

# Anglo-Chinese School (Junior)



## ASSESSMENT INFORMATION BOOKLET PRIMARY ONE

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**ANGLO-CHINESE SCHOOL (JUNIOR)  
HOLISTIC ASSESSMENT OVERVIEW  
PRIMARY ONE NON-WEIGHTED BITE-SIZED ASSESSMENT SCHEDULE**

Term/Week	TERM 1	TERM 2	TERM 3	TERM 4
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6		MT Non-Weighted Bite-sized 1 (27 to 30 Apr )	MT Non-weighted Bite-sized 2 (4 Aug )	MT Non-weighted Bite-sized 3 (20 Oct)
Week 7		MA Non-Weighted Bite-sized 1 (5 May)	EL Non-weighted Bite-sized 2 (14 Aug)	MA Non-weighted Bite-sized 3 (26 Oct) EL Non-weighted Bite-sized 3 (27 Oct)
Week 8		EL Non-Weighted Bite-sized 1 (11 May)	EL Non-weighted Bite-sized 2 (17 Aug) MA Non-weighted Bite-sized 2 (18 Aug)	
Week 9				
Week 10				

***The assessment schedule and coverage are subject to change. If there is any change, parents will be notified in advance.***

**P1 NON-WEIGHTED ASSESSMENT  
COVERAGE AND COMPONENTS**

<b>SUBJECT/ TERM</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>English</b>	<b><u>Non-weighted Bite-sized 1</u></b> Skill: Listening & Viewing LO assessed: Listen attentively and follow simple instructions	<b><u>Non-weighted Bite-sized 2</u></b> Skill: Speaking & Representing LO assessed: Follow communication etiquette such as taking turns and using appropriate eye contact and volume in conversations or discussions	<b><u>Non-weighted Bite-sized 3</u></b> Skill: Writing & Representing LOs assessed: 1. Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing 2. Write a paragraph of at least 3 sentences to recount appropriately sequenced events
<b>Mathematics</b>	<b><u>Non-weighted Bite-sized 1</u></b> - Ordinal Numbers - Numbers to 20 - Addition and Subtraction within 20	<b><u>Non-weighted Bite-sized 2</u></b> - Picture Graphs - Numbers to 100 - Addition and Subtraction Within 100 - Length	<b><u>Non-weighted Bite-sized 3</u></b> - Multiplication - Division - Time
<b>Mother Tongue</b>	<b><u>Non-weighted Chinese Language 1</u></b> Oral - Reading Aloud Written Assessment Lesson 1 to 6 第一课到第六课核心课文	<b><u>Non-weighted Chinese Language 2</u></b> Written Assessment Lesson 1 to 10 第一课到第十课核心课文	<b><u>Non-weighted Chinese Language 3</u></b> Written Assessment Lesson 11 to 16 第十课到第十六课核心课文
	<b><u>Non-weighted Malay Language 1</u></b> Oral – Reading Aloud P1 Textbook & Workbook Unit 1 to 3	<b><u>Non-weighted Malay Language 2</u></b> Written Assessment P1 Textbook & Workbook Unit 4 to 5	<b><u>Non-weighted Malay Language 3</u></b> Written Assessment P1 Textbook & Workbook Unit 6 to 8
	<b><u>Non-weighted Tamil Language 1</u></b> Oral – Reading Aloud இன்பத்தமிழ் Lesson 1 to 7	<b><u>Non-weighted Tamil Language 2</u></b> Written Assessment இன்பத்தமிழ் Lesson 8 to 13	<b><u>Non-weighted Tamil Language 3</u></b> Written Assessment இன்பத்தமிழ் Lesson 1 to 13

<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Personal identity</li> <li>• Social identity</li> <li>• Asking questions</li> </ul>	<ul style="list-style-type: none"> <li>• Working with others</li> <li>• Caring for others</li> </ul>	<ul style="list-style-type: none"> <li>• Making observations</li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Games and Sports</li> <li>• Gymnastics</li> <li>• Outdoor Education</li> <li>• Physical Health and Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Games and Sports</li> <li>• Gymnastics</li> <li>• Physical Health and Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Games and Sports</li> <li>• Physical Health and Safety</li> </ul>
<b>Art</b>	<p><b><u>Colours around us</u></b></p> <p><b>Draw to express curiosity, ideas and things that relate to personal interests and experiences</b></p> <p>Students translate their emotions and experiences from different music types into drawings, using lines, shapes, and colors to reflect feelings and observations.</p> <p><b>Play with a variety of materials and tools to create different effects in their art</b></p> <p>Students experiment with water-resistant techniques, painting over oil pastel marks to explore varied artistic effects.</p> <p><b>Discuss and relate artworks created by others to their own artworks and experiences</b></p> <p>Students learn about Abstract Master Artists to understand and draw inspiration from their styles and approaches in abstract art creation. Using oil pastels and paint, students craft abstract art that mirrors their emotions inspired by auditory experiences.</p>	<p><b><u>My Physical Self</u></b></p> <p><b>Identify simple visual qualities in what they see around them</b></p> <p>Students explore how self-portraits convey emotions and personal experiences.</p> <p>Students analyse various collage artworks to comprehend the significance of materials in artistic expression.</p> <p><b>Explore and use visual qualities, materials and artistic processes to share personal interests, imagination and curiosity in their art making</b></p> <p>Students create 2D Relief Self-Portraits using a range of materials.</p> <p><b>Draw to express curiosity, ideas and things that relate to personal interests and experiences</b></p> <p>Students will plan their 2D relief self-portrait in their Art Journals.</p>	<p><b><u>My Imaginative Animal</u></b></p> <p><b>Identify simple visual qualities in what they see around them</b></p> <p>Students explore a 3D sculpture to grasp the concept of sculptures as 3D forms made from diverse materials.</p> <p><b>Explore and use visual qualities, materials and artistic processes to share personal interests, imagination and curiosity in their art making</b></p> <p>Students experiment with clay to craft imaginative animal sculptures composed of various animal parts in 3D shapes.</p> <p><b>Share and talk about their artworks using appropriate art vocabulary</b></p> <p>Students document their imaginative animal in their Art Journals and give peer feedback to each other.</p>

