

26 January 2026

Dear Parents/Guardians,

This letter provides information about the assessment in Semester 1 for the Primary 3 students and our continued commitment to holistic student assessment.

### **Weighted Assessment 1 in Term 2**

1. Assessments are designed to support the holistic development of our students. To support a smooth transition from lower primary, Primary 3 students will receive feedback on their learning through formative assessments.
2. They will only take their **first Weighted assessment (WA) in Term 2** and continue with WA2 in Term 3 and the End-of-Year Examination (EYE) in Term 4.
3. To keep assessments manageable, your child/ward will have no more than one WA per day. Subject teachers will share assessment details at least two weeks in advance.
4. Please refer to Annex A and B for more information on WA1.

### **Attendance during Assessment**

5. Students must arrive on time for all assessment papers. Students who are late will not be granted additional time to complete their assessments. This policy underscores our commitment to developing personal responsibility and the importance of punctuality.
6. If your child/ward is unwell or unable to attend a WA or EYE paper, you must submit a valid medical certificate to justify the absence. Please be advised that medical certificates (MCs) from Traditional Chinese Medicine (TCM) practitioners and parent/guardian letters will not be accepted.
7. The school will not conduct make-up sessions for any missed assessments, except for EYE Oral Examination in Term 4.
8. Students who fail to provide valid documentation for their absence will be awarded zero marks for the missed assessment.

## Holistic Development Profile (HDP)

9. 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 two key areas based on your child's daily classroom activities, interactions, and teacher observations:
- a. **Learning Dispositions (LDs)** - The positive behaviours and attitudes that help foster joy for lifelong learning.
  - b. **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

10. There are four levels of attainment for 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. Please refer to Annex C and D for more information.
11. 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.
12. For any queries, please contact your child's/ward's Form Teachers or our covering Year Head, Mr. Cavin Lee at [lee\\_chun\\_wan\\_cavin@moe.edu.sg](mailto:lee_chun_wan_cavin@moe.edu.sg) or Assistant Year Head, Mdm. Nooraisha at [nooraisha\\_mohamed\\_ibrahim@moe.edu.sg](mailto:nooraisha_mohamed_ibrahim@moe.edu.sg).

Yours sincerely,



Mr. Muhammad Farizal  
Principal

### P3 Assessment Weightings

The table below presents the assessment weightings by subject for the year.

Semester	Semester 1		Semester 2	
Term	Term 1	Term 2	Term 3	Term 4
Core Subjects: English Language, Mother Tongue Languages, Mathematics, Science				
Assessment type	NA	WA	WA	EYE
Weightings		15%	15%	70%
Art				
Assessment type	NA	WA	WA	
Weightings		50%	50%	
Music				
Assessment type	NA	WA	WA	
Weightings		50%	50%	
Physical Education				
Assessment type	NA	NA	WA	
Weightings			100%	
Social Studies				
Assessment type	NA	WA	WA	
Weightings		50%	50%	

## Primary 3

## 2026 Schedule and Coverage for Weighted Assessment (WA1)

Subject/Term	Term 2 Week	Syllabus Coverage
English Language	Week 7: 04 May - 08 May	<b>Guided Writing</b> 3 sequenced pictures provided Helping words & phrases provided
Mother Tongue Languages	Week 7: 04 May - 08 May	<b>Language Use &amp; Comprehension</b> Grammar Vocabulary Comprehension
Mathematics	Week 8: 11 May - 15 May	<b>3A Units 5, 6 and 7</b> Multiplication and Division Word Problems Bar Graphs
Science	Week 8: 11 May - 15 May	<b>Diversity Theme</b>  <b>Diversity of Living and Non-Living Things Chapter 1</b> Observations around us What living things need What living things can do  <b>Classification of Living Things Chapter 2</b> Similarities and Differences between Plants and Animals Other Groups of Living Things  <b>Diversity of Materials Chapter 3</b> Different types of Materials Around Us Physical Properties of Materials How are Different Materials Used

