The background features a faint, light blue watermark of the Russett School crest. The crest is a shield-shaped emblem with a central figure, possibly a saint or historical figure, and a banner at the bottom that reads "READY TO SERVE". The word "RUSSETT" is visible at the top of the shield.

PERI Holistic Assessment in Primary 1

Laying a Strong Foundation in Primary 1

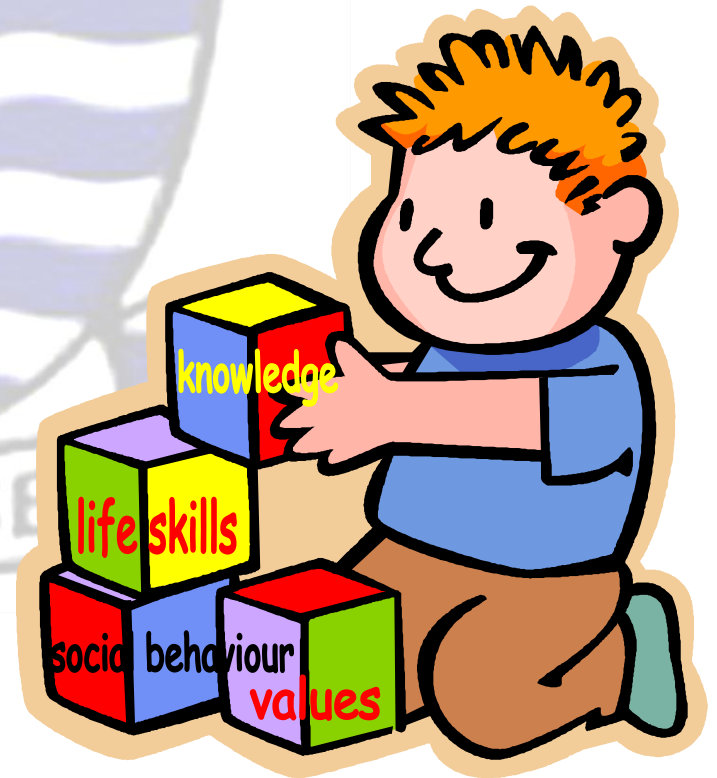


Outline

- **Aim of primary education**
- **Where is my child at this stage?**
- **How will my child be taught?**
- **Assessment**
 - **Why?**
 - **How?**
- **How does it benefit my child?**
- **How can I help my child?**

Aim of Primary Education

- To lay a strong foundation
- To nurture the whole child



C2015 Student Outcomes

Confident Person

Thinks independently
Communicates effectively
Has good inter-personal skills

Self-directed Learner

Takes responsibility for own learning
Questions, reflects, perseveres
Uses technology adeptly

Concerned Citizen

Is informed about world and local affairs
Empathises with and respects others
Participates actively

Active Contributor

Exercises initiative and takes risks
Is adaptable, innovative, resilient
Aims for high standards

Character & Citizenship Education



Where is my child at this stage?

