



QUEENSTOWN PRIMARY SCHOOL

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Dear Parents/Guardians of P5 students,

Assessment @ QtPS for Primary 5 in 2019

1. Assessment plays an integral role in supporting a child's learning. At Primary 5, the 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
P5		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 of 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.

Ms. Pearly Ng
Principal

Queenstown Pri School
P5 Assessment Plan 2019 - STANDARD

Subject	Term 1	Term 2 (30%)	Term 3	Term 4 (70%)
English	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ▪ Oral: Reading <ul style="list-style-type: none"> ✓ To read a passage aloud to the teacher <p><u>Summative Assessment</u> NIL</p>	<p><u>Formative Assessment</u></p> <p>Oral: Stimulus-Based Conversation</p> <ul style="list-style-type: none"> ✓ To engage in a 2-way conversation with the teacher based on the picture stimulus given. <p><u>Summative Assessment*</u></p> <ul style="list-style-type: none"> ▪ SA 1 (30%) 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ▪ Composition Writing <ul style="list-style-type: none"> ✓ To complete an essay (150 words) based on a series of pictures given ▪ EL Review – 50 marks <ul style="list-style-type: none"> ✓ Grammar & Vocabulary items from STELLAR titles 'Ten', 'What Happens When You Laugh' & 'Amazing Friends' ✓ Visual Text Comprehension & an Open-ended Comprehension ✓ Vocabulary Cloze & Grammar Cloze ✓ Editing ✓ Synthesis/ Transformation <p><u>Summative Assessment</u> NIL</p>	<p><u>Formative Assessment</u> NIL</p> <p><u>Summative Assessment*</u></p> <ul style="list-style-type: none"> ▪ SA 2 (70%)
MTL	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ▪ Oral Conversation (Wk 5 & 6) 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ▪ Oral Reading (Wk 3) 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ▪ Composition Writing (Wk 4) 	<p><u>Formative Assessment</u> NIL</p>

	<ul style="list-style-type: none"> ✓ To share personal views with the teacher based on a topic given <ul style="list-style-type: none"> ▪ Composition Writing (Wk7 / 8) <ul style="list-style-type: none"> ✓ To complete an essay (100 words) based on a series of pictures given <p><u>Summative Assessment</u> NIL</p>	<ul style="list-style-type: none"> ✓ To read a passage aloud to the teacher <p><u>Summative Assessment*</u> ▪ SA 1 (30%)</p>	<ul style="list-style-type: none"> ✓ To complete an essay (100 words) based on a series of pictures given <ul style="list-style-type: none"> ▪ MTL Review – 50 marks (Wk 9) <ul style="list-style-type: none"> ✓ Grammar, Vocabulary ✓ Comprehension (both MCQ and open-ended) <p><u>Summative Assessment</u> NIL</p>	<p><u>Summative Assessment*</u> ▪ SA 2 (70%)</p>
Math	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ▪ Written Test (Wk 5) <ul style="list-style-type: none"> ✓ To read and write numbers to 10 million and interpret place-value of millions, hundred thousands, ten thousands, thousands, hundreds, tens, and ones ▪ Written Test (Wk 8/9) <ul style="list-style-type: none"> ✓ Review of concepts on Whole Numbers, Four Operations and Fractions <p><u>Summative Assessment</u> NIL</p>	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ✓ To solve word problems using model drawing as heuristic <p><u>Summative Assessment*</u> ▪ SA 1 (30%)</p>	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ▪ Written Test (Wk 5) <ul style="list-style-type: none"> ✓ To compute the multiplication and division of decimals by 10, 100 and 1000 ▪ Math Review – 50 marks (Wk 9) <p><u>Topics</u></p> <ul style="list-style-type: none"> ✓ Decimals ✓ Rate ✓ Percentage ✓ Average ✓ Heuristics in Term 3 <p><u>Summative Assessment</u> NIL</p>	<p><u>Formative Assessment</u> NIL</p> <p><u>Summative Assessment*</u> ▪ SA 2 (70%)</p>

