

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

Colossians 3:23 - 24



to  
P4 Networking!





# Assessment & Subject-based banding



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Colossians 3:23 - 24



# Vision: Girls of Today for Tomorrow

## Values:

**G**raciousness  
**R**esponsibility  
**A**ppreciation  
**C**ompassion  
**I**ntegrity  
**A**daptability



## Learning Dispositions:

- **C**ollaborative
- **C**urious
- **R**eflective
- **R**esilient

**Simple in virtue**

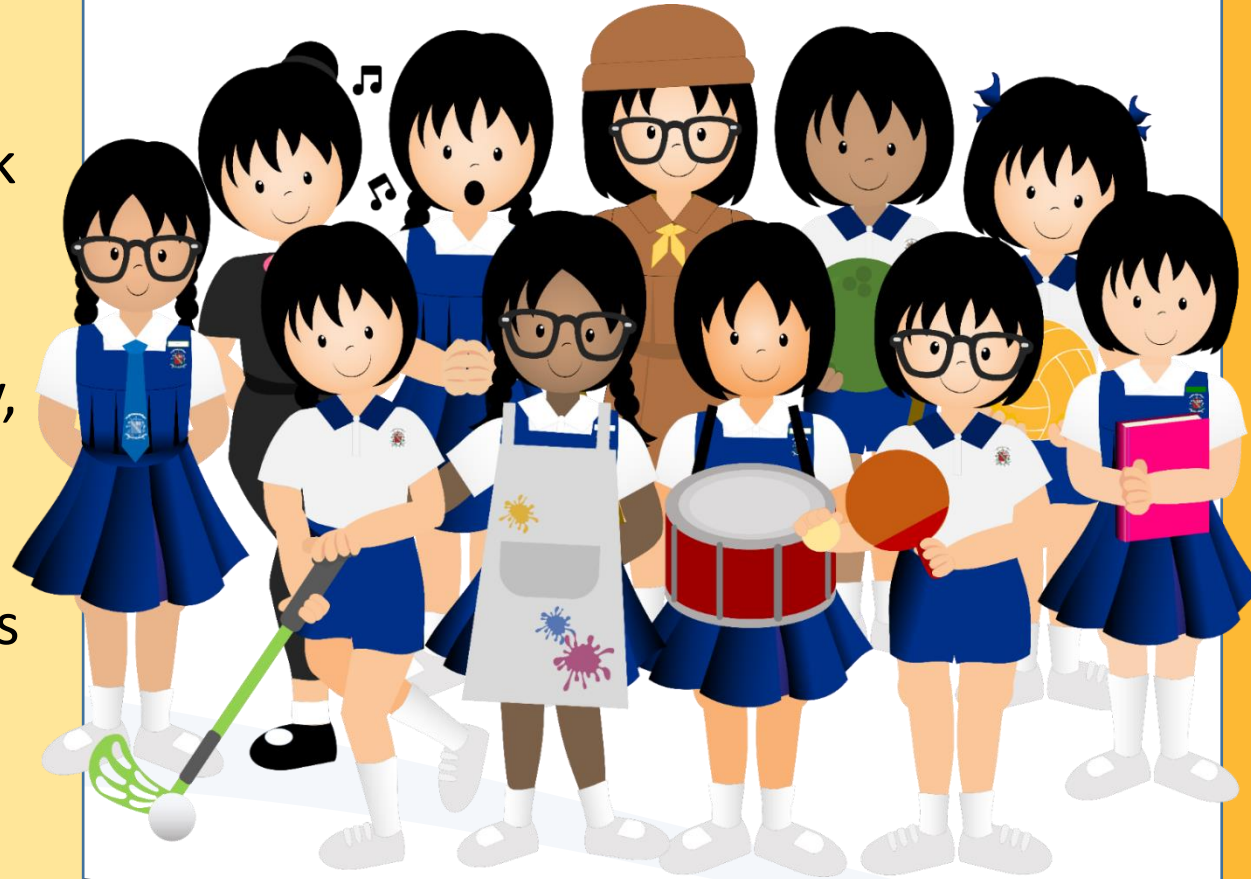
**Steadfast in duty**



# Our IJ Holistic Education

## Varied Learning Experiences

- Programmes, e.g. OLN 360, CCAs, Code for Fun, Back to School prog, VIA, GLOW morning assembly, Meaningful Monday
- Events, e.g. Games On, Track On, Learning Journeys  
Many more...