Formative years

Early stages of learning

Discovering abilities and talents



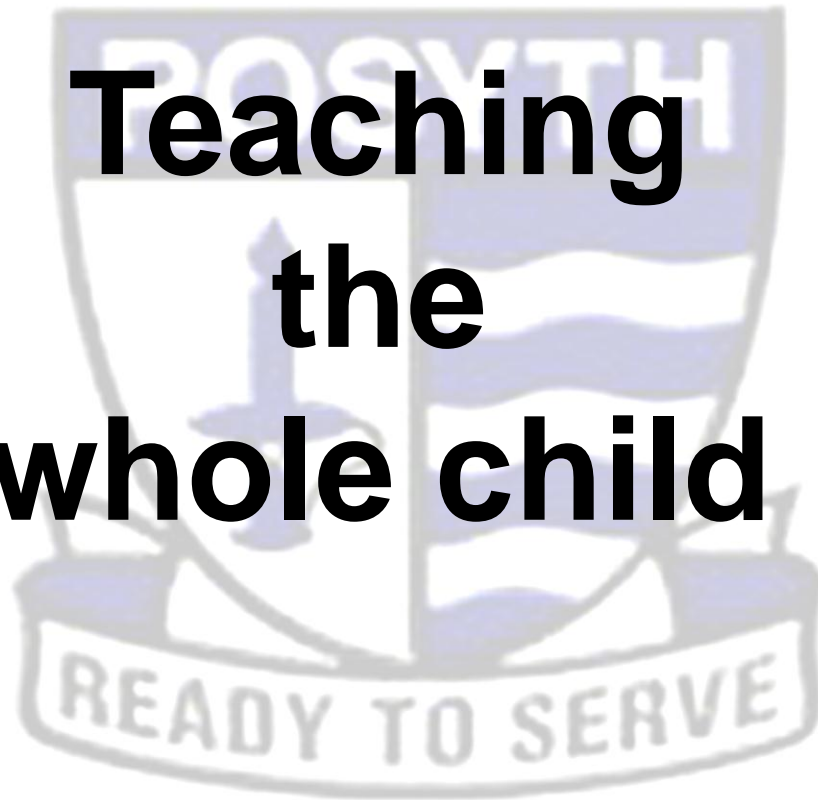
SERVE

Developmental Stages

Learning and developmental needs of children are different at lower and upper primary.



Teaching the whole child



For English, my child learns to...



listen to stories



read fluently



speak confidently



write stories

For Mother Tongue, my child learns to...



**listen to stories
read fluently**



understand culture



speak confidently



write accurately

For Maths, my child learns to...



explore patterns
work with numbers



solve problems
express thinking

For PE, my child learns...

- **different physical skills**
- **teamwork and sportsmanship**
- **safe practices**



For Art, my child learns to...

SEE

EXPRESS

APPRECIATE



- **Observe** surroundings

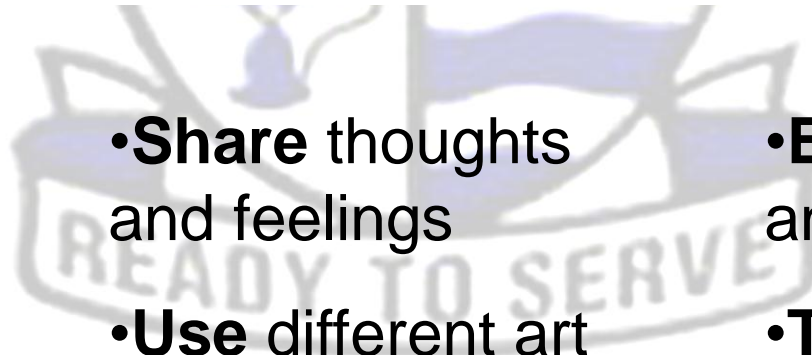
- **Describe** colours, shapes and textures

- **Share** thoughts and feelings

- **Use** different art materials and media to **create artworks**

- **Enjoy** looking at and creating art

- **Talk** about artworks



For Music, my child learns to...

- LISTEN
- CREATE
- PERFORM



For Civics and Moral Education, my child learns to...

make responsible choices

consider others' feelings

share personal experiences

interact with others



For Social Studies, my child learns to...

show care for the environment

relate to others

value self & others



For Health Education, my child learns to...