<p>Science</p>	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ▪ Performance Task (Wk 6) on: <ul style="list-style-type: none"> ✓ Recognise that water can exist in three interchangeable states of matter ✓ Describe the different factors that play a role in evaporation ✓ Show an understanding of the roles of evaporation and condensation in the water cycle ✓ Show concern for water as a limited natural resource and the need for water conservation ▪ Written Work (Wk 9) on: <ul style="list-style-type: none"> ✓ Water ✓ Cell 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ▪ Performance Task (Wk 4) <ul style="list-style-type: none"> ✓ Show understanding of concepts on reproduction 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ▪ Science Review – 40 marks (Wk 9) <p><u>Topics</u></p> <ul style="list-style-type: none"> ✓ Photosynthesis ✓ Electrical System ✓ Human System ✓ Water 	<p><u>Formative Assessment</u></p> <p>NIL</p>
	<p><u>Summative Assessment</u></p> <p>NIL</p>	<p><u>Summative Assessment*</u></p> <ul style="list-style-type: none"> ▪ SA 1 (30%) 	<p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> ▪ Science Practical Test: 10 marks – Weighted in SA 2 <ul style="list-style-type: none"> ✓ Focus: Process skills such as comparing, inferring, analysing, observing & using of apparatus & equipment 	<p><u>Summative Assessment*</u></p> <ul style="list-style-type: none"> ▪ SA 2 (70%) Part of the marks will come from the Science Practical Test conducted in Term 3

Assessment				
Subject	Term 1	Term 2	Term 3	Term 4
ART	-Save the earth 2D poster design	-Cyber wellness Digital Poster	-Creating a Timepiece using recycled materials	-3D paper Sculpture
MUSIC	- Able to recognise musical patterns of canon, ostinato, call and response, rondo, theme and variation, ternary form (ABA) and identify these patterns aurally and visually.	- Able to recognise musical patterns of canon, ostinato, call and response, rondo, theme and variation, ternary form (ABA) and identify these patterns aurally and visually. - Able to create a simple piece which represents an ABA (ternary form) structure using pitched percussion instrument.	Beatboxing: - Able to produce a steady confidence rhythm with a decisive pulse. - Able to produce accurate and clear basic sounds of beatboxing. - Able to demonstrate creativity and improvise the rhythm with accuracy and clarity.	- Able to recognise how retailers uses musical patterns to influence consumers' decisions.
PE	Games & sports related concepts in a territorial invasion game	Cardiopulmonary Resuscitation (CPR) Sports Safety Games & sports related concepts in a territorial invasion game	Run and rebound on springboard, to form a gymnastics shape during flight, and land in a controlled finish position	Striking-fielding game concepts First Aid Run and rebound on springboard, to form a gymnastics shape during flight, and land in a controlled finish position
SS	Locating places such as countries and capital cities on a world map.	Show understanding of what a legacy is and how it has impacted our lives today.	Describe the artistic legacies of the Chinese Civilisation – calligraphy, poetry and painting.	Performance Task - List 5 achievements of ancient civilisations - Write on one of the 5 chosen achievements.

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

Queenstown Pri School
P5 Assessment Plan 2019 – Foundation

Subject	Term 1	Term 2 (30%)	Term 3	Term 4 (70%)
English	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ▪ Oral: Reading <ul style="list-style-type: none"> ✓ To read a passage aloud to the teacher <p><u>Summative Assessment</u> NIL</p>	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ▪ Oral: Stimulus-Based Conversation <ul style="list-style-type: none"> ✓ To engage in a 2-way conversation with the teacher based on the picture stimulus given. <p>Stimulus-Based Conversation</p> <p><u>Summative Assessment*</u> ▪ SA 1 (30%)</p>	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ▪ Composition Writing <ul style="list-style-type: none"> ✓ To complete an essay (120 words) based on a series of pictures given ▪ EL Review – 50 marks <ul style="list-style-type: none"> ✓ Grammar & Vocabulary items from STELLAR book titles 'Ten' & 'The Things You May Never Have Noticed' ✓ Visual Text Comprehension & Open-ended Comprehension ✓ Comprehension Cloze ✓ Punctuation ✓ Form Filling ✓ Editing ✓ Synthesis <p><u>Summative Assessment</u> NIL</p>	<p><u>Formative Assessment</u> NIL</p> <p><u>Summative Assessment*</u> ▪ SA 2 (70%)</p>

