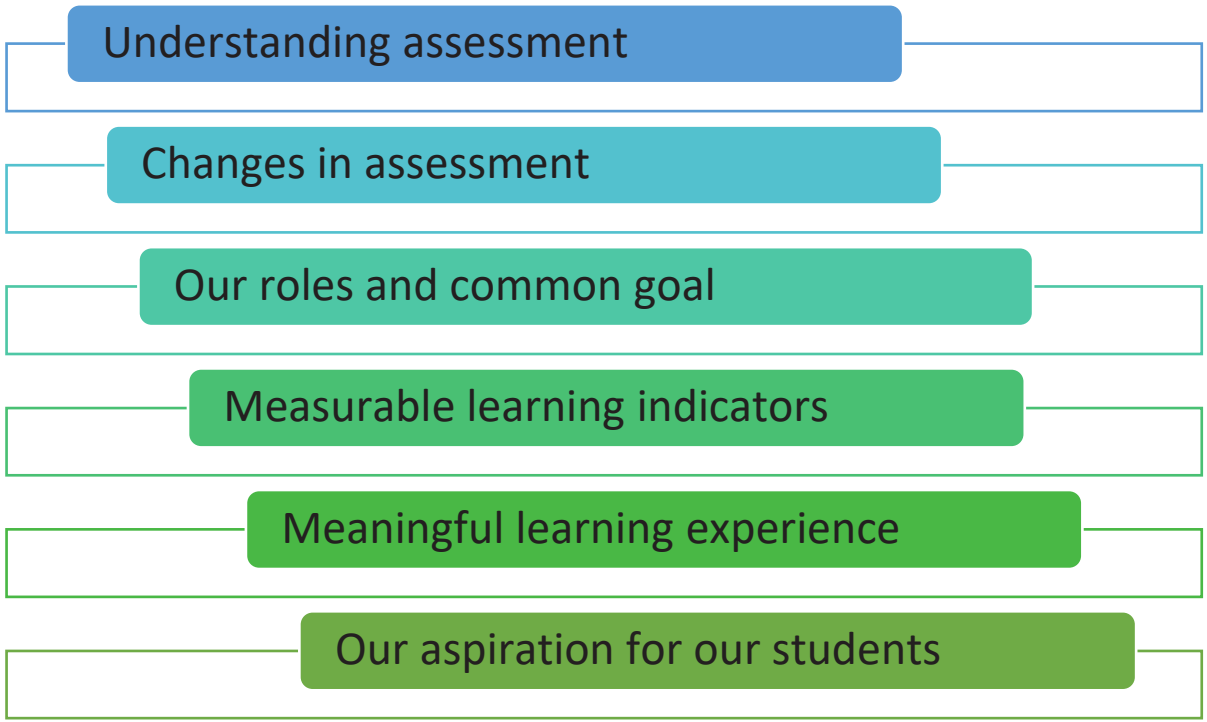
ESTABLISHED 1932

How do we assess learning @XNPS

Mr Irwan

A Confident Person A Self-directed Learner A Compassionate Leader

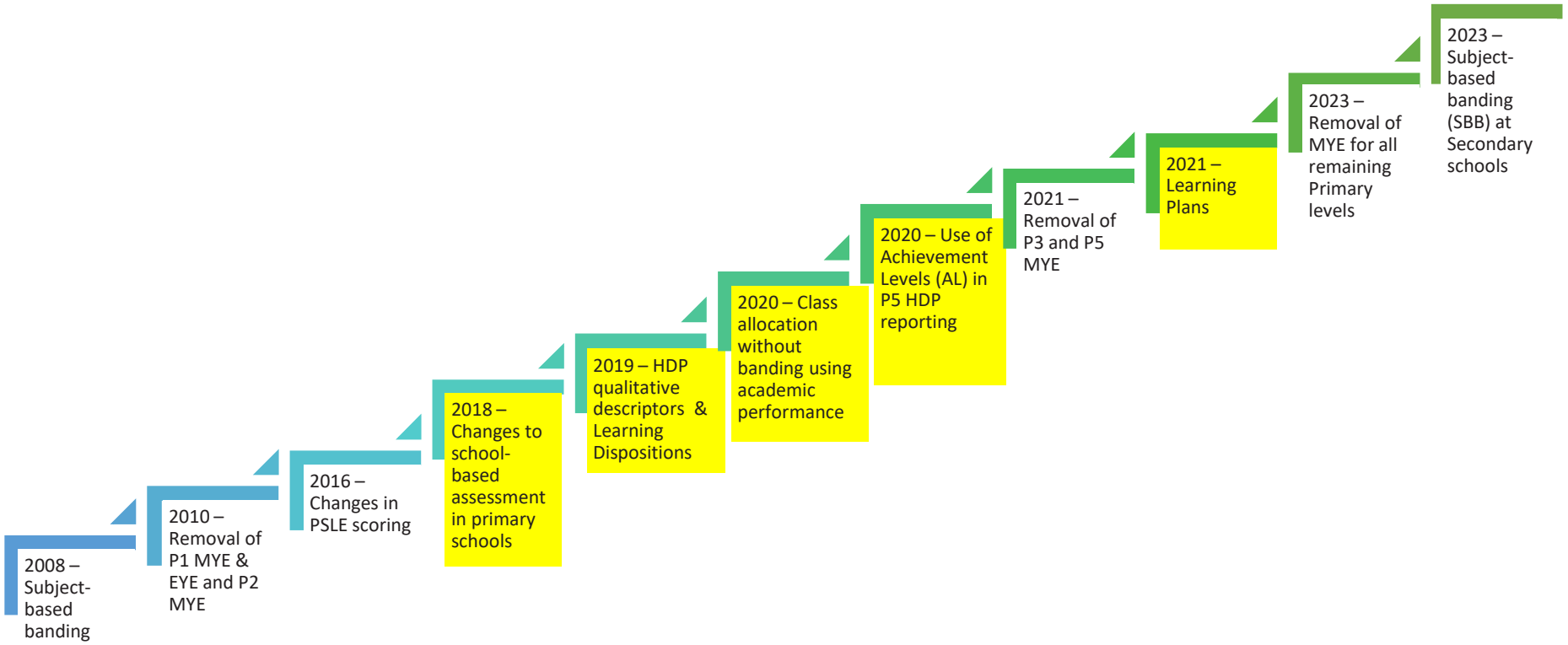
Agenda


Understanding assessment
Changes in assessment
Our roles and common goal
Measurable learning indicators
Meaningful learning experience
Our aspiration for our students