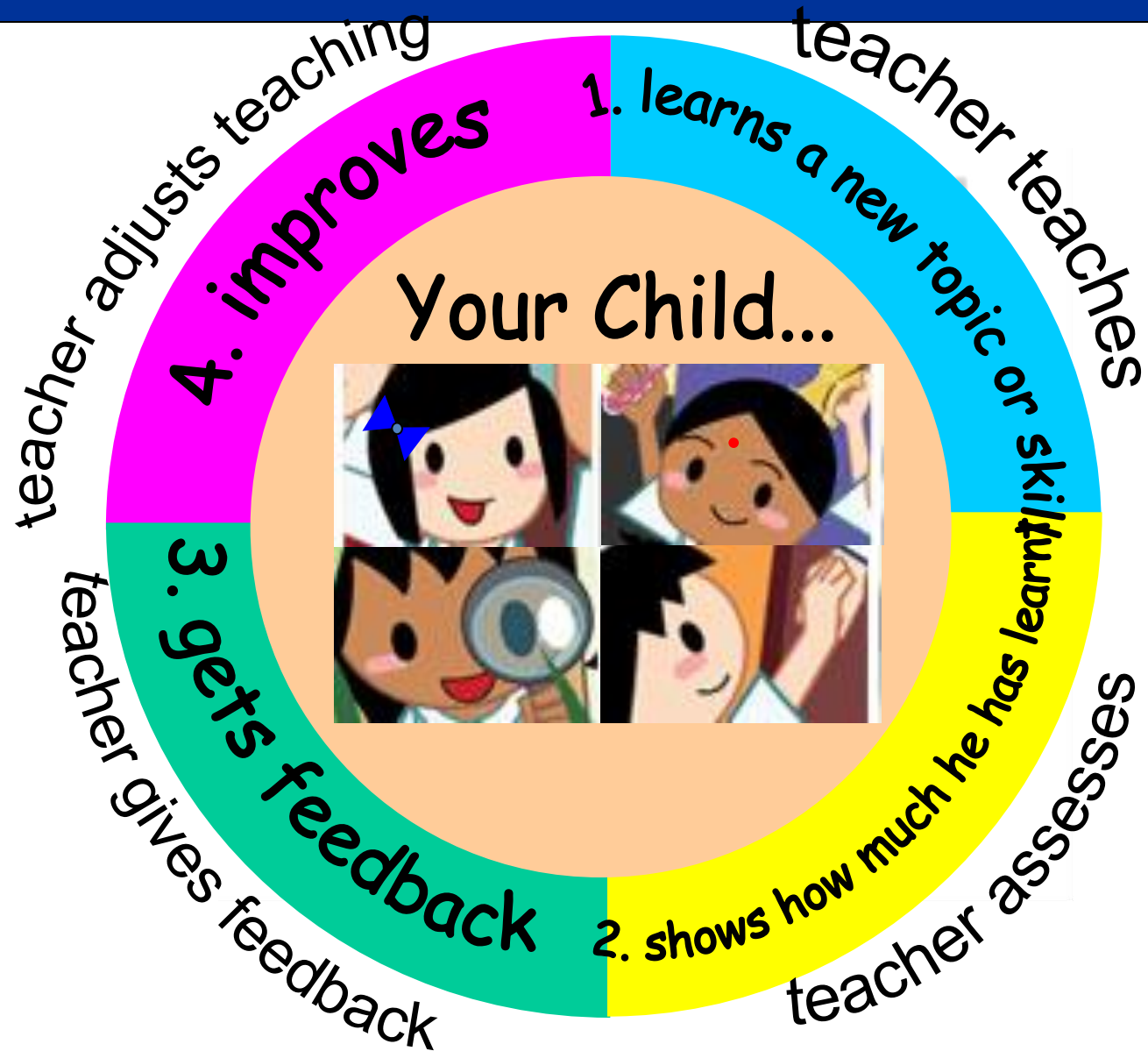
- **lead a healthy lifestyle**
- **be socially responsible**





**Assessment
to support the
whole child**

Assessment is part of learning



Assessment at Primary 1

✓ **Bite-sized assessments**

✓ **More and richer feedback**

✓ **Appropriate types of assessment**

• **Written assessment**

• **Oral assessment**

• **Activity-based assessment**

• **P1 – Short weighted assessment tasks in Terms 2, 3 and 4**

How will my child be assessed for English?