## Support for Learning

- 'Stretch' activities & progs: Differentiated Instruction
- Support for those who need more help, e.g. support lessons
- Social – emotional focus: Mixed classes, SOAR & ASPIRE progs





# Assessment



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Colossians 3:23 - 24



# How Do I Tell That My Child Is Doing Well

- What do you mean by 'well'? Marks?
- **Is she happy to come to school?**
- **Is she learning?**
- Ask her ...
  - What she found enjoyable about the day / the high point
  - What she did for EL/Maths/Sc/PE/Art etc (Just one will do!)
  - One question she asked that day
- Understanding how learning is reported nowadays
- Look at her files / books /SLS





# Reading Aloud

# Feedback through the use of Rubrics

Oracy – Reading Aloud

Pronunciation & Articulation		Rhythm & Fluency		Expressiveness	
<ul style="list-style-type: none"> <li>Pronunciation is clear.</li> <li>Consistently good pronunciation.</li> </ul>		<ul style="list-style-type: none"> <li>Reading is fluent.</li> <li>Appropriate pauses.</li> <li>No hesitations.</li> </ul>		<ul style="list-style-type: none"> <li>Reading is lively and expressive.</li> <li>Able to convey feelings expressed in the passage successfully.</li> </ul>	
<ul style="list-style-type: none"> <li>Pronunciation is clear.</li> <li>Occasional errors in pronunciation do not affect intelligibility.</li> </ul>		<ul style="list-style-type: none"> <li>Reading is smooth.</li> <li>Generally appropriate pauses.</li> <li>Almost no hesitations.</li> </ul>		<ul style="list-style-type: none"> <li>Reading is expressive.</li> <li>Able to convey some feelings expressed in the passage successfully.</li> </ul>	
<ul style="list-style-type: none"> <li>Pronunciation is generally clear.</li> <li>Several errors in pronunciation are evident.</li> </ul>		<ul style="list-style-type: none"> <li>Reading is generally smooth.</li> <li>Some hesitations noted.</li> </ul>		<ul style="list-style-type: none"> <li>Tries to be expressive.</li> <li>Tries to convey the feelings expressed in the passage.</li> </ul>	
<ul style="list-style-type: none"> <li>Pronunciation is difficult to understand.</li> <li>Numerous errors in pronunciation are evident.</li> </ul>					

四年级口试反馈表 (P4 Oral Feedback Form)

姓名: \_\_\_\_\_ 班级: 4 \_\_\_\_\_ (MT: 4 \_\_\_\_\_) 家长签名: \_\_\_\_\_

Nama: \_\_\_\_\_ Kelas: \_\_\_\_\_ Tarikh: \_\_\_\_\_

BACAAN READING				
	😊	😊😊	😊😊😊	😊😊😊😊
<b>KELANTANGAN</b> Voice Projection	<ul style="list-style-type: none"> <li>Membaca keseluruhan teks secara perlahan, kebanyakan perkataan dan ayat tidak jelas didengar.</li> </ul>	<ul style="list-style-type: none"> <li>Membaca sebahagian daripada teks antara dengar dan tidak.</li> </ul>	<ul style="list-style-type: none"> <li>Membaca dengan lantang dan jelas.</li> </ul>	<ul style="list-style-type: none"> <li>Membaca dengan cara yang menarik.</li> </ul>
<b>SEBUTAN</b> Pronunciation	<ul style="list-style-type: none"> <li>Banyak kesalahan dalam sebutan.</li> </ul>	<ul style="list-style-type: none"> <li>Beberapa kesalahan sebutan yang ketara.</li> </ul>	<ul style="list-style-type: none"> <li>Menggunakan sebutan yang betul lagi jelas.</li> </ul>	<ul style="list-style-type: none"> <li>Menggunakan sebutan yang betul, tekak lagi lancar.</li> </ul>
<b>INTONASI</b> Intonation	<ul style="list-style-type: none"> <li>Membaca secara mendatar atau terdapat banyak kesalahan dari segi tekanan suara dan nada semasa membaca.</li> </ul>	<ul style="list-style-type: none"> <li>Menggunakan tekanan suara dan nada pembacaan yang terhad atau yang kurang sesuai.</li> </ul>	<ul style="list-style-type: none"> <li>Terdapat kepelbagaian dalam intonasi, tekanan suara dan nada semasa membaca</li> </ul>	<ul style="list-style-type: none"> <li>Terdapat kepelbagaian dalam intonasi, tekanan suara dan nada semasa membaca</li> </ul>

