

26 January 2026

Dear Parents/Guardians,

This letter provides information about the assessment in Semester 1 for the Primary 5 students and our continued commitment to holistic student assessment.

Weighted Assessment

1. Assessments are designed to support the holistic development of our students. Weighted assessments (WA) provide opportunities for students to demonstrate subject mastery, develop assessment skills, and receive constructive feedback from their teachers. In Semester 1, Primary 5 students will undertake WA1 and WA2, followed by WA3 in Term 3 and the End-of-Year Examination (EYE) in Term 4.
2. 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.
3. Please refer to Annex A for more information on WA1 and WA2.

Attendance during Assessment

4. 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.
5. 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.
6. The school will not conduct make-up sessions for any missed assessments, except for EYE Oral Examination in Term 4.
7. Students who fail to provide valid documentation for their absence will be awarded zero marks for the missed assessment.

Holistic Development Profile (HDP)

8. The Holistic Development Profile (HDP) provides a complete picture of your child's educational journey at AMKP. Beyond academic grades, the HDP captures meaningful learning progress in **Personal Qualities (PQs)** – character traits aligned with our school values that develop your child into a confident person and caring citizen.

Four Levels of Attainment

9. There are four levels of attainment for 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 for more information.
10. 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.
11. For any queries, please contact your child's/ward's Form Teachers or Year Head, Mr. Razif at abdul_razif_mohammad_rizal@moe.edu.sg or Assistant Year Head, Ms. Suganthi at suganthi_mariappan@moe.edu.sg.

Yours sincerely,



Mr. Muhammad Farizal
Principal

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 | WA | WA | WA | EYE |
| Weightings | 15% | 15% | 15% | 55% |
| Art | | | | |
| Assessment type | WA | | WA | |
| Weightings | 50% | | 50% | |
| Music | | | | |
| Assessment type | WA | | WA | |
| Weightings | 50% | | 50% | |
| Physical Education | | | | |
| Assessment type | NA | WA | WA | NA |
| Weightings | | 50% | 50% | |
| Social Studies | | | | |
| Assessment type | WA | | WA | |
| Weightings | 50% | | 50% | |

Primary 5 (Standard)

2026 Schedule and Coverage for Weighted Assessment (WA1 and WA2)

| Subject / Term | Term 1 (WA1) | Term 2 (WA2) |
|---------------------------------------|---|--|
| English Language | Language Use Grammar Vocabulary Editing Synthesis & Transformation | Continuous Writing Writing based on a given topic 3 pictures provided for variety of story ideas Guiding questions provided |
| | Week 8: 23 Feb - 27 Feb | Week 7: 04 May - 08 May |
| Mother Tongue Languages | Language Use & Comprehension Grammar Vocabulary Comprehension | Language Use & Comprehension Grammar Vocabulary Comprehension |
| | Week 8: 23 Feb - 27 Feb | Week 7: 04 May - 08 May |
| Higher Mother Tongue Languages | Language Use Grammar Vocabulary | Language Use Grammar Vocabulary Comprehension 1 |
| | Week 8: 23 Feb - 27 Feb | Week 7: 04 May - 08 May |
| Mathematics | Units 1, 2, 3 and 4*: Numbers to 10 Million Four Operations of Whole Numbers Fraction and Division *Four Operations of Fractions (up to the end of Practice 6 Multiplying Two Fractions) | Units 4, 5, 6 and 7* Four Operations of Fractions (Practices 5 to 8) Area of Triangle Volume Decimals (up to end Practice 6: Converting Measurements) *Calculators are allowed for WA2. |
| | Week 9: 02 Mar - 06 Mar | Week 8: 11 May - 15 May |

| | | |
|----------------|---|--|
| Science | <u>Energy Theme</u> (P4) Heat Chapter 6 What is temperature Measure temperature Change in temperature Difference between heat and temperature (P4) Effects of Heat Chapter 7 How heat flows Sources of heat Heat flows in different materials Effects of heat gain or heat loss <u>Cycles Theme</u> (P5) Cycles in Water Chapter 2 States of Matter of Water Change of State of Water The Water Cycle Importance of Water to Life Processes Impact of Water Pollution | <u>Cycles Theme</u> (P5) Reproduction in Animals and Plants Chapter 1 Cells and their Role in Reproduction Living Things Reproduce How Humans and Plants Reproduce Similarities and Differences in Reproduction between Flowering Plants and Humans <u>Systems Theme</u> (P5) Plant Transport System Chapter 3 Plants have Transport System Water and Food Transportation in Plants Removal of Parts of Plant Transport System |
| | Week 9: 02 Mar - 06 Mar | Week 8: 11 May - 15 May |

