



# IJ OLN CURRICULUM AND ASSESSMENT

27 JANUARY 2023



# The IJ Girl for Tomorrow

will live out the IJ Mission and GRACIA values as she ...

1. Leads with initiative, serves with love
2. Thinks creatively and critically
3. Communicates confidently, and
4. Remains steadfast in the face of challenges





## Learning Dispositions:

- **Collaborative**
- **Curious**
- **Reflective**
- **Resilient**

# What do these Learning Dispositions mean?

- **Curious** e.g. Willing to explore new things
- **Collaborative** e.g. Participate actively in discussions and share ideas
- **Resilient** e.g. Do not give up easily
- **Reflective** e.g. Act on feedback to make improvement

# Holistic curriculum at IJ OLN

Our programme is guided by our Teaching & Learning Framework which focuses on helping our children to learn:

- Through active and deep learning
- Through teaching processes that activate their learning, promote thinking and discussion, facilitate demonstration of learning
- Through monitoring and provision of feedback
- In a positive environment that encourages collaboration, that is also supported by technology and enriched by feedback










**CHIJ OUR LADY OF THE NATIVITY  
PICK & TELL RUBRIC**

Name: \_\_\_\_\_ ( )

Term: 1 / 2 / 3 / 4  
Parent's Signature: \_\_\_\_\_

Class: Primary I / C / F / G / H / J / L / P / T


	Beginning 	Developing 	Competent 	Accomplished 
<b>Content</b>				
<b>Relevancy of Ideas</b>	You can say one to two sentences that are relevant to the given topic.	You can say three to four sentences that are relevant to the given topic.	You can say five or six sentences that are relevant to the given topic.	You can say more than seven sentences that are relevant to the given topic.
<b>Grammatical sentences</b>	You rarely use grammatically correct sentences.	You use grammatically correct sentences sometimes.	You use grammatically correct sentences most of the time.	You use grammatically correct sentences all the time.
<b>Delivery</b>				
<b>Voice Projection</b> 	You cannot be heard at all.	You can be heard sometimes.	You can be heard most of the time.	You can be heard all the time.
<b>Eye Contact</b> 	You are not looking at the audience at all.	You try to look at the audience sometimes.	You look at the audience almost all the time.	You look at the audience all the time.
<b>Posture</b> 	You do not adopt performance posture.	You try to adopt performance posture sometimes.	You adopt performance posture most of the time.	You adopt performance posture all the time.

## Voice Projection

My Friend's index number




Listen to your friend's presentation.  
Put a (✓) in the appropriate column.

<b>4</b>	☆	☆☆	☆☆☆
	I cannot hear you.	I can hear you sometimes.	I can hear you the whole time.

## Eye Contact

My Friend's index number


Listen to your friend's presentation.  
Put a (✓) in the appropriate column.

<b>5</b>	☆	☆☆	☆☆☆
	You are not looking at us at all.	You try to look at us sometimes.	You look at us almost all the time.

## Posture

My Friend's index number

Listen to your friend's presentation.  
Put a (✓) in the appropriate column.





<b>6</b>	☆	☆☆	☆☆☆
	You do not adopt	You try to adopt	You adopt performance

# Rich Interactions: Teacher & Peer Feedback

CHI J OUR LADY OF THE NATIVITY  
READ WELL & KIDZ THEATRE (I) RUBRIC

Term: 1 / 2 / 3 / 4  
Parent's Signature: \_\_\_\_\_



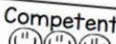

Name: \_\_\_\_\_ ( )  
Class: Primary 1 C / F / G / H / J / L / P / T

	Beginning 	Developing 	Competent 	Accomplished 
Loudness	Cannot be heard for most parts of the recitation	Cannot be heard for some parts of the recitation	Can be heard loudly for most parts of the recitation	Can be heard loudly for all parts of the recitation
Clarity	Unclear pronunciation, with most words being mispronounced	Clear pronunciation, with some words being mispronounced	Generally clear pronunciation with a number of noticeable errors	Good clear pronunciation with few errors
Expressiveness	Recites in monotone for most of the presentation	Some attempt at variation of pitch and tone.	Some variation of suitable pitch and tone.	Good variation of suitable pitch and tone.
Actions	Lacks facial expressions and appropriate gestures	Some attempt at facial expressions and appropriate gestures	Good attempt at using facial expressions and appropriate gestures	Excellent use of facial expressions and appropriate gestures

