



# QUEENSTOWN PRIMARY SCHOOL

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19 January 2019

Dear Parents/Guardians of P3 students,

## Assessment @ QtPS for Primary 3 in 2019

1. Assessment plays an integral role in supporting a child's learning. At Primary 3, the formative assessments continue to take place and are administered by the subject teacher in every term. Feedback after each formative assessment will continue to be made available to you by the subject teachers.
2. Last year, your child/ ward sat for the Semestral Assessment 2 (SA2) in Term 4 and he/ she would have had a one-time experience taking the examination in a formal setting. This year, your child/ ward will take an additional formal examination known as SA1 in Term 2 in addition to the SA2 in Term 4. This scaffolded approach from Primary 2 to 3 aims to ease your child/ ward into taking formal examinations.
3. The following table shows the distribution of the weighting of marks for these assessments in each term.

Level	Term	Weighting (%)			
		Term 1	Term 2	Term 3	Term 4
P3		0	30 (SA1)	0	70 (SA2)

4. Annex 1 presents the Summative and Formative Assessments for each subject for the year. The purpose of Summative Assessments is to determine the mastery level of the child's learning. Therefore, a weighting (%) is assigned to the assessment. This percentage of marks is counted towards the overall marks for the year. On the other hand, the purpose of Formative Assessment is to inform you, your child and the teacher your child's learning progression through the provision of both quantitative and qualitative feedback (therefore, no weighting is assigned). This feedback is then used to support and/or improve the teaching and learning process. The week in which the assessment is carried out is indicated in brackets beside each assessment.
5. You will receive a Progress Report at the end of each semester (i.e. Term 2 and Term 4) and a Pupil Profile Report at the end of term 1 and 3. We hope that this will provide you with a good idea of your child's progress. Class assignments will be returned regularly for your endorsement. Praise him/her when he/she makes good progress and urge him/her to strive for higher learning goals.

6. The subject teacher will inform your child of the actual day of assessment nearer to the date. Please inform the teacher prior to the assessment/ exam should your child not be able to sit for it. A Medical Certificate (MC) or a letter of excuse with a valid reason is required should your child be absent on the day of assessment. Your child/ ward would be given the paper to complete and it would be marked by the teacher. However, the marks **will not be counted** towards the overall marks for the year.
7. Kindly contact your child's form / co-form teacher should you need any clarification with regard to the Assessment Plan.
8. We look forward to partner you in your child's/ ward's education. Thank you!