朗读短文		看图说话	
语音正确清晰 自然流利、语速适中	😊😊😊😊	内容丰富、切题 能清楚、流利地描述图意 能详细地表达和说出看法、感受，也能加以说明	😊😊😊😊
语音大多正确清晰 还算流利、偶尔迟疑	😊😊😊	内容充足、切题 能用简单的语句，清楚、流利地描述图意 能表达看法和感受	😊😊😊
语音有较多错误 一再迟疑重复	😊😊	内容不充足、不适当 只能说出与图有关的单字 / 词语 在提示下，还能稍加表达看法和感受	😊😊
语音很多错误	😊	在引导下，还是无法描述图意	😊
非常不流利		词汇有限，在提示下，还是无法表达看法和感受	



## Stimulus-Based Conversation

EL Oracy –  
Stimulus-Based  
Conversation

# Feedback through the use of Rubrics

	Personal Response	Clarity of Expression	Engagement in Conversation
	<ul style="list-style-type: none"> <li>Intelligent personal responses.</li> <li>Good development of responses.</li> </ul>	<ul style="list-style-type: none"> <li>Speech is very clear.</li> <li>Candidate is confident.</li> <li>Good vocabulary and accurate structures.</li> <li>Correct pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Interacts very well with examiner.</li> <li>Shows initiative in introducing ideas.</li> <li>Eye contact evident throughout conversation.</li> </ul>
	<ul style="list-style-type: none"> <li>Adequate personal responses.</li> <li>Some development of responses.</li> </ul>	<ul style="list-style-type: none"> <li>Speech is clear.</li> <li>Mostly appropriate vocabulary and structures.</li> <li>Mostly correct pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>Interacts well with examiner.</li> <li>Able to make appropriate eye contact.</li> </ul>
	<ul style="list-style-type: none"> <li>Some personal responses.</li> <li>Little development of responses.</li> </ul>	<ul style="list-style-type: none"> <li>Speech may be unclear sometimes.</li> <li>There is some effort in using appropriate vocabulary and structures.</li> <li>Generally correct pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Interacts reasonably well with the examiner.</li> <li>Some eye contact with examiner.</li> </ul>
	<ul style="list-style-type: none"> <li>A few personal responses.</li> <li>Hardly any development of responses.</li> </ul>	<ul style="list-style-type: none"> <li>Speech contains a number of hesitations and false starts.</li> <li>A number of instances of inappropriate vocabulary and structures.</li> <li>Weak but comprehensible pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Some interaction with examiner.</li> <li>Relies heavily on examiner for prompts to carry on with the conversation.</li> </ul>
	<ul style="list-style-type: none"> <li>Almost no personal response.</li> </ul>	<ul style="list-style-type: none"> <li>Numerous long, awkward pauses.</li> <li>One-word responses.</li> <li>Poor pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Hardly any interaction even with prompts from the examiner.</li> </ul>





# Feedback through the use of Rubrics

## Narrative Writing

四年级作文评量表

教师评估				
内容 /10				
内容符合图意	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
内容完整				
表达 /10				
文句通顺	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
用词恰当				
错别字少				
适当的开头	<input type="checkbox"/> 有	<input type="checkbox"/> 没有		
完整的结尾	<input type="checkbox"/> 有	<input type="checkbox"/> 没有		
教师评语				

### 我做得怎样?

下面这些你都做到了吗? 做到了, 就在格子里打✓吧

- 我检查了错别字
- 我每幅图最少能写出两个句子
- 我用了提供的词语
- 我写了对话
- 写对话时, 我用了冒号和引号

提醒

你有40分钟完成作文, 加油!