CHI J OUR LADY OF THE NATIVITY  
KIDZ THEATRE (II) RUBRIC

Term: 1 / 2 / 3 / 4  
Parent's Signature: \_\_\_\_\_

Name: \_\_\_\_\_ ( )  
Class: Primary 2 C / F / G / H / J / L / P / T

	Beginning 	Developing 	Competent 	Accomplished 
Recitation	Jerky and uneven delivery. Lacks attempt at vocal expressions.	Generally smooth delivery with a number of noticeable pronunciation errors.	Generally smooth delivery with good attempt at vocal expressions.	Recites fluently, with good articulation. Variety of vocal expressions.
Mime & Movement	Lacks facial expressions and appropriate gestures.	Some attempt at using facial expressions and appropriate gestures	Good attempt at using facial expressions and appropriate gestures.	Uses a wide range of facial expressions and appropriate gestures.
Role Play & Improvisation	Needs a lot of encouragement and direction in taking on a role.	Some attempt at being creative in delivering a given role.	Good attempt at being creative in delivering a given role.	Spontaneous and willing to take on any role. Creative in approach and entertaining.
Teamwork	Makes attempt to work with peers and instructor. Needs a lot of guidance to move the team forward.	Works minimally with peers and needs some guidance to move the team forward.	Works well with peers and instructor. Able to follow instructions to move the team.	Works well with peers and instructor. Leads and takes direction.

**Developing Confidence by Knowing Where They Are and How to Improve**

# LEAP Oracy Framework

## COGNITIVE

### Thinking. Organising. Collaborating.

- Have you chosen content that conveys appropriate meaning & intention?
- Have you included examples or reasons?
- Do you have a clear beginning, middle and end?
- Are you building on others' ideas? (adding on or critically reviewing?)

## LINGUISTIC

### Vocabulary. Editing. Rhetorical Techniques.

- Have you used appropriate vocabulary / register to suit the topic, purpose & audience?
- Have you edited your speech / presentation?
- How have you used rhetorical devices such as humour, metaphor, liveliness, flair, surprise & imaginative contribution in your speech / presentation?

## PHYSICAL

### Voice. Eye Contact. Posture.

- How are you using voice? (volume, pitch, tone & rhythm of voice?)
- How are you using eye contact to engage listeners?
- How are you using body language? (posture, gestures, facial expressions)

## SOCIAL & EMOTIONAL

### Awareness. Engagement. Pathos.

- Are you listening actively?
- Are you responding appropriately?
- Are you connecting with the audience?
- Is your presentation delivered with gusto?
- Have you made an impact on the audience?



# LEAP “读具会演”——使学生具备诵读、会话及演说能力的口语框架

## 认知

思维·组织·协作

- 你能否构思说话的内容，组织话语？
- 你是否能联系生活经验及先备知识构思说话的内容？
- 你能否有条理地说话？
- 你能否围绕着中心说话？
- 你能否发表看法，并对他人的看法作出适当的回应（如补充、提出建议）？

## 肢体语言

声音·眼神交流·姿势

- 你说话的语气、语调、语速是否自然、适当？
- 你能否与对方保持眼神交流？
- 你能否借助肢体、语气等辅助说话、自我纠正错误（如手势、改述、替代词、修正、重组话语）？

## 语言

语言·修改·修辞技巧

- 你是否掌握了华语的发音？
- 你能否有针对性地进行交流？
- 你能否运用适当的方式进行口语交流？
- 你在阐述前能否作出适当的修改？

## 社交与情感

意识·共鸣·共情

- 你在专心聆听时有没有作出适当的回应（如点头、微笑、鼓掌）？
- 你是否按情境及对象或需要说话？
- 你是否主动、积极参与讨论，表达自己的看法？
- 你在交谈时是否顾及他人的感受，尊重他人的意见并对自己的言语负责？