Primary 5 (Foundation)

2026 Schedule and Coverage for Weighted Assessment (WA1 and WA2)

| Subject / Term | Term 1 (WA1) | Term 2 (WA2) |
|---|---|---|
| Foundation English Language | Language Use Grammar Vocabulary Punctuation Editing Synthesis Comprehension Open-ended | Continuous Writing Writing based on a given topic 3 pictures provided to guide writing Helping words & phrases provided |
| | Week 8: 23 Feb - 27 Feb | Week 7: 04 May - 08 May |
| Foundation Mother Tongue Languages | Reading (E-oral) | Speaking (E-oral: Video based) |
| | Week 8: 23 Feb - 27 Feb | Week 7: 04 May - 08 May |
| Foundation Mathematics | Units 1, 2, 3 and 4* Numbers to 10 Million, Four Operations of Whole Numbers, Factors and Multiples, *Fraction as Part of a Whole (*up to the end of Practice 5 'Comparing and Ordering Fractions') | Units 5, 6, 7, 8 and 9 Time Angles Perpendicular and Parallel Lines Rectangles and Squares Mixed Numbers and Improper Fractions |
| | Week 9: 02 Mar - 06 Mar | Week 8: 11 May - 15 May |

| | | |
|-------------------------------|---|--|
| Foundation Science | <u>Energy Theme</u> (P4) Effects of Heat Chapter 7 How Heat Flows Sources of Heat Heat Flows in Different Materials Effects of Heat Gain or Heat Loss <u>Cycles Theme</u> (P5) Cycles in Water Chapter 2 Change of State of Water The Water Cycle Importance of Water to Life Processes | <u>Cycles Theme</u> (P5) Reproduction in Animals and Plants Chapter 2 How do Animals Reproduce How do Plants Reproduce <u>Systems Theme</u> (P5) Plant Transport System Chapter 3 Why do Plants have Transport System How are Water and Food Transported in Plants What Happens if Parts of Plant Transport System are Removed |
| | Week 9: 02 Mar - 06 Mar | Week 8: 11 May - 15 May |

Primary 5

2026 Schedule and Coverage for Weighted Assessment (WA1 and WA2)

Art, Music, Physical Education and Social Studies

| Subject / Term | Term 1 (WA1) | Term 2 (WA2) |
|----------------|--|---|
| Art | <p>Final Artwork Develop a street art design based on observation and imagination to address a social issue.</p> <p>Canva Document Use colour-blocking to support the intended message of my chosen social issue.</p> <p>Canva Document Reflect on and explain the selected / chosen social issue that the proposed mural aims to convey through an artist statement.</p> | <p>Elegant Art Task Create an artwork using imagination and juxtaposition technique to show what Singapore looks like now and how it will be in the future that is related to your growing years.</p> <p>Portfolio Reflect on selected artefacts/learning evidence from the portfolio and for display that connect with personal, community and cultural experiences.</p> <p>Artist Statement Analyse the subject matter presented in artwork, considering Singapore's present, and reflect on how it would inspire them to draw Singapore's future.</p> |
| | Weeks 2 - 8: 12 Jan - 27 Feb | Weeks 2 - 8: 30 Mar - 15 May |
| | | |
| Music | <p>Music Analysis Task Analyse and evaluate music they listen to, create and perform with reference to the elements of music.</p> | <p>Music Creation Task Use digital tools (Bandlab) to create a soundtrack for a film trailer by sequencing and arranging virtual instrumental loop tracks.</p> |
| | Weeks 2 - 8: 12 Jan - 27 Feb | Weeks 2 - 8: 30 Mar - 15 May |

| | | |
|--------------------|---|---|
| Physical Education | NA | Skill-based Assessment Games and Sports Athletics Knowledge-based Assessment Taking Care of your Well-being |
| | | Weeks 7 - 8: 04 May - 15 May |
| Social Studies | Performance Task: Designing a Singapore Stamp Series Design a Singapore Stamp Series based on a theme and do a short write-up to explain the purpose of the chosen design theme Chapter 1: Building Singapore's Identity Chapter 2: Building social cohesion in Singapore | |
| | T1 Week 3 - T2 Week 8: 19 Jan - 15 May | |

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 |