### Primary 3

#### 2026 Schedule and Coverage for Weighted Assessment (WA1)

#### Art, Music, Physical Education and Social Studies

Subject	Period for Assessment	Description of WA
Art	Term 2 Week 2 – 8: 30 Mar – 15 May	<b>Art Activity</b> Distinguish the visual qualities in what they see.  <b>Elegant Art Task</b> Develop an installation proposal on environmental issues
Music	Term 2 Week 2 – 8: 30 Mar – 15 May	<b>Music Response Task</b> Identify and describe the sound produced by instruments of the Western Orchestra and how they are played. Describe ways in which elements of music are used for different purposes in a musical story.  <b>Music Creation Task</b> Use digital tools to create music on Garageband by sequencing of virtual instrument loop tracks.  <b>Music Performance Task</b> Perform rhythmic patterns, using graphic or standard notation, as appropriate to the repertoire/musical tradition.
Physical Education	NA	<i>Not applicable</i> <i>Students will be having SwimSafer lessons.</i>
Social Studies	Term 2 Week 2 – 8: 30 Mar – 15 May	<b>Performance Task</b> Conduct research on how reusing an item can help to reduce waste and find a reusable item at home to upcycle to create something that could benefit others. Book 2: Reuse, Reduce, Recycle!

## Learning Dispositions (LDs) for Middle Primary



ANG MO KIO  
PRIMARY SCHOOL

# Learning Dispositions

## For Middle 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 and with others.
- I work well with others in a group setting.
- I contribute to group goals.



### 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 quality work.
- I take the initiative to check my work.
- I use feedback to improve my learning.
- I assess my own learning.

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

Attainment Levels for Learning Dispositions (LDs)



# Where am I at? (Learning Dispositions)



**Rising**

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



**Glowing**

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



**Sparkling**

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

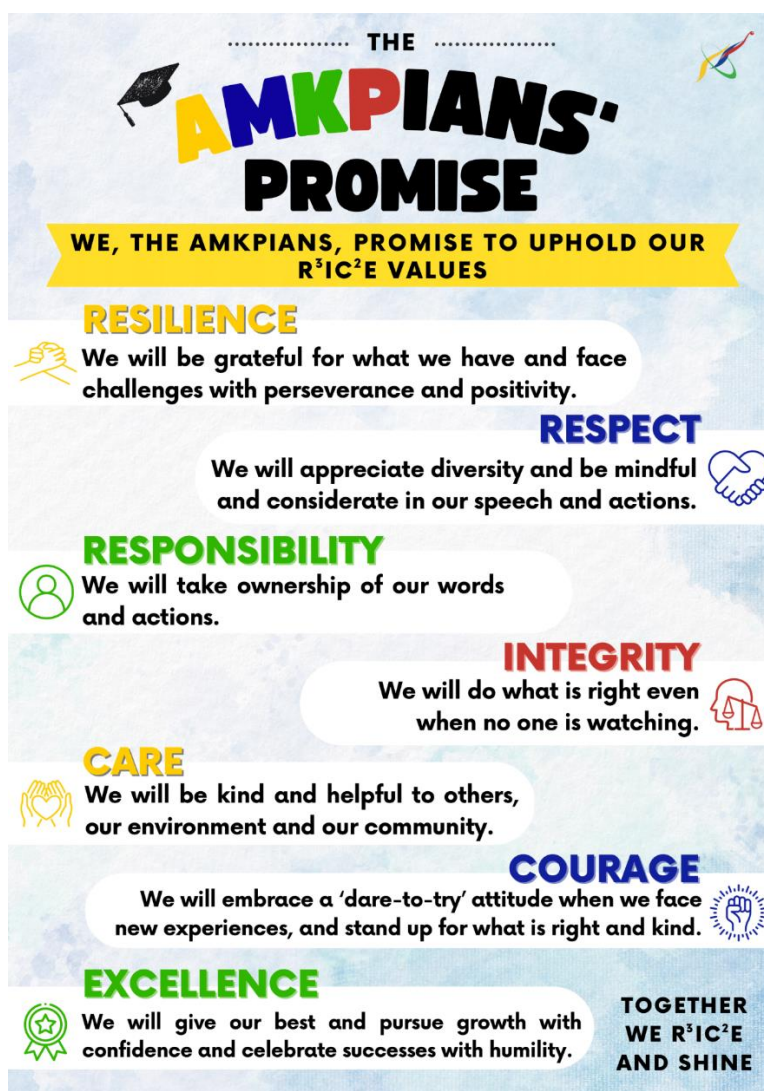


**Shining**

I am able to guide  
my peers to learn  
and do things.

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## 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