Dramatisation



Reading Aloud



Story Writing

How will my child be assessed for Mother Tongue?



Show and Tell



Reading Tasks

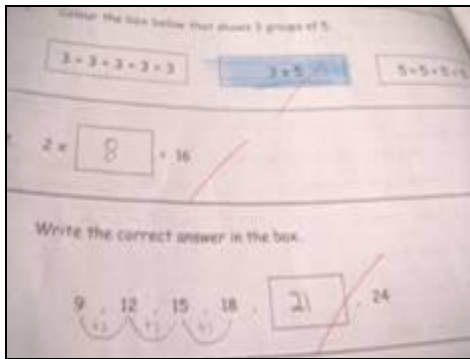


Simple Writing Tasks

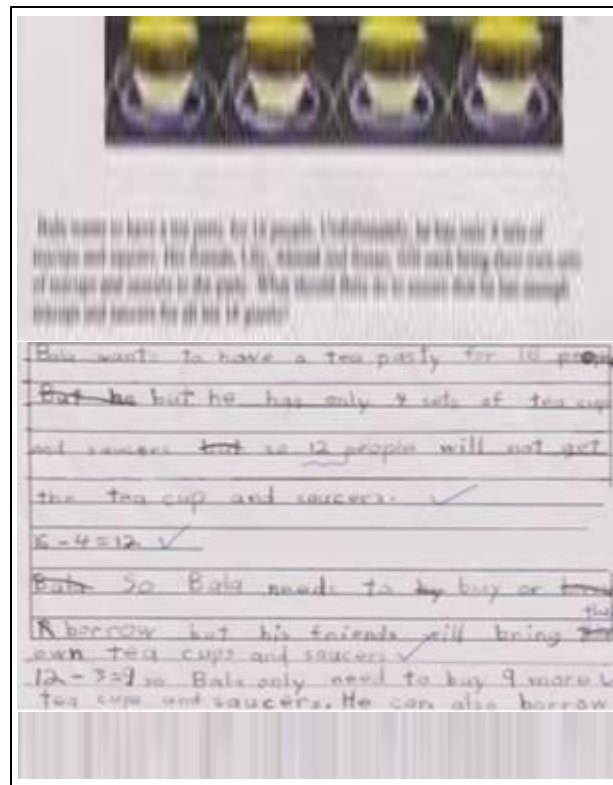


Teachers ask questions and give feedback to improve pupils' learning

How will my child be assessed for Maths?



Bite-Sized Tests



Journal Writing



Performance Tasks

How will my child be assessed in other subjects?



A range of appropriate assessment tasks and practices

How often will my child be assessed?

English

	Term 1	Term 2	Term 3	Term 4
Listening	Listening comprehension	Listening comprehension	Listening comprehension (5%)	Listening comprehension (5%)
Speaking	Poetry recitation (Group) Show-and-Tell	Poetry recitation (Group) Show-and-Tell (5%)	Picture description Show-and-Tell	Picture description (5%)
Reading	Running record (accuracy in reading)	Running record (accuracy in reading) (5%)	Running record (accuracy in reading) (5%)	–
Writing	- Penmanship - Creative writing	- Penmanship - Group writing	- Group writing - Creative writing	Individual writing - Creative writing (10%)
Language Use	–	Mini/Topical Test - Grammar - Vocabulary -Comprehension (10%)	Mini/ Topical Test (Written) - Grammar - Vocabulary - Comprehension (25%)	Mini/ Topical Test (Written) - Grammar - Vocabulary - Comprehension (25%)
Total(100%)	–	20%	35%	45%

How often will my child be assessed?