三月六日

① 起床 ✓  
 ② 早上 zǎo shàng  
 早 zǎo 起床 qǐ chuáng

① 起床 ✓  
 ② 下午 wǎn yǒu  
 晚 wǎn 下午 wǎn 休息 xiūxi

② kàn dòng huà ✓  
 早上 zǎo shàng

一年级第十一课 识字乐



姓名: \_\_\_\_\_

班级: \_\_\_\_\_ 日期: 七月七日 9/7

看拼音，加上部首或笔画，使它成为正确的汉字。

1. yǎn	眼 ✓
2. hěn	很 ✓
3. zuò	坐 ✓
4. yòu	右 ✓
5. zuǒ	左 ✓

6. biān	边 ✓
7. miàn	面 ✓
8. hòu	后 ✓
9.	中间 ✓
10.	左右 ✓

一年级识字乐 (第十六课)



姓名: \_\_\_\_\_

日期: 九月二十四



一、听一听、圈一圈，然后写号码。

圆 3	圆	的	去 8	过 24
让	果 5	汁 6	坐	木 4
爸 6	西 1	瓜	抱	瓜 4
爸 6	怎	笑	飞 9	机
切	么 2	声 10	唱	歌


二、听一听、写一写

11. 田里 ✓	13. 画画 ✓
12. 买书 ✓	14. 可以 ✓


一年级识字乐 (第十九课)

姓名:  日期:


21 / 25




1 图 园




2 厂 厂



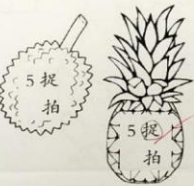
3 尾 屋




4 汤 游



5 捉 拍



6 店 床



一年级识字乐 (第十七课)

姓名:  班级: 1(L) 日期: 10月-9

13 / 14



11 每天

12 老师

13 这里

14 真好吃

14 / 14



一年级识字乐 (第十七课)

姓名:  班级: 1(L) 日期: 10月-9

11 每天

12 老师


13 这里

14 真好吃

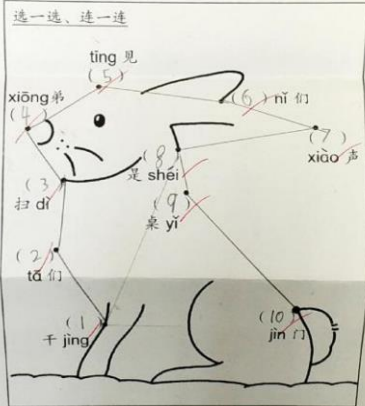
一年级识字乐 (第十四课)

姓名:  日期: 八月二十日

13 / 13



选一选、连一连



11 父母

12 马圭

13 不会

Fun with words

**MATH JOURNAL**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_



**Addition story (choice)**

Picture Story  
Draw to show your story.

Word Story  
Write your story

There are \_\_\_\_\_  
There are \_\_\_\_\_  
There are \_\_\_\_\_ altogether.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

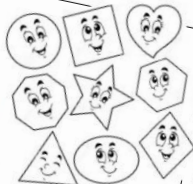



**Station 2**

Instructions:

- 1) Form groups of 6.
- 2) Each group will be given skipping ropes.
- 3) Your teacher will call out a basic shape.
- 4) Listen to her command and form the shape as correctly and quickly as your team can.
- 5) There will be 2 to 3 rounds of forming shapes.

**RULE:** Everyone in the group must be included to form the shape. No one is left behind.



a. Which shape was the easiest to form? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. Which shape was the hardest to form? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Application of learning

# In Summary...

We hope our students would acquire these positive learning dispositions and attitudes towards learning through our curriculum and assessment.



## Learning Dispositions:

- Collaborative
- Curious
- Reflective
- Resilient

**“I know where I’m going,  
I have the tools I need for the  
journey,  
I monitor my own progress,  
And I know how to improve.”**





Theme for 2023 :

Whatever your task,  
work heartily,  
as serving the Lord  
and not men.

Colossians 3:23 - 24



THANK  
YOU