Warmest regards



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MsPearly Ng  
Principal

**Queenstown Pri School  
P3 Assessment Plan 2019**

Subject	Term 1	Term 2 (30%)	Term 3	Term 4 (70%)
<b>English</b>	<p><b><u>Formative Assessment</u></b></p> <ul style="list-style-type: none"> <li>▪ Oral: Reading               <ul style="list-style-type: none"> <li>✓ To read a passage aloud to the teacher</li> </ul> </li> </ul> <p><b><u>Summative Assessment</u></b> NIL</p>	<p><b><u>Formative Assessment</u></b></p> <p>Oral: Stimulus-Based Conversation</p> <ul style="list-style-type: none"> <li>✓ To engage in a 2-way conversation with the teacher based on the picture stimulus given.</li> </ul> <p><b><u>Summative Assessment*</u></b></p> <ul style="list-style-type: none"> <li>▪ SA 1 (30%)</li> </ul>	<p><b><u>Formative Assessment</u></b></p> <ul style="list-style-type: none"> <li>▪ Composition Writing               <ul style="list-style-type: none"> <li>✓ To complete an essay (100 words) based on a series of pictures given</li> </ul> </li> <li>▪ EL Review – 50 marks               <ul style="list-style-type: none"> <li>✓ Grammar &amp; Vocabulary items from STELLAR titles                   <ul style="list-style-type: none"> <li>○ The Blink-off</li> <li>○ Report Card Days</li> <li>○ There's a Boy Under the Bed!</li> <li>○ Life On the River</li> </ul> </li> <li>✓ Visual Text Comprehension &amp; an Open-ended Comprehension</li> </ul> </li> </ul> <p><b><u>Summative Assessment</u></b> NIL</p>	<p><b><u>Formative Assessment</u></b> NIL</p> <p><b><u>Summative Assessment*</u></b></p> <ul style="list-style-type: none"> <li>▪ SA 2 (70%)</li> </ul>
<b>MTL</b>	<p><b><u>Formative Assessment</u></b></p> <ul style="list-style-type: none"> <li>▪ Oral Conversation (Wk 5 &amp; 6)               <ul style="list-style-type: none"> <li>✓ To share views with the</li> </ul> </li> </ul>	<p><b><u>Formative Assessment</u></b></p> <ul style="list-style-type: none"> <li>▪ Oral Reading (Wk 3)               <ul style="list-style-type: none"> <li>✓ To read a passage aloud</li> </ul> </li> </ul>	<p><b><u>Formative Assessment</u></b></p> <ul style="list-style-type: none"> <li>▪ Composition Writing (Wk 4)               <ul style="list-style-type: none"> <li>✓ To complete an essay of</li> </ul> </li> </ul>	<p><b><u>Formative Assessment</u></b> NIL</p>

	<p>teacher based on a topic given</p> <ul style="list-style-type: none"> <li>▪ Composition Writing (Wk7 &amp; 8) <ul style="list-style-type: none"> <li>✓ To complete an essay of 40 words for TL, 50 words for CL and 60 words for ML) based on a series of pictures given</li> </ul> </li> </ul>	to the teacher	<p>40 words for TL, 50 words for CL and 60 words for ML. based on a series of pictures given</p> <ul style="list-style-type: none"> <li>▪ MTL Review – 45 marks (Wk 9) <ul style="list-style-type: none"> <li>✓ Grammar &amp; Vocabulary</li> <li>✓ Comprehension (both MCQ and open-ended)</li> </ul> </li> </ul>	
	<p><b><u>Summative Assessment</u></b> NIL</p>	<p><b><u>Summative Assessment*</u></b> ▪ SA 1 (30%)</p>	<p><b><u>Summative Assessment</u></b> NIL</p>	<p><b><u>Summative Assessment*</u></b> ▪ SA 2 (70%)</p>
<b>Math</b>	<p><b><u>Formative Assessment</u></b></p> <ul style="list-style-type: none"> <li>▪ Performance task (Wk 5) <ul style="list-style-type: none"> <li>✓ Compare and order numbers</li> </ul> </li> <li>▪ Written Test (Wk 8)</li> </ul> <p><u>Topics</u></p> <ul style="list-style-type: none"> <li>✓ Numbers up to 10,000</li> <li>✓ Addition and Subtraction</li> </ul>	<p><b><u>Formative Assessment</u></b></p> <ul style="list-style-type: none"> <li>▪ Written Test (Wk 5) <ul style="list-style-type: none"> <li>✓ Draw models for 1-step and 2-step word problem</li> <li>✓ Solve the problems</li> </ul> </li> </ul>	<p><b><u>Formative Assessment</u></b></p> <ul style="list-style-type: none"> <li>▪ Written Test (Wk 5) <ul style="list-style-type: none"> <li>✓ Use correct heuristic in solving problems: Model Drawing, Guess-and-check &amp; Systematic Listing</li> </ul> </li> <li>▪ Math Review – 50 marks (Wk 9) <ul style="list-style-type: none"> <li>✓ Money</li> <li>✓ Measurement on Length, Mass, Volume &amp; Capacity</li> <li>✓ Time</li> </ul> </li> </ul>	<p><b><u>Formative Assessment</u></b> NIL</p>