MTL	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ▪ Oral Conversation (Wk 5 & 6) <p><u>Summative Assessment</u> NIL</p>	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ▪ Oral Reading (Wk 3) <p><u>Summative Assessment*</u></p> <ul style="list-style-type: none"> ▪ SA 1 (30%) 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ▪ MTL Review – 50 marks (Wk 9) <p><u>Summative Assessment</u> NIL</p>	<p><u>Formative Assessment</u> NIL</p> <p><u>Summative Assessment*</u></p> <ul style="list-style-type: none"> ▪ SA 2 (70%)
Math	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ▪ Performance Task (Wk 5) <ul style="list-style-type: none"> ✓ Read and write numbers to 10 million and read and write numbers shown on the place value chart ▪ Written Test (Wk 8/9) <ul style="list-style-type: none"> ✓ To perform addition, subtraction and multiplication of whole numbers and perform estimation by rounding off a number to the nearest 1000 <p><u>Summative Assessment</u> NIL</p>	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ▪ Written Test (Wk 5) <ul style="list-style-type: none"> ✓ Solve 1-step and 2-step word problems involving whole numbers and fractions <p><u>Summative Assessment*</u></p> <ul style="list-style-type: none"> ▪ SA 1 (30%) 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> ▪ Written Test (Wk 5) <ul style="list-style-type: none"> ✓ Add and subtract decimals ✓ Perform estimation by rounding off a number to one decimal place (to the nearest tenth) or two decimal places (to the nearest hundredth). ▪ Math Review – 50 marks (Wk 9) <p><u>Topics</u></p> <ul style="list-style-type: none"> ✓ Decimals ✓ Measurements ✓ Fractions ✓ Angles <p><u>Summative Assessment</u> NIL</p>	<p><u>Formative Assessment</u> NIL</p> <p><u>Summative Assessment*</u></p> <ul style="list-style-type: none"> ▪ SA 2 (70%)

Science	<p>Formative Assessment</p> <ul style="list-style-type: none"> ▪ Performance Task (Wk 4) on: <ul style="list-style-type: none"> ✓ Recognise that water can exist in three interchangeable states of matter ✓ Show concern for water as a limited natural resource and the need for water conservation. <p>Written Test (Wk 9) on:</p> <ul style="list-style-type: none"> ✓ Water 	<p>Formative Assessment</p> <ul style="list-style-type: none"> ▪ Performance Task (Wk 3) <ul style="list-style-type: none"> ✓ Compare how plants and humans take in oxygen and give out carbon dioxide 	<p>Formative Assessment</p> <ul style="list-style-type: none"> ▪ Science Review – 30 marks (Wk 9) <p><u>Topic</u></p> <ul style="list-style-type: none"> ✓ Electrical System ✓ Human System ✓ Water 	<p>Formative Assessment</p> <p>NIL</p>
	<p>Summative Assessment</p> <p>NIL</p>	<p>Summative Assessment*</p> <ul style="list-style-type: none"> ▪ SA 1 (30%) 	<p>Summative Assessment</p> <ul style="list-style-type: none"> ▪ Science Practical Test: 10 marks (Wk 6) – marks attained will be added into the score for SA2 in Term 4 <ul style="list-style-type: none"> ✓ Focus: Process skills such as comparing, inferring, analysing, observing & using of apparatus & equipment 	<p>Summative Assessment*</p> <ul style="list-style-type: none"> ▪ SA 2 (70%) – Part of the marks will come from the Science Practical Test conducted in Term 3
Subject	Term 1	Term 2	Term 3	Term 4
ART	-Save the earth 2D poster design	-Cyvber wellness Digital Poster	-Creating a Timepiece using recycled materials	-3D paper Sculpture
MUSIC	- Able to recognise musical	- Able to recognise musical	Beatboxing:	- Able to recognise how retailers

	patterns of canon, ostinato, call and response, rondo, theme and variation, ternary form (ABA) and identify these patterns aurally and visually.	patterns of canon, ostinato, call and response, rondo, theme and variation, ternary form (ABA) and identify these patterns aurally and visually. - Able to create a simple piece which represents an ABA (ternary form) structure using pitched percussion instrument.	- Able to produce a steady confidence rhythm with a decisive pulse. - Able to produce accurate and clear basic sounds of beatboxing. - Able to demonstrate creativity and improvise the rhythm with accuracy and clarity.	uses musical patterns to influence consumers' decisions.
PE	Games concepts in a territorial invasion game	Cardiopulmonary Resuscitation (CPR) Sports Safety Games concepts in a territorial invasion game	Run and rebound on springboard, to form a gymnastics shape during flight, and land in a controlled finish position	Striking-fielding game concepts First Aid Run and rebound on springboard, to form a gymnastics shape during flight, and land in a controlled finish position
SS	Locating places such as countries and capital cities on a world map.	Show understanding of what a legacy is and how it has impacted our lives today.	Describe the artistic legacies of the Chinese Civilisation – calligraphy, poetry and painting.	Performance Task - List 5 achievements of ancient civilisations - Write on one of the 5 chosen achievements.

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