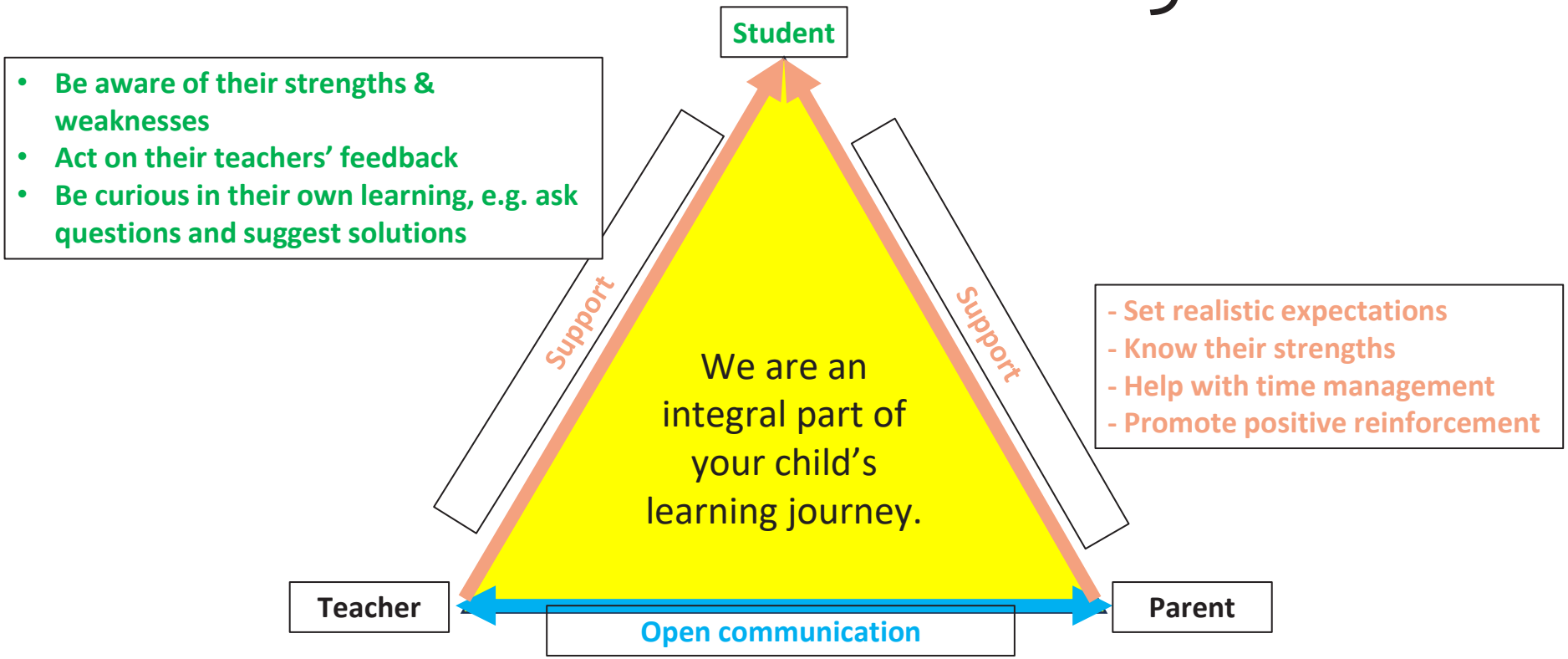
Understanding Assessment

In the past	Now
Pass or fail.	Is this enough to tell you how to help your child?
All about marks.	Do you want to hear the teacher's feedback on your child's learning progress?
Varied interpretations.	Do you wish to see your child taking charge of their learning?
Endless and aimless comparisons.	It should be about your child's learning and not about other children's learning.