	<u>Summative Assessment</u> NIL	<u>Summative Assessment*</u> ▪ SA 1 (30%)	<u>Summative Assessment</u> NIL	<u>Summative Assessment*</u> ▪ SA 2 (70%)
Science	<u>Formative Assessment</u> Performance Task (Wk 6) on: <ul style="list-style-type: none"> <li>✓ Identify the characteristics of living things</li> <li>✓ Recognise broad groups of living things</li> <li>✓ Classify living things into broad groups</li> <li>✓ Written Work (Wk 9) on:               <ul style="list-style-type: none"> <li>○ Classification: Living &amp; non-living things</li> <li>○ Plants</li> <li>○ Animals</li> </ul> </li> </ul>	<u>Formative Assessment</u> ▪ Performance Task (Wk 3) <ul style="list-style-type: none"> <li>✓ Relate the use of various types of materials</li> <li>✓ Explain their reasoning and decisions on why they have chosen selected materials to make the various parts of the boat.</li> <li>✓ Value individual effort and team work by respecting different perspectives</li> </ul>	<u>Formative Assessment</u> ▪ Science Review – 40 marks (Wk 9) <ul style="list-style-type: none"> <li>✓ Interaction of Forces</li> <li>✓ Diversity of Living &amp; Non-living Things</li> <li>✓ Diversity of Materials</li> </ul>	<u>Formative Assessment</u> NIL
	<u>Summative Assessment</u> NIL	<u>Summative Assessment*</u> ▪ SA 1 (30%)	<u>Summative Assessment</u> ▪ Science Practical Test: 10 marks – marks attained will be added into the score for SA2 in Term 4. <ul style="list-style-type: none"> <li>▪ Focus: Process skills such as classifying, comparing &amp; observing will be assessed</li> </ul>	<u>Summative Assessment*</u> ▪ SA 2 (70%)– Part of the marks will come from the Science Practical Test conducted in Term 3

Assessments				
Subject	Term 1	Term 2	Term 3	Term 4
<b>ART</b>	Line painting of buildings Art Attitudes	2D artwork representation of their community. Art Attitudes	Abstract mark making to represent student's feelings and emotions. Art Attitudes	Drawing techniques Art Attitudes
<b>MUSIC</b>	<ul style="list-style-type: none"> <li>- Able to sing in unison a variety of songs in the textbook with a sense of melody, keeping to a steady beat.</li> <li>- Able to identify the letter names of musical notes on the staff.</li> <li>- Able to recognise, aurally and visually, binary and ternary forms in music.</li> </ul>	<ul style="list-style-type: none"> <li>- Create melody using the resonator and relate the mood to an art piece.</li> <li>- Compose a short jingle or a rap about Cyberwellness in groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Able to recognise the musical concept, Canon, through singing, movement or a body percussion activity.</li> <li>- Able to recognise the meaning of Partner Song through singing the 'Three Blind Mice' and 'Frere Jacques' songs.</li> <li>- Able to work in a group and compose a melody using a tuned percussion instrument(eg. boomwhackers) for the chant 'As I was walking up the stairs'.</li> </ul>	<p>Ukulele:</p> <ul style="list-style-type: none"> <li>- Able to hold and play the Ukulele confidently.</li> <li>- Able to play at least 3 chords (C, F and Am) on the Ukulele accurately.</li> <li>- Able to change chords on the Ukulele fluently.</li> </ul>
<b>PE</b>	Jumping for Distance	Healthy Eating & Active Lifestyle Taking Care of Our Eyes Jumping for Distance	Dribbling a ball using an implement	Cycling Safety Mosquito Borne Diseases Dribbling a ball using an implement
<b>SS</b>	Locating their home using a "Map Grid"	Identify activities on a farm and describe what the life of a farmer is like. Identify characteristic and contributions on Mr Lim Kim San	Identify the differences between the MRT Lines using MRT Maps from various times.	List actions that can help save water.

*\*Topics tested will be shared with you at the start of each term via a letter*