



# QUEENSTOWN PRIMARY SCHOOL

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Dear Parents/Guardians of P4 students,

## **Assessment @ QtPS for Primary 4 in 2019**

1. Assessment plays an integral role in supporting a child's learning. At Primary 4, Formative Assessments continue to take place and are administered by the subject teacher in every term. Quantitative and qualitative feedback after each formative assessment will continue to be made available to you by the subject teachers.

2. 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
P4		0	30 (SA1)	0	70 (SA2)

3. **Annex 1** presents the Summative and Formative Assessments for each subject for the year. The purpose of Summative Assessment 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.

4. 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.

5. 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.

6. Kindly contact your child's form / co-form teacher should you need any clarification with regard to the Assessment Plan.
7. We look forward to partner you in your child's/ ward's education. Thank you!

Warm regards,

A handwritten signature in black ink, appearing to read 'Pearly Ng', written in a cursive style.

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Ms Pearly Ng  
Principal

**Queenstown Pri School  
P4 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>✓ Students 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 (120 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 'Sports Day', 'Statues' &amp; 'What is a Tsunami'</li> <li>✓ Visual Text Comprehension &amp; an Open-ended Compre</li> <li>✓ Compre Cloze &amp; Grammar Cloze</li> <li>✓ Sentence Combining</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 teacher based on a topic</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>✓ Students to read a passage aloud to the</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 (80 words- CL &amp; ML,</li> </ul> </li> </ul>	<p><b><u>Formative Assessment</u></b> NIL</p>

	<p>given</p> <ul style="list-style-type: none"> <li>▪ Composition Writing (Wk7 &amp; 8) To complete an essay (80 words- CL &amp; ML, 60 words –TL) ✓ based on a series of pictures given</li> </ul> <p><b><u>Summative Assessment</u></b> NIL</p>	<p>teacher</p> <p><b><u>Summative Assessment*</u></b> ▪ SA 1 (30%)</p>	<p>70 words –TL) based on a series of pictures given</p> <ul style="list-style-type: none"> <li>▪ MTL Review – 45 marks (Wk 9) ✓ Grammar, Vocabulary ✓ Comprehension (both MCQ and open-ended)</li> </ul> <p><b><u>Summative Assessment</u></b> NIL</p>	<p><b><u>Summative Assessment*</u></b> ▪ SA 2 (70%)</p>
<p><b>Math</b></p>	<p><b><u>Formative Assessment</u></b></p> <ul style="list-style-type: none"> <li>▪ Written Test (Wk 5) ✓ Student to be able to read and write numbers to 100 000 and understand the place value represented on a place value chart</li> <li>▪ Written Test (Wk 8) ✓ Review understanding concepts on Whole Numbers, Factors and Multiples and Four Operations of Whole Numbers</li> </ul>	<p><b><u>Formative Assessment</u></b></p> <ul style="list-style-type: none"> <li>▪ Written Test (Wk 5) ✓ To solve word problems using model drawing</li> </ul>	<p><b><u>Formative Assessment</u></b></p> <ul style="list-style-type: none"> <li>▪ Written Test (Wk 5) ✓ Students to be able to able to spot common mistakes made (error analysis) in place values and comparison of decimals and be able to cite the reasons</li> <li>▪ Math Review – 50 marks (Wk 9) <u>Topics</u> ✓ Decimals ✓ Four Operations of Decimals ✓ Area and Perimeter ✓ Symmetry ✓ Heuristics in Term 3</li> </ul>	<p><b><u>Formative Assessment</u></b> NIL</p>

	<b><u>Summative Assessment</u></b> NIL	<b><u>Summative Assessment*</u></b> ▪ SA 1 (30%)	<b><u>Summative Assessment</u></b> NIL	<b><u>Summative Assessment*</u></b> ▪ SA 2 (70%)
<b>Science</b>	<b><u>Formative Assessment</u></b> ▪ Performance Task (Wk 6) on: <ul style="list-style-type: none"> <li>✓ Identify matter based on its properties</li> <li>✓ Identify and use appropriate apparatus to measure the mass and volume of a substance</li> <li>✓ Identify the state of a substance and describe its properties.</li> </ul> ▪ Written Work (Wk 9) : <ul style="list-style-type: none"> <li>✓ Matter</li> </ul>	<b><u>Formative Assessment</u></b> ▪ Performance Task (Wk 4) <ul style="list-style-type: none"> <li>✓ Show understanding of the concepts on light</li> </ul>	<b><u>Formative Assessment</u></b> ▪ Science Review – 40 marks (Wk 9)  <u>Topics</u> <ul style="list-style-type: none"> <li>✓ Energy Forms and Uses</li> <li>✓ Cycles in Matter and Water</li> </ul>	<b><u>Formative Assessment</u></b> NIL
	<b><u>Summative Assessment</u></b> NIL	<b><u>Summative Assessment*</u></b> ▪ SA 1 (30%)	<b><u>Summative Assessment</u></b> ▪ Science Practical Test: 10 marks – Weighted in SA2  <ul style="list-style-type: none"> <li>✓ Focus: Process skills such as classifying, comparing, observing, using apparatus &amp; equipment</li> </ul>	<b><u>Summative Assessment*</u></b> ▪ SA 2 (70%)
<b>Assessment</b>				
<b>Subject</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>ART</b>	▪ 3D word Sculpture	▪ Museum Based Learning	▪ Using charcoal and	▪ Drawing Techniques

	<ul style="list-style-type: none"> <li>▪ Art Attitudes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Art Attitudes</li> </ul>	<p>Chinese ink to create facial expressions</p> <ul style="list-style-type: none"> <li>▪ Art Attitudes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Art Attitudes</li> </ul>
<b>MUSIC</b>	<p>Ukulele(Individual):</p> <ul style="list-style-type: none"> <li>- Able to hold and play the Ukulele confidently.</li> <li>- Able to play at least 4 chords (C, F, Am and G) on the Ukulele accurately.</li> <li>- Able to change chords on the Ukulele fluently.</li> </ul>	<p>Ukulele (Performance)</p> <ul style="list-style-type: none"> <li>- Proactive in participating group activities.</li> <li>- Able to play chords from memory.</li> <li>- Good coordination with other team members to present a cohesive performance.</li> </ul>	<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 work in a group and compose a piece of music that creates a sad and an exciting mood.</li> <li>- Able to work in a group and compose a short soundscape to describe a chosen season (Spring, Summer, Autumn and Winter).</li> </ul>	<p>Ukulele(Individual):</p> <ul style="list-style-type: none"> <li>- Compose a short jingle using the 4 chords(C, Am, F and G).</li> </ul>
<b>PE</b>	<p>Able to strike a ball over a low net using the sidearm stroke</p>	<p>Ensuring Growth &amp; Fitness</p> <p>Able to strike a ball over a low net using the sidearm stroke</p>	<p>Jump from low apparatus to rebound on trampoline, to form gymnastics shape during flight, and land in a controlled finished position</p>	<p>Substances Harmful to Health</p> <p>Sports Safety</p> <p>Jump from low apparatus to rebound on trampoline, to form gymnastics shape during flight, and land in a controlled finished position</p>
<b>SS</b>	<p>Identify the various places the people of Singapore came from when it was a young trading port.</p>	<p>Summarize concepts of early settlers of Singapore.</p>	<p>Summarize concepts on Singapore's journey towards independence.</p>	<p>Identify and explain the meaning behind Singapore's National Symbols.</p> <p>State ways to maintain racial harmony in Singapore</p>

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