Changes in assessment



Our roles and common goal



Measurable learning indicators

<table>
<tr><td></td><td colspan="4">English, Maths & Mother Tongue</td><td>P.E. , Art & Music</td><td>Social Studies</td></tr>
<tr><td>P1</td><td colspan="4" rowspan="2">Holistic Development Profile (HDP) reporting
(by end of each semester)
(Beginning, Advancing, Deepening or Mastering)</td><td rowspan="2">Grade
(A , B or C)</td></tr>
<tr><td>P2</td></tr>
<tr><td rowspan="2"></td><td colspan="4">English, Maths, Science & Mother Tongue</td><td>P.E. , Art & Music</td><td>Social Studies</td></tr>
<tr><td>Term 1</td><td>Term 2</td><td>Term 3</td><td>Term 4</td><td rowspan="4">HDP reporting</td><td rowspan="4">Grade
(A , B or C)</td></tr>
<tr><td>P3</td><td>10%</td><td>15%</td><td>15%</td><td>60%</td></tr>
<tr><td>P4</td><td>10%</td><td>15%</td><td>15%</td><td>60%</td></tr>
<tr><td>P5</td><td>10%</td><td>15%</td><td>15%</td><td>60%</td></tr>
<tr><td>P6</td><td>0%</td><td>0%</td><td>100%</td><td></td></tr>
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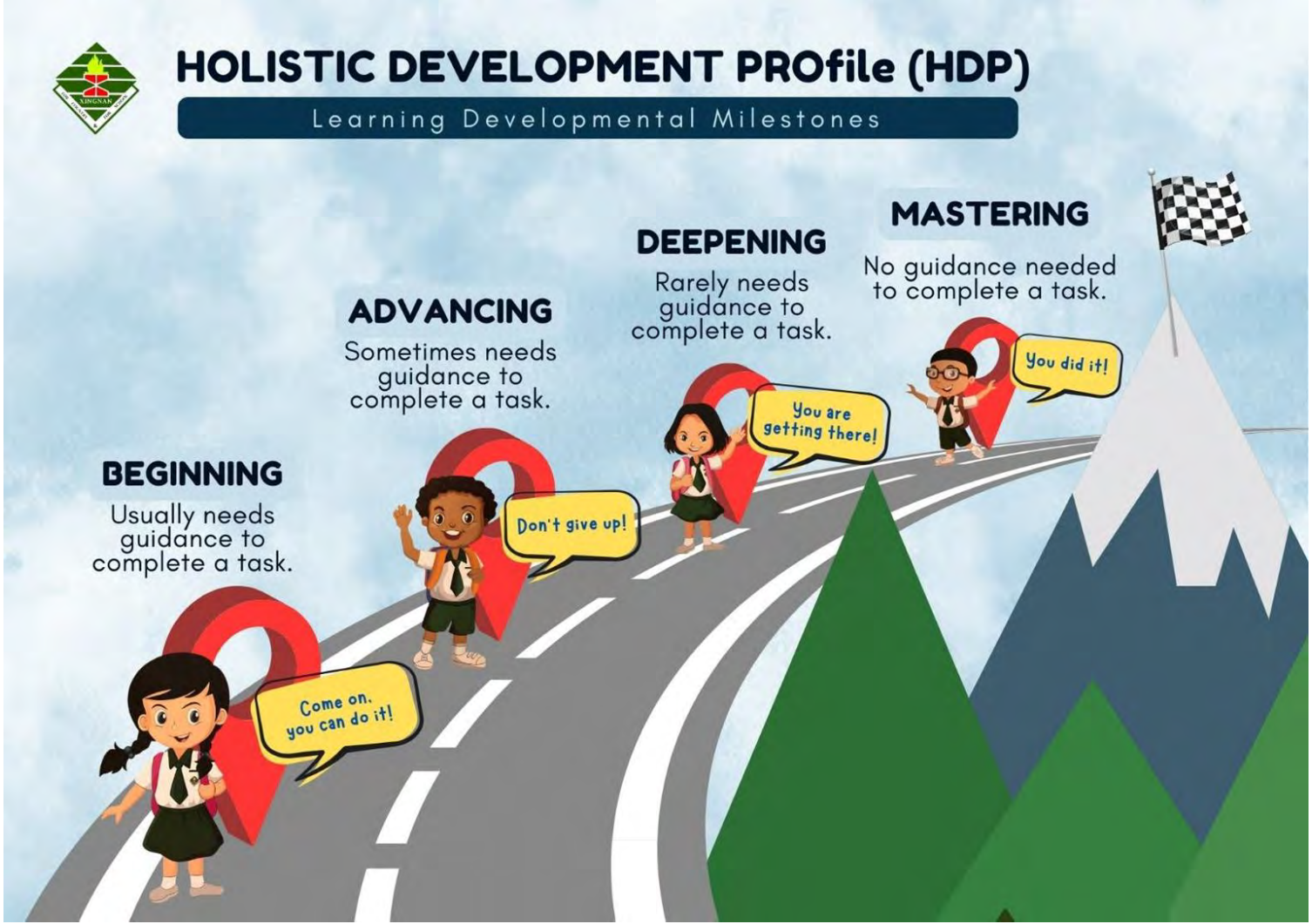

HOLISTIC DEVELOPMENT PROfile (HDP)
Learning Developmental Milestones
BEGINNING
Usually needs guidance to complete a task.
ADVANCING
Sometimes needs guidance to complete a task.
DEEPENING
Rarely needs guidance to complete a task.
MASTERING
No guidance needed to complete a task.
Come on, you can do it!
Don't give up!
You are getting there!
You did it!

Meaningful learning experiences

Formative assessment (Varied learning checkpoints)	Summative assessment (End of term and year)
English Oral Reading Fluency (ORF)	Timed practice for Upper Primary levels
Math journal writing & diagnostic tests	Bite-size term reviews
Science performance tasks, learning journeys	Alternative modes of assessment
	End of year examinations (EYE)
Mother Tongue fortnight & excite week	
Interdisciplinary Project Work	
Class assignments	
Self, peers' and teachers' observations	

