



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

Pass or fail.

All about marks.

Varied interpretations.

Endless and aimless comparisons.

## Now

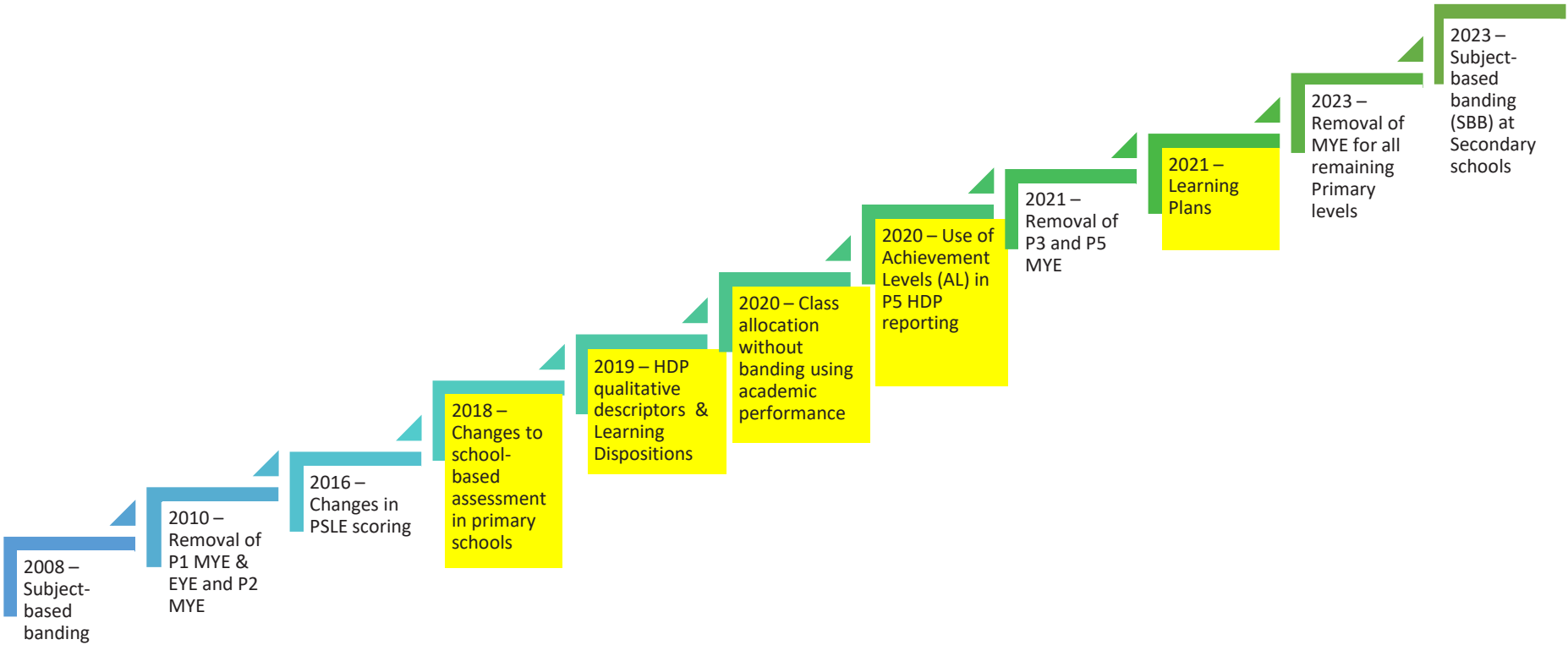
Is this enough to tell you how to help your child?

Do you want to hear the teacher's feedback on your child's learning progress?

Do you wish to see your child taking charge of their learning?

