

26 January 2026

Dear Parents/Guardians,

This letter provides information about the assessment in Semester 1 for the Primary 1 students and our commitment to holistic student assessment.

Assessment

1. Assessment is an integral component of teaching and learning that supports the holistic development of our students. Holistic assessment provides meaningful feedback on students' progress in achieving the desired learning outcomes across various domains.
2. Our school is committed to nurturing students' confidence and love for learning, encouraging them to enjoy the learning process and take ownership of their own learning.

Holistic Development Profile (HDP)

3. The Holistic Development Profile (HDP) provides a complete picture of your child's educational journey at AMKP. Going beyond academic grades, the HDP captures meaningful learning progress in three key areas based on your child's daily classroom activities, interactions, and teacher observations:
 - a. **Learning Outcomes (LOs)** - How well your child is mastering essential knowledge, skills, and competencies across various subjects.
 - b. **Learning Dispositions (LDs)** - The positive behaviours and attitudes that help foster joy for lifelong learning.
 - c. **Personal Qualities (PQs)** - Character traits aligned with our school values aimed at developing your child into a confident person and caring citizen.

Four Levels of Attainment

4. There are four levels of attainment for the LOs, LDs and PQs – *Rising, Glowing, Sparkling and Shining*. These levels embody our school motto of "*Rise and Shine*" and represent the journey of growth and illumination. The progression from "Rising" to "Shining" mirrors every child's learning journey at AMKP - starting with the courage to rise and grow, ultimately reaching the point where they shine with confidence, knowledge, and character. Each level

celebrates progress, encouraging every child to continue rising towards their own moment to shine.

5. Please refer to the Annexes for detailed information about Learning Outcomes (LOs), Learning Dispositions (LDs), and Personal Qualities (PQs).
6. We hope this complete picture of your child/ward's development will help you have meaningful conversations with our teachers and how we can work together to support your child/ward's continued growth and learning.
7. For any queries, please contact your child's/ward's Form Teachers or Year Head, Mr. Cavin Lee at lee_chun_wan_cavin@moe.edu.sg or Assistant Year Head, Ms. Junisha Erat at junisha_erat@moe.edu.sg

Yours sincerely,



Mr. Muhammad Farizal
Principal

Attainment Levels for Learning Outcomes (LOs)

Levels of Attainment of Learning Outcomes for All Subjects	
<i>Level</i>	<i>Descriptor</i>
Rising	Able to complete a task with extensive guidance
Glowing	Able to complete a task with moderate guidance
Sparkling	Able to complete a task with little guidance
Shining	Able to complete a task independently and accurately

Subject-specific Learning Outcomes

English Language

Language Skills	Learning Outcomes	Modes of Assessment
Listening	<ul style="list-style-type: none"> Listen attentively and follow simple instructions 	<ul style="list-style-type: none"> Listening Comprehension Practices Read Aloud Practices Responses during class discussions during lessons using Shared Book Approach (SBA) Stimulus-Based Conversation Practices Written Expressions
Speaking	<ul style="list-style-type: none"> Speak clearly to express their thoughts, feelings, and ideas Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions 	
Reading	<ul style="list-style-type: none"> Demonstrate basic word recognition skills (e.g. know the letters of the alphabet and be able to pronounce words accurately) Read aloud Primary 1 STELLAR texts with accuracy, fluency and expression Understand Primary 1 STELLAR texts and be able to identify simple aspects of fiction (e.g. main characters and setting) 	
Writing	<ul style="list-style-type: none"> Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events 	

Mathematics

Topics	Learning Outcomes	Modes of Assessment
Whole Numbers	<ul style="list-style-type: none">• Understand numbers up to hundred• Addition and subtraction of numbers• Understand multiplication and division	<ul style="list-style-type: none">• Holistic Assessment Tasks• Maths Journals• Practice Books• Topical Worksheets
Shapes	<ul style="list-style-type: none">• Identify, name, describe and sort shapes	
Length	<ul style="list-style-type: none">• Measure and compare lengths of objects	
Picture Graphs	<ul style="list-style-type: none">• Read and interpret picture graphs	
Time	<ul style="list-style-type: none">• Tell time to 5 minutes	

Mother Tongue Languages

Language Skills	Learning Outcomes	Modes of Assessment
Listening	<ul style="list-style-type: none">• Listen attentively to short, simple spoken content related to daily life	<ul style="list-style-type: none">• Conversation Practices• Listening Comprehension Practices• Read Aloud Practices• Show-and-Tell Exercises• Written Expressions
Speaking	<ul style="list-style-type: none">• Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts• Ask and/or respond to simple questions related to daily life	
Reading	<ul style="list-style-type: none">• Recognise words taught in Primary 1• Read aloud Primary 1 texts with accuracy• Understand Primary 1 texts and be able to identify some details with guidance	
Writing	<ul style="list-style-type: none">• Write words, phrases and simple sentence(s) about daily life with guidance	