P1 Culminating Activity

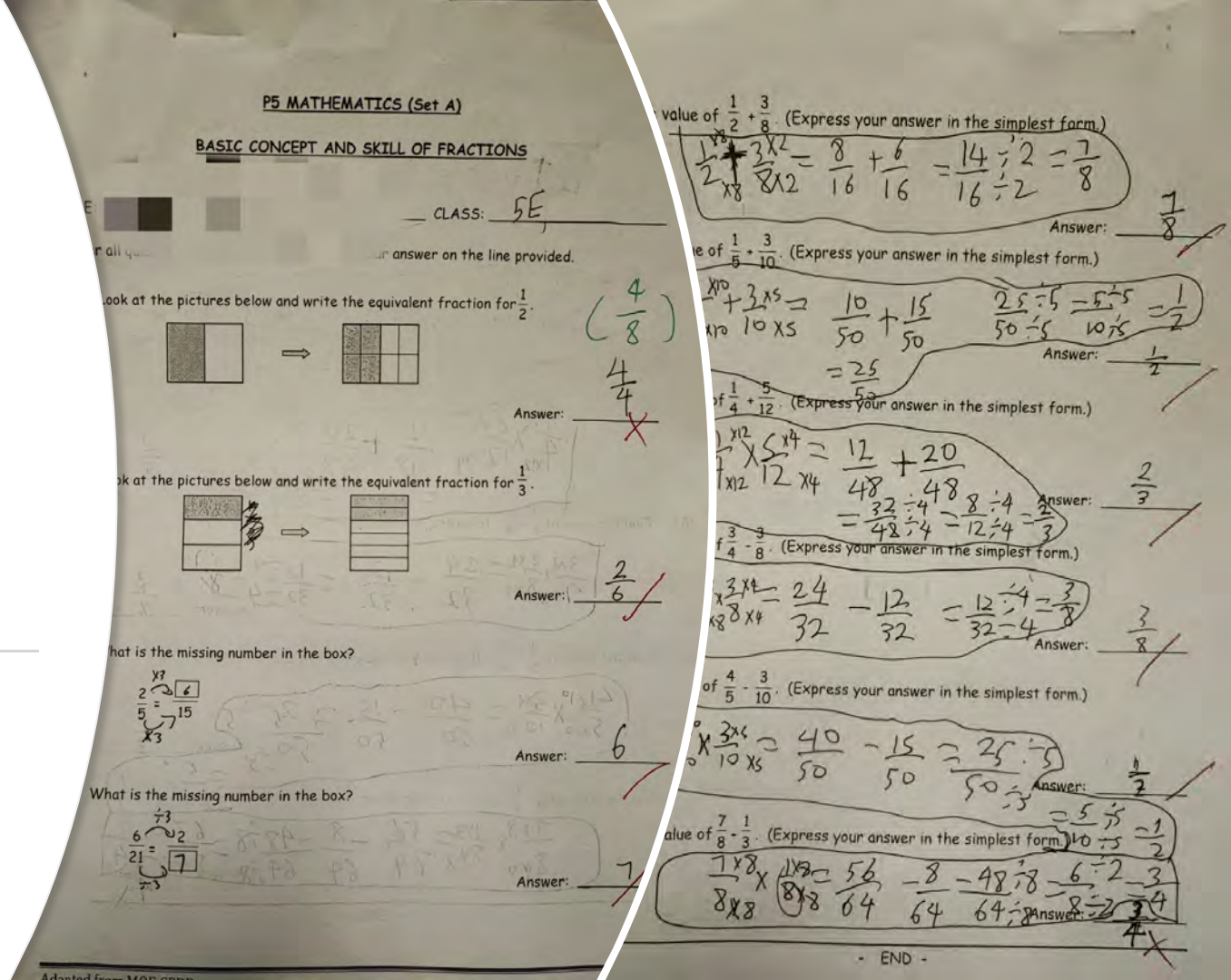
P2 Culminating Activity

P2 Using Oral Reading Fluency to assess reading

P1 & P2 Thematic Outdoor Learning

Using manipulatives to assess conceptual understanding

Assessing learning dispositions in class assignments



P5 MATHEMATICS (Set A)

BASIC CONCEPT AND SKILL OF FRACTIONS

CLASS: 5E

answer on the line provided.

Look at the pictures below and write the equivalent fraction for $\frac{1}{2}$.

Answer: $\frac{4}{4}$

Look at the pictures below and write the equivalent fraction for $\frac{1}{3}$.

Answer: $\frac{2}{6}$

What is the missing number in the box?

$\frac{2}{5} = \frac{\square}{15}$ (×3)

Answer: 6

What is the missing number in the box?

$\frac{6}{21} = \frac{2}{\square}$ (÷3)

Answer: 7

value of $\frac{1}{2} + \frac{3}{8}$. (Express your answer in the simplest form.)

Answer: $\frac{7}{8}$

e of $\frac{1}{5} + \frac{3}{10}$. (Express your answer in the simplest form.)

Answer: $\frac{1}{2}$

f $\frac{1}{4} + \frac{5}{12}$. (Express your answer in the simplest form.)