	Term 1	Term 2	Term 3	Term 4
Listening	Simple listening task	Simple listening task (5%)	Show-and-tell &	Simple listening task (10%)
Speaking	Everyday conversation (simple questions and answers)	Situational dialogue in authentic setting (10%)	Responding to questions from audience (15%)	Reading aloud Show-and-tell (20%)
Reading	Reading task	Reading task	Reading task (5%)	
Writing	Simple writing task (penmanship)	Simple writing task (penmanship / words simple words/phrases)	Mini/ Topical Test (Written) -(CL) Penmanship / vocabulary / hanyu pinyin/write simple phrases - (ML) Vocabulary / sentence structure / write simple phrases -(TL) Penmanship / TL letters / vocabulary / write simple phrases	Mini/ Topical Test (Written) -(CL) Penmanship / vocabulary / hanyu pinyin/write simple phrases - (ML) Vocabulary / sentence structure / write simple phases -(TL) Penmanship / TL letters / vocabulary / write simple phrases
Language Use	-	Mini/Topical Test - Vocabulary	(15%)	(15%)
Total(100%)		20%	35%	45%

sample

How often will my child be assessed?

Mathematics

Topics	Term 1	Term 2	Term 3	Term 4
Whole Numbers	Diagnostic Test Performance Task Topical Test	Diagnostic Test • Journal Writing Topical Test (10%)	Diagnostic Test • Performance Task • Topical Test (20%)	Diagnostic Test Topical Test (15%)
Length & Mass		Performance Task - Length & Mass (10%) Journal Writing – Length Topical Test (5%)		
Time & Money				Performance Task – Money (5%) Journal Writing – Time Topical Test (20%)
Shapes & Patterns	Performance Task Topical Test			
Picture Graphs			Performance Task (10%) Journal Writing • Topical Test (5%)	
Total	0%	25%	35%	40%

Sample

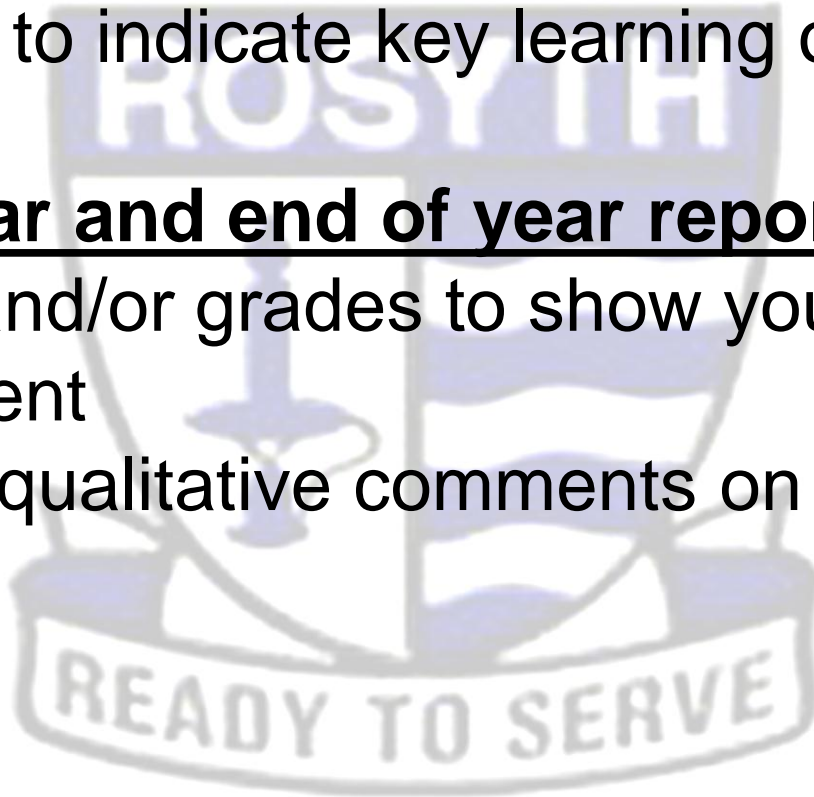
How will you receive feedback on your child's progress?