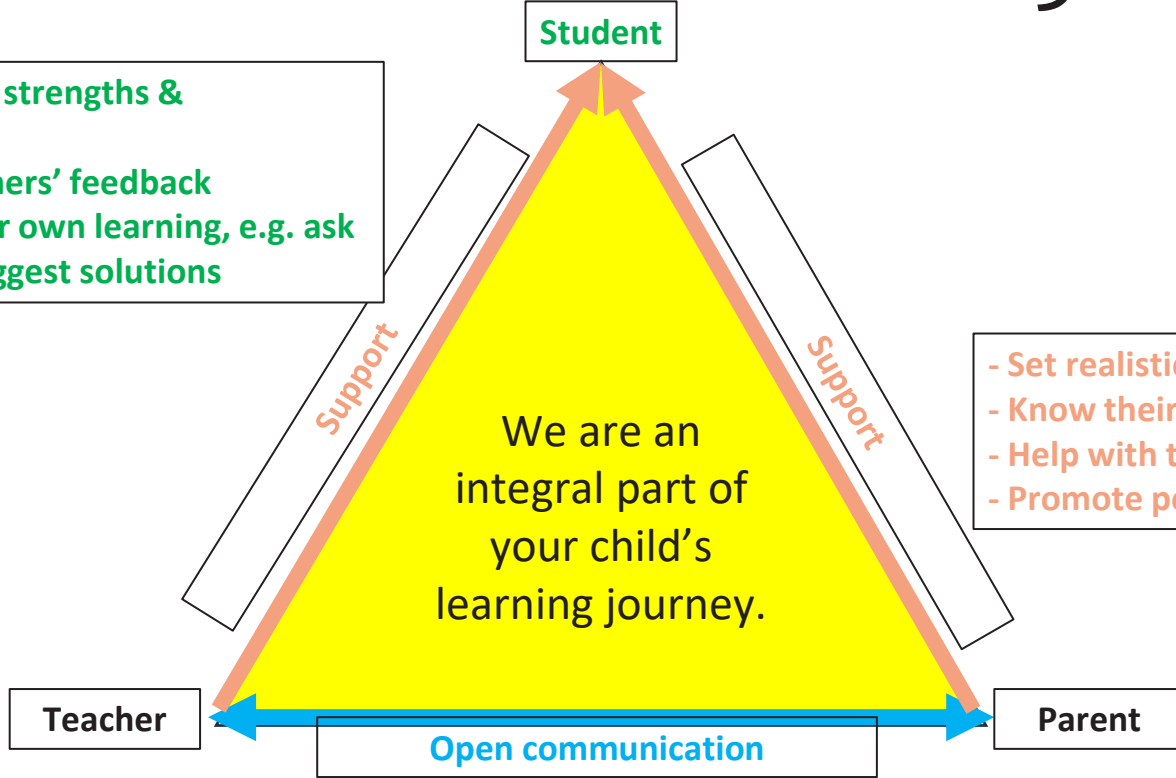
It should be about your child's learning and not about other children's learning.

# Changes in assessment



# Our roles and common goal

- Be aware of their strengths & weaknesses
- Act on their teachers' feedback
- Be curious in their own learning, e.g. ask questions and suggest solutions



- Set realistic expectations
- Know their strengths
- Help with time management
- Promote positive reinforcement

# Measurable learning indicators

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



# 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.



# Meaningful learning experiences

<b>Formative assessment (Varied learning checkpoints)</b>	<b>Summative assessment (End of term and year)</b>
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
Mother Tongue fortnight & excite week	End of year examinations (EYE)
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

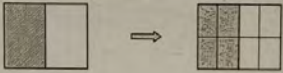
# Assessing learning dispositions in class assignments

**P5 MATHEMATICS (Set A)**

**BASIC CONCEPT AND SKILL OF FRACTIONS**

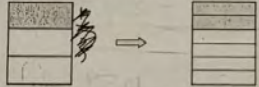
CLASS: 5E

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



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

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?

$$\begin{array}{r} \times 3 \\ 2 \phantom{0} \\ \hline 15 \end{array}$$

Answer: 6 ✓

What is the missing number in the box?

$$\begin{array}{r} \phantom{0} \times 2 \\ 6 \phantom{0} \\ \hline 21 \phantom{0} \end{array}$$

Answer: 7 ✓

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

$$\frac{1}{2} + \frac{3}{8} = \frac{4}{8} + \frac{3}{8} = \frac{7}{8}$$

Answer:  $\frac{7}{8}$  ✓

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

$$\frac{1}{5} + \frac{3}{10} = \frac{2}{10} + \frac{3}{10} = \frac{5}{10} = \frac{1}{2}$$

Answer:  $\frac{1}{2}$  ✓

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

$$\frac{1}{4} + \frac{5}{12} = \frac{3}{12} + \frac{5}{12} = \frac{8}{12} = \frac{2}{3}$$