## Primary 3 Narrative Writing Feedback

For this writing, let us focus on improving...	Teacher's feedback	
Relevance		You need to work on the <b>relevance</b> of your writing <ul style="list-style-type: none"> <li><input type="checkbox"/> Addresses the topic</li> <li><input type="checkbox"/> Story is based on at least one picture</li> </ul>
	Narrative Structures	<input type="checkbox"/>
<input type="checkbox"/>		You need to work on having a strong <b>rising action</b> (lead up to the conflict)
<input type="checkbox"/>		You need to work on having a <b>main conflict</b>
<input type="checkbox"/>		You need to work on having a <b>strong falling action</b> (how the conflict is solved)
<input type="checkbox"/>		You need to work on having a <b>good closure</b> to the story <ul style="list-style-type: none"> <li><input type="checkbox"/> Feeling</li> <li><input type="checkbox"/> Lesson Learnt</li> <li><input type="checkbox"/></li> </ul>
Show, Not Tell	<input type="checkbox"/>	You need to work on <b>describing people through</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Speech</li> <li><input type="checkbox"/> Thoughts</li> <li><input type="checkbox"/> Appearance</li> <li><input type="checkbox"/> (body) Reactions</li> </ul>
	<input type="checkbox"/>	You need to work on <b>describing actions/setting through</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 5W1H</li> <li><input type="checkbox"/> Specific action words</li> <li><input type="checkbox"/> Use of the five senses</li> </ul>
	<input type="checkbox"/>	You need to work on <b>using different saying verbs</b>
Language	<input type="checkbox"/>	You need to work on <ul style="list-style-type: none"> <li><input type="checkbox"/> Spelling</li> <li><input type="checkbox"/> Tenses</li> <li><input type="checkbox"/> Punctuation</li> <li><input type="checkbox"/> Use of appropriate vocabulary/expression</li> </ul>
	<input type="checkbox"/>	You need to work on good <b>sequencing</b> and <b>paragraphing</b>

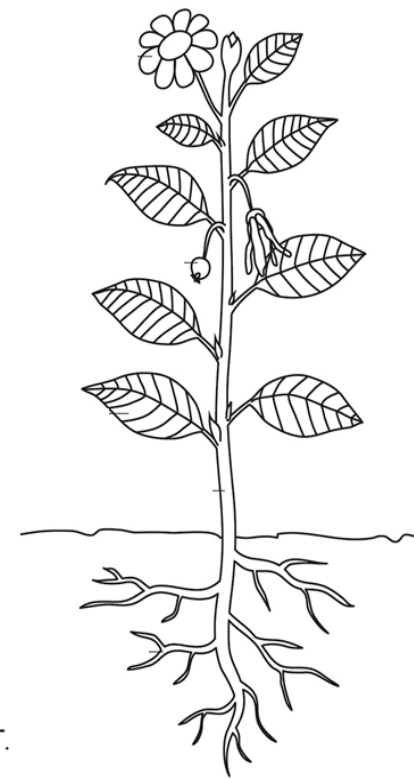


# Feedback through the use of Self- Assessment Checklists

Science

## Topic: Plants and their Parts Self-assessment Checklist

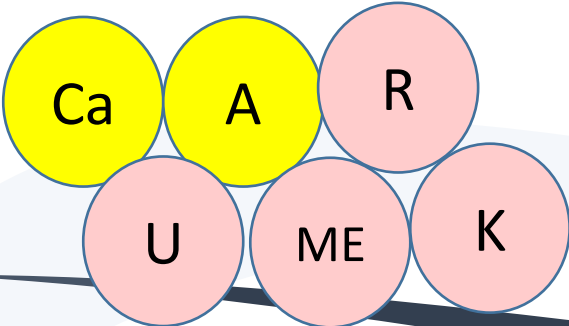
- Level 1: I can list the different plant parts.
- Level 2: I can identify at least 3 different plant parts.
- Level 3: I can identify the different plant parts (roots, stem, leaves, flowers, fruits).
- Level 4: I can explain the functions of at least 1 plant part.
- Level 5: I can explain the functions of at least 3 plant parts (roots, stem, leaves).