1) Progress Reports

- Rubrics to indicate key learning outcomes

2) Mid-year and end of year report cards

- Marks and/or grades to show your child's attainment
- Overall qualitative comments on your child's learning



How will you receive feedback on your child's progress?

3) Holistic Assessment Portfolio

- Progress reports will be shown to parents with the portfolio
- Portfolio contains a good sample of your child's
 - work and performance tasks
 - in all subjects
 - with rubrics (graded / non-graded)
 - with teacher's qualitative comments
- Shown at Parents-Teachers Conference and Parents-Child-Teachers Conference



How will this benefit my child?

- More opportunities to show learning
- Caters to wider range of learning styles
- Regular and timely feedback

- More confident
- Motivated to learn
- Enjoys learning



Will my child be prepared for exams?

My child will be prepared to take exams at the end of Primary 2 having gained...

- ✓ **a strong foundation**
- ✓ **confidence**
- ✓ **a desire to learn**
- ✓ **enjoyment of learning**
- ✓ **steady progress**

How can I help my child?

Don't ...

- put too much emphasis on marks and grades
- compare your child's performance with that of others
- give more homework than necessary, or as punishment

Do...

- monitor your child's daily work
- give encouragement and support in areas for improvement
- praise your child for any progress made

‘If you give a mark, say 60, what does it mean? It means that somebody who got 59 got less than you and that somebody who got 61 got more than you. It doesn’t give the pupil proper feedback... What are you weak in and what are you strong in?’

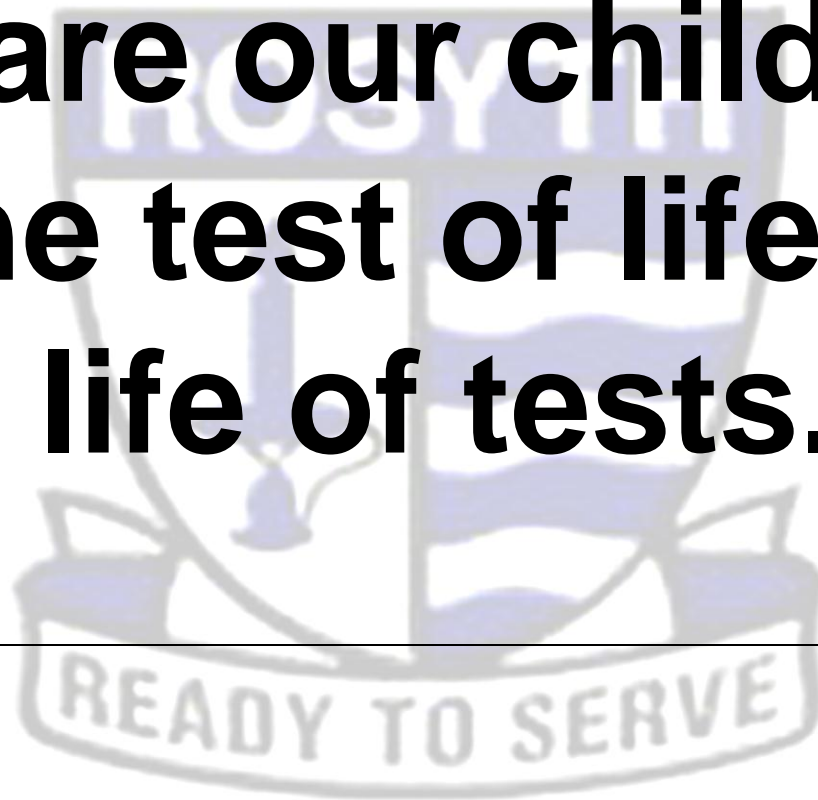
Dr Ng Eng Hen

Minister of Education

at his visit to Greenridge Pri

Sch on April 17, 2009

**Prepare our children
for the test of life and
not a life of tests.**



How PERI has changed the way pupils learn...

Interview



Q & A Session

Q & A