Answer:  $\frac{2}{3}$  ✓

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

$$\frac{3}{4} - \frac{3}{8} = \frac{6}{8} - \frac{3}{8} = \frac{3}{8}$$

Answer:  $\frac{3}{8}$  ✓

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

$$\frac{4}{5} - \frac{3}{10} = \frac{8}{10} - \frac{3}{10} = \frac{5}{10} = \frac{1}{2}$$

Answer:  $\frac{1}{2}$  ✓

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

$$\frac{7}{8} - \frac{1}{3} = \frac{21}{24} - \frac{8}{24} = \frac{13}{24}$$

Answer:  $\frac{13}{24}$  ✓

# Harnessing technology to assess performance

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**KooBits Teacher** | Content | Assign | Track | Report | Class | Help

### Ratio Quiz (P5 concepts)

Assigned by: [Name] | 22/01/2024 - 25/01/2024

Submitted 33/40

URL: <https://student.koo-bits.com/assignment/start/3124244> | Copy

Sort by: Name (A-Z) | [Chart](#) | [Data](#)

Name	Score	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
[Name]	9 / 10	●	●	●	●	●	●	✖	●	●	●
[Name]	9 / 10	●	●	●	●	●	●	✖	●	●	●
[Name]	9 / 10	●	●	●	●	●	●	✖	●	●	●
[Name]	9 / 10	●	●	●	●	●	●	✖	●	●	●
[Name]	10 / 10	●	●	●	●	●	●	●	●	●	●
[Name]	10 / 10	●	●	●	●	●	●	●	●	●	●
[Name]	6 / 10	●	●	●	●	●	●	✖	✖	✖	●
[Name]	9 / 10	●	●	●	●	●	●	✖	●	●	●
[Name]	9 / 10	●	●	●	●	●	●	✖	●	●	●
[Name]	10 / 10	●	●	●	●	●	●	●	●	●	●
[Name]	10 / 10	●	●	●	●	●	●	●	●	●	●

[Support](#)





# P3 Science Performance Task





## P4 Ice cream making





# P5 Learning Adventure Camp





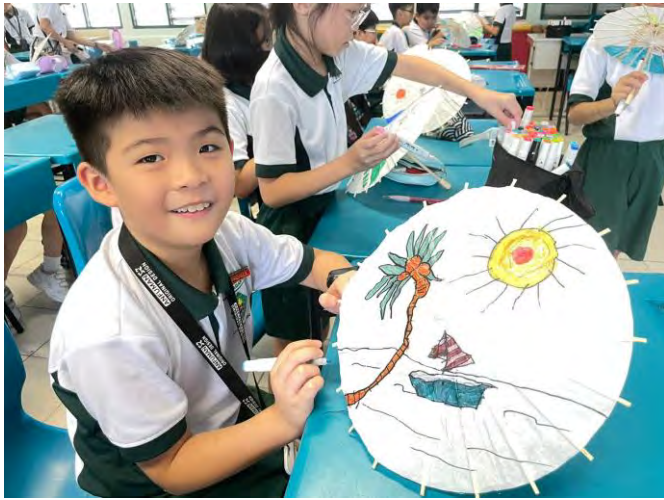


**P6 Students recording their voices for self & peer evaluation in Mother Tongue lesson**



**Mother Tongue Fortnight –  
Knowing language through  
culture**



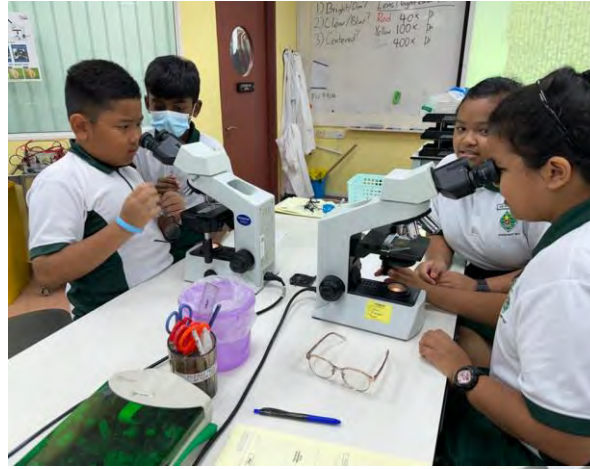


**Mother Tongue Fortnight –  
Knowing language through culture**



# P6 Learning Adventure





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# P6 Learning journey to Science Centre



## P6 EL Alternative Assessment (Debating)





## P6 EL Alternative Assessment (Debating)

# Our aspiration for our students



**Thank you**