Answer: $\frac{2}{3}$

$\frac{3}{4} - \frac{3}{8}$. (Express your answer in the simplest form.)

Answer: $\frac{3}{8}$

of $\frac{4}{5} - \frac{3}{10}$. (Express your answer in the simplest form.)

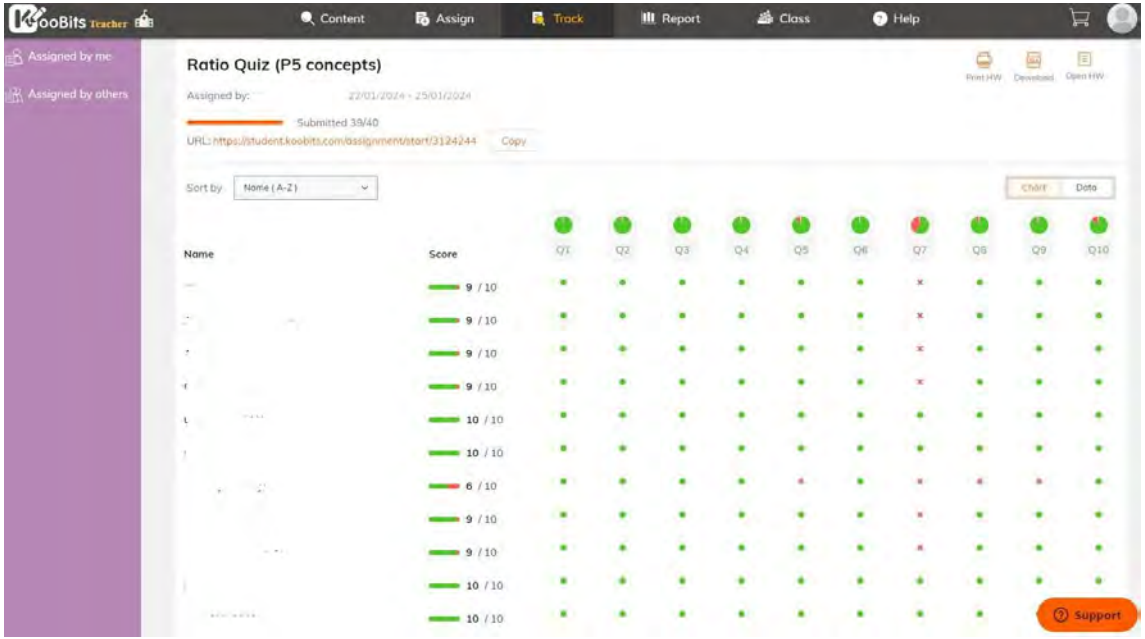
Answer: $\frac{1}{2}$

alue of $\frac{7}{8} - \frac{1}{3}$. (Express your answer in the simplest form.)

Answer: $\frac{3}{4}$

- END -

Harnessing technology to assess performance



P3 Science Performance Task



P4 Ice cream making

P5 Learning Adventure Camp

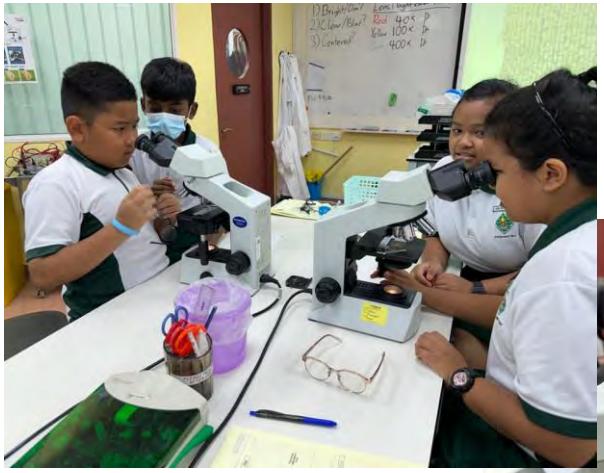
P6 Students recording their voices for self & peer evaluation in Mother Tongue lesson

Mother Tongue Fortnight – Knowing language through culture



Mother Tongue Fortnight – Knowing language through culture

P6 Learning Adventure



P6 Learning journey to Science Centre

P6 EL Alternative Assessment (Debating)

P6 EL Alternative Assessment (Debating)

Our aspiration for our students