Art

Art Skills	Learning Outcomes	Modes of Assessment
See	<ul style="list-style-type: none"> Identify simple visual qualities in what they see around them Draw to express curiosity, ideas and things that relate to their personal interests and experiences. 	<ul style="list-style-type: none"> Art Booklets Art Talks Class Discussions Elegant Art Task Reflections
Express	<ul style="list-style-type: none"> Play with a variety of materials and tools to create different effects in their art Explore and use visual qualities, materials and artistic processes to share personal interests, imagination and curiosity in their art making Collect artefacts/learning evidence for their portfolio based on given criteria 	
Appreciate	<ul style="list-style-type: none"> Share and talk about their artwork using appropriate art vocabulary Discuss and relate artworks created by others to their own artworks and experiences 	

Music

Music Skills	Learning Outcomes	Modes of Assessment
Listen and respond to music	<ul style="list-style-type: none"> Describe how instruments are played and the sound produced by the instruments Describe the ways in which the elements of music are used for different purposes in the music 	<ul style="list-style-type: none"> Classroom Discussions Music Activity Sheets Performance Checklists Reflections
Create in both vocal and instrumental settings individually and collaboratively	<ul style="list-style-type: none"> Create rhythmic ostinato of at least 1 bar to accompany a melodic piece Create a melodic phrase of at least 1 bar, based on the C-pentatonic scale Create and perform soundscapes to a given stimulus (e.g. poem, story, visuals) Use graphic or standard notation and/or technology to record music ideas 	
Perform in both vocal and instrumental settings individually and collaboratively	<ul style="list-style-type: none"> Sing with accuracy and expression Play rhythmic and melodic patterns on pitched and non-pitched classroom instruments expressively 	

Physical Education

Modules	Learning Outcomes	Modes of Assessment
Games and Sports	<ul style="list-style-type: none">• Demonstrate a range of motor skills in rolling, catching, and throwing a variety of objects	<ul style="list-style-type: none">• PE Journals• Skill-based assessments using checklists based on learning cues
Dance	<ul style="list-style-type: none">• Perform a movement experience to a stimulus, that includes timing (i.e., unison and take turns)	
Physical Health and Safety	<ul style="list-style-type: none">• Demonstrate an understanding of healthy eating practices in the consumption of fruit, vegetables, and snacks	
Outdoor Education	<ul style="list-style-type: none">• Discover through sensory cues different places within the school compound safely	
Gymnastics	<ul style="list-style-type: none">• Perform a gymnastic sequence of two different movements with smooth transition	

Social Studies

Categories	Learning Outcomes	Modes of Assessment
Knowledge	<ul style="list-style-type: none">• Recognise that everyone is unique• Identify the different roles that students play at home, in class and in school	<ul style="list-style-type: none">• Activity Books• Class Discussions• Reflections• Student Learning Space (SLS) Packages
Skills	<ul style="list-style-type: none">• Describe people, places and events by making careful observations with teacher guidance• Share thoughts and feelings with group members with teacher guidance	
Outcome	<ul style="list-style-type: none">• Ask questions to learn more about self, people, and places• State ways to help people and care for the places around them	

Learning Dispositions (LDs) for Lower Primary



Learning Dispositions

For Lower Primary **AMK**Pians



Resilience

I stay focused to complete my work.
I keep trying when faced with challenges.
I know what to do when faced with challenges.



Collaboration

I listen to and respect ideas shared by others.
I learn from others.
I work well with others in a group setting.



Curiosity

I ask questions to find out more.
I show an interest in learning new things.
I think up new ideas.



Excellence

I put effort into completing my work.
I take the initiative to check my work.
I use feedback to improve my learning.

Every Child, a Confident Person, a Joyful Learner and a Caring Citizen.



Where am I at? (Learning Dispositions)



Rising

I need reminders and/or support from others (teachers and peers).



Glowing

I am beginning to learn and do things on my own.



Sparkling

I am able to learn and do things on my own.



Shining

I am learning to encourage my peers to learn and do things.

Every Child, a Confident Person, a Joyful Learner and a Caring Citizen.

Personal Qualities (PQs) aligned with School Values



Attainment Levels for Personal Qualities (PQs)

Levels of Attainment of Personal Qualities (PQs)	
Level	Descriptor
Rising	Begins to demonstrate school values with support from teachers and peers
Glowing	Demonstrates school values more independently, with minimal support
Sparkling	Demonstrates school values independently and consistently
Shining	Guides and influences peers to demonstrate school values