<b>Music</b>	<p><b>Perform Music, in both vocal and instrumental settings, individually and collaboratively</b></p> <p>Students demonstrate an understanding of the musical elements and concepts when they sing with accuracy and expression</p> <p><b>Listen and respond to Music</b></p> <p>Students demonstrate an understanding of the musical elements and concepts when they describe ways in which the elements of music are used for different purposes in the music they listen to, create and perform</p>	<p><b>Listen and respond to Music</b></p> <p>Students demonstrate an understanding of the musical elements and concepts when they describe the sound produced by instruments and how they are played</p> <p><b>Create Music, in both vocal and instrumental settings, individually and collaboratively</b></p> <ul style="list-style-type: none"> <li>- Students demonstrate an understanding of the musical elements and concepts when they use graphic or standard notation to record music ideas</li> </ul>	<p><b>Create Music, in both vocal and instrumental settings, individually and collaboratively</b></p> <p>Students demonstrate an understanding of the musical elements and concepts when they create rhythmic patterns of at least 2 bars</p> <p>Students demonstrate an understanding of the musical elements and concepts when they create melodic patterns of at least 2 bars</p> <p>Students demonstrate an understanding of the musical elements and concepts when they create and perform soundscapes to a given stimulus</p> <p><b>Perform Music, in both vocal and instrumental settings, individually and collaboratively</b></p> <p>Students demonstrate an understanding of the musical elements and concepts when they play rhythmic and melodic patterns on pitched and non-pitched classroom instruments</p>

## Non-weighted Bite-sized Format

### English

Skill	Task Description	Formative Assessment Feedback	Duration
Listening & Viewing	<b><u>Written Task</u></b> Based on instructions read to identify, match or sequence	Rubrics with band descriptors	30min
Speaking & Representing	<b><u>Presentation Task</u></b> Based on STELLAR themed experience in individual/group settings	Rubrics with band descriptors	5-10 min
Writing & Representing	<b><u>Written Task</u></b> Based on STELLAR themed experience	Rubrics with band descriptors	30 min

## Mother Tongue (Chinese)

Bite-sized Assessment	Description	Duration
Bite-sized Assessment 1	<p><b><u>Oral- Reading Aloud</u></b>            朗读短文</p>	10 min
Bite-sized Assessment 2	<p><b><u>Language use and Comprehension</u></b>  <u>语文应用与阅读理解</u>            看汉字圈汉语拼音 Match the Chinese Word with correct HanYu PinYin            看图写汉语拼音 Write HanYu PinYin for the Picture            数笔画 Strokes counting for Chinese Character            连一连词语 Word Matching            填写汉字 Fill in the Blank with Chinese Character</p>	30 min
Bite-sized Assessment 3	<p><b><u>Language use and Comprehension</u></b>  <u>语文应用与阅读理解</u>            数笔画 Strokes counting for Chinese Character            选择词语 Choose the correct Word to Fill in the Blank            看图选汉语拼音 Match the Picture with correct HanYu PinYin            填写汉字 Fill in the Blank with Chinese Character            组词成句 Form a sentence with given words            阅读理解 Comprehension (Open-Ended)</p>	30 min

## Mother Tongue (Malay)

Bite-sized Assessment	Description	Duration
Bite-sized Assessment 1	<p><b><u>Oral – Reading Aloud</u></b></p> <p><b><u>Lisan – Bacaan Lantang</u></b></p> <ul style="list-style-type: none"> <li>- Membaca satu petikan pendek</li> <li>-</li> </ul>	5 – 10 min
Bite-sized Assessment 2	<p><b><u>Language use</u></b></p> <p><b><u>Penggunaan Bahasa</u></b></p> <ul style="list-style-type: none"> <li>- Susun Perkataan Menjadi Ayat (Rearrange words to form a sentence)</li> <li>- Imbuhan (Prefix and Suffix)</li> <li>- Kosa Kata (Vocabulary)</li> <li>- Frasa (Phrases)</li> <li>- Pemandangan gambar (Match picture to the correct word)</li> <li>-</li> </ul>	30 min
Bite-sized Assessment 3	<p><b><u>Language use and Comprehension</u></b></p> <p><b><u>Penggunaan Bahasa dan Kefahaman</u></b></p> <ul style="list-style-type: none"> <li>- Kosa Kata (Vocabulary)</li> <li>- Imbuhan (Prefix and Suffix)</li> <li>- Susun Perkataan Menjadi Ayat (Rearrange words to form a sentence)</li> <li>- Frasa (Phrases)</li> <li>- Kefahaman (Comprehension - MCQ)</li> </ul>	30 min

