identify the different roles that students play at home, in class and in school.		<b><u>The Roles I Play</u></b> Big Book: <i>Jamie Becomes A Sister!</i> <ul style="list-style-type: none"> <li>Have greater awareness of the different roles one plays at home and in school.</li> </ul>	<b><u>Task</u></b> - Workbook: Pages 15 – 17	
#3 State ways to help people and care for the places around them.		<b><u>Task</u></b> - Workbook: Pages 11 – 13		<b><u>My Favourite Place In The Neighbourhood</u></b> Big Book: <i>Where Are You Coco?</i> <ul style="list-style-type: none"> <li>Observe and express thoughts to describe places and events to broaden one's understanding of people and places.</li> <li>Express thoughts independently to think of ways to show care.</li> </ul>
#4 Describe people, places and events by making careful observations, with teacher guidance.				<b><u>Task</u></b> - Workbook: Pages 19 – 21
#5 Share thoughts and feelings with group members, with teacher guidance.	<b><u>Getting To Know My Classmates</u></b> Big Book: <i>Please Call Me Priya</i> <ul style="list-style-type: none"> <li>Demonstrate interest through asking appropriate questions about their classmates.</li> </ul>			
#6 Ask questions to learn more about self, people and places.	<b><u>Task</u></b> - Workbook: Pages 4 & 5			

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<b>Music</b>				
<b>Learning Outcomes</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
#1 Perform Music in both instrumental and vocal settings, individually and in groups, focusing on simple rhythm, pitch, tempo and dynamics.	-		<u>Task</u> Sing with increasing pitch and rhythm accuracy using a natural singing voice.	<u>Task</u> Create a simple rhythmic pattern or short iconic representations of steady beat, divided beat, sound or silence, and/or pitch using body percussion or classroom instruments to accompany familiar songs or rhymes.
#2 Create Music in both instrumental and vocal settings, individually and in groups.				
#3 Listen and respond to Music.	<u>Task:</u> Move to the music with sensitivity to given musical elements stimuli e.g pulse, rhythm, tempo (fast/slow), dynamics (loud/slow), pitch (lower/higher registers), form (AB)			
#4 Appreciate Music from local and global cultures.	<u>Task:</u> Appreciate the role of music in society. (Music at home, Music in School, Music for celebrations) through reflection.			
#5 Understand musical elements and concepts.		<u>Task</u> Distinguish contrast between variables in: sound or silence, tempo (fast/slow), rhythm and beats, expression (loud/slow) in a simple song.	<u>Task</u> - Read representations of steady beat, divided beat, sound or silence and pitch. - Distinguish contrast between variables in: form (AB) in a simple song	

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<b>Art</b>				
<b>Learning Outcomes</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
	<b>Artwork: Self-Portrait Using Oil Pastels</b>	<b>Artwork: Animal Totem</b>	<b>Artwork: Collage (body positions)</b>	<b>Artwork: Collage</b>
#1 Identify simple visual qualities in what they see around them.	<u>Task</u> - Identify lines and shapes that make up facial features.		<u>Task</u> - Observe colours, shapes and lines in the artwork.	
#2 Ask questions about what they see.			<u>Task</u> - Ask questions about what they see in the artwork.	<u>Task</u> Ask questions about what they see in the artwork
#3 Draw from their imagination and observation.		<u>Task</u> Create an imaginary artwork based on observation of animal pictures.	<u>Task</u> - Draw figures with different poses from observation and from imagination	
#4 Play with a variety of materials and tools to make art.		<u>Task</u> - Play with a variety of paper to make art.		
#5 Share their imagination, thoughts and feelings through art making.	<u>Task</u> - Create a self-portrait that expresses feelings and experiences.			<u>Task</u> Create drawings that express emotions or imagination.
#6 Show interest in looking at a variety of artworks.	<u>Task</u> -Show interest in looking at a variety of artworks.			<u>Task</u> - Show interest in looking at artworks.
#7 Talk about what they see, feel and experience using art vocabulary.		<u>Task</u> -Describe their animal totem using simple art vocabulary.	<u>Task</u> - Share their ideas behind their artwork using simple art vocabulary.	



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<b>Physical Education</b>				
<b>Domains</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Gymnastics</b> <b>LO1:</b> Perform a gymnastic sequence of two different movements with smooth transition.	<u>Evidences of learning/Task</u> - Perform a sequence of walking/running and transit into jumping.		<u>Evidences of learning/Task</u> - Perform a sequence of leaping/hopping and transit into skipping.	
<b>Games &amp; Sports</b> <b>LO2:</b> Demonstrate a range of motor skills in rolling, catching and throwing a variety of objects.	<u>Evidences of learning/Task</u> - Toss a small object to above height in a single hand toss movement pattern. - Catch using both hands with proper follow through and body movement.	<u>Evidences of learning/Task</u> - Roll a small ball in a line using the underhand movement pattern. - Catch using the hands a ball rolled from a partner 5 metres away.		<u>Evidences of learning/Task</u> - Throw using the overhand movement pattern a variety of small objects towards a large target at least 5 metres away at different heights. - Catch using two hands a gently thrown ball from a distance of 3 metres away, at waist level.
<b>Dance</b> <b>LO3:</b> Perform a structured dance to the music “Chan Mali Chan”, and repeat with modifications to timing (i.e. unison, take turns).		<u>Evidences of learning/Task</u> - Moving to follow rhythm of single/double beat using BSER (Body, Space, Effort, Relationship)	<u>Evidences of learning/Task</u> - Moving to follow rhythm of multiple beats (tempo) beat using BSER (Body, Space, Effort, Relationship)	<u>Evidences of learning/Task</u> - Perform a mass dance in full to the song “Chan Mali Chan”.

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<p><b>Outdoor Education</b>  <b>LO4:</b> Move across a variety of ground surfaces in a familiar environment safely and confidently.</p>	<p><u>Evidences of learning/Task</u></p> <ul style="list-style-type: none"> <li>- Move safely and confidently within the school compound.</li> <li>- Complete a checklist to identify landmarks in school</li> </ul>		<p><u>Evidences of learning/Task</u></p> <ul style="list-style-type: none"> <li>- Apply knowledge about weather conditions with relation to the type of terrain (smooth, muddy, rough) in the school compound.</li> <li>- Map out potential hazards during a rainy day on the school map (Ground floor)</li> </ul>	
<p><b>Physical Health &amp; Fitness</b>  <b>LO5:</b> Acquire a range of personal safety practices in school, at home and when using the road.   <b>LO6:</b> Demonstrate good health practices (drinking water, food choices and physical activities) and habit in personal care (eye care and UV-protection) and hygiene.</p>		<p><u>Evidences of learning/Task</u></p> <ul style="list-style-type: none"> <li>- Complete the activity in “An Active and Healthy Me” on the topics:             <ul style="list-style-type: none"> <li>▪ “General Safety”</li> <li>▪ “Road Safety”</li> </ul> </li> <li>- Perform a “Show and Tell” on personal safety in groups.</li> </ul>		<p><u>Evidences of learning/Task</u></p> <ul style="list-style-type: none"> <li>- Complete the activity in “An Active and Healthy Me” on the topics:             <ul style="list-style-type: none"> <li>▪ “Healthy Eating”</li> <li>▪ “Good Hygiene Habits”</li> <li>▪ “Taking Care of Your Eyes”</li> </ul> </li> <li>- Complete a checklist for reflection of personal habits and practices.</li> </ul>