## Mother Tongue (Tamil)

Bite-sized Assessment	Description	Duration
Bite-sized Assessment 1	<p><b><u>Oral- Reading Aloud</u></b></p> <p>வாய்மொழி சொற்கள்/சொற்றொடர்கள்</p>	5-10 min
Bite-sized Assessment 2	<p><b><u>Language Use</u></b></p> <p>மொழிப் பயன்பாடு</p> <ul style="list-style-type: none"> <li>- படங்களின் பெயரை எழுதுதல் (Name the pictures)</li> <li>- படம் சொல் இணைத்தல் (Word-Picture match)</li> <li>- விடுபட்ட எழுத்தை எழுதுதல் (fill in missing letter in order)</li> <li>- கையெழுத்து (handwriting)</li> </ul>	30 min
Bite-sized Assessment 3	<p><b><u>Language Use</u></b></p> <p>மொழிப் பயன்பாடு</p> <ul style="list-style-type: none"> <li>- படங்களின் பெயரை எழுதுதல் (Name the pictures)</li> <li>- சொல் ஏணி நிரப்புதல் (word ladder)</li> <li>- படம் சொல் இணைத்தல் (Word-Picture match)</li> <li>- கையெழுத்து (handwriting)</li> </ul>	30 min

## Mathematics

Number of Questions	10 to 15
Item Type	<ul style="list-style-type: none"><li>- Fill in the blanks / Short Answers</li><li>- Word Problems</li></ul>
Duration	25 min to 35 min

## Social Studies

<b>Learning Outcomes</b>	<b>Description</b>	<b>Formative Assessment Feedback</b>
<b>Knowledge Outcomes</b>	<ol style="list-style-type: none"><li>1. Recognise that everyone is unique.</li><li>2. Identify the different roles that students play at home, in class and in school.</li></ol>	Rubrics with band descriptors
<b>Skills Outcome</b>	<ol style="list-style-type: none"><li>1. Share thoughts and feelings with group members, with teacher guidance.</li><li>2. Describe people, places and events by making careful observations, with teacher guidance.</li></ol>	
<b>Values Outcomes</b>	<ol style="list-style-type: none"><li>1. Ask questions to learn more about self, people and places.</li><li>2. State ways to help people and care for the places around them.</li></ol>	

## Physical Education

Learning Area	Learning Outcome	Formative Assessment Feedback
Dance	Perform a pre-designed movement experience “Chan Mali Chan”, and repeat with modifications to timing (i.e., take turns)	Rubrics with band descriptors.
Games & Sports	<p>Recognise that the point of release influences the accuracy for rolling and throwing of an object.</p> <p>Demonstrate an understanding of the proper hand and finger position for catching a ball coming at different heights and directions.</p> <p>Identify the point of contact when striking an object upwards.</p>	
Gymnastics	<p>Recognise the different locomotor movements and explain the differences and similarities in these movements.</p> <p>Demonstrate an understanding of different positions in relation to a partner and apparatus when travelling in space</p>	
Outdoor Education	Discover through sensory cues different places within school compound safely.	
Physical Health & Safety	<p>Acquire a range of personal safety practices in school, at home and when using the road.</p> <p>Demonstrate good health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene.</p>	

## Art

Item Type	Point
Identify simple visual qualities in what they see around them.	4
Draw to express curiosity, ideas and things that relate to personal interests and experiences	4
Play with a variety of materials and tools to create different effects in their art	4
Explore and use visual qualities, materials and artistic processes to share personal interests, imagination and curiosity in their art making	4
Collect artefacts/learning evidence for portfolio based on given criteria	4
Share and talk about their artworks using appropriate art vocabulary	4
Discuss and relate artworks created by others to their own artworks and experiences	4

## Music

Learning Area	Item Type	Points
Listen and Respond to Music	<ul style="list-style-type: none"> <li>- Describe ways in which the elements of music are used for different purposes in the music they listen to, create and perform</li> <li>- Describe the sound produced by instruments and how they are played</li> <li>- Use graphic or standard notation to record music ideas</li> </ul>	4
Create and Perform Music, in both vocal and instrumental settings, individually and collaboratively	<ul style="list-style-type: none"> <li>- Create rhythmic patterns of at least 2 bars</li> <li>- Create melodic patterns of at least 2 bars</li> <li>- Play rhythmic and melodic patterns on pitched and non-pitched classroom instruments</li> <li>- Create and perform soundscapes to a given stimulus</li> <li>- Sing with accuracy and expression</li> </ul>	4

\*There is no specific test date for PE, Art and Music. It will be on-going observation of the students' abilities during the respective subject periods.