Mathematics

# Feedback using Feedback Symbols

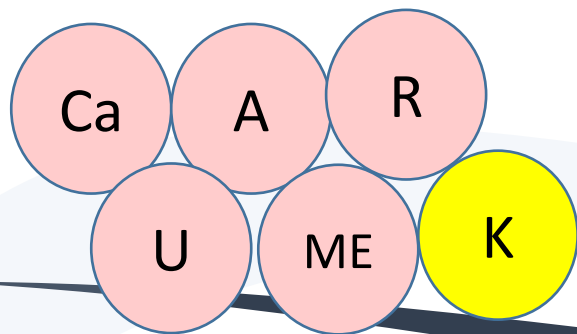


$(a) \frac{2}{5} \times 20 = \frac{2}{5} \times \frac{20}{1}$ $= \frac{40}{5}$ $= 8 \quad \checkmark$	
$(c) \frac{7}{3} \times 6 = \frac{7}{3} \times \frac{6}{1}$ $= \frac{42}{3} \quad \checkmark$ $= 7 \times A$	$\frac{7}{3} \times 6 = \frac{42}{3}$ $= 14 \quad C$
$(e) \frac{3}{10} \times \frac{2}{5} = \frac{3}{10} \times \frac{2}{5}$ $= \frac{3}{10} \times \frac{4}{10} \quad \checkmark$ $= \frac{12}{100}$ $= \frac{3}{25} \quad CA$ $= \frac{1}{5} \times$	$\frac{3}{10} \times \frac{2}{5} = \frac{6}{50}$ $= \frac{3}{25} \quad C$





# Feedback using Feedback Symbols



CHIJ Our Lady of the Nativity

## Mathematics

2  $\frac{3}{5}$  of a pie was shared equally among Siti, Janice and Huling. Siti gave  $\frac{1}{2}$  of her pie to Amiya.

- (a) What fraction of the pie did each girl receive?
- (b) What fraction of the pie was Siti left with?

a)  $\frac{3}{5} \div 3 = \frac{3}{5} \times \frac{1}{3} = \frac{1}{5}$  ✓

b)  $\frac{1}{5} \div \frac{1}{2} = \frac{1}{5} \times \frac{2}{1} = \frac{2}{5}$  ✗

b)  $(\frac{1}{2} \times \frac{1}{5} = \frac{1}{10})$

C

a)  $\frac{1}{5}$  ✓

b)  $\frac{2}{5}$  ( $\frac{1}{10}$ ) ✗ C

multiply  
 $\frac{1}{2} \times$   
—





# Modes of Assessment

## Daily Classroom Activities

- Self and Peer Assessment
- Teacher's Questioning and Feedback

## Performance Tasks

- Maths & Science learning experience
- Stimulus Based Conversation & oracy task

## Reviews

- English
- Maths
- Science
- Mother Tongue

I know where I am going...

I have the tools I need for the journey...

I monitor my own progress...

And I know how to improve...





# Modes of Assessment

- Importance of daily work, reviews and teacher observation
- At P3 to P5 levels, some reviews will count towards the overall results. Parents will be informed of these and the weeks in which they occur.
  - Examples of such reviews: language use, problem solving, performance tasks, multiplication tables, listening comprehension tasks.
  - As far as possible, these will be done during curriculum time. Moving away from exam conditions and test dates

“ Focus on inculcating Values & Learning Dispositions ”





# Assessment Reviews

- Purpose: to assess and diagnose child's ability to academic progress and understanding of the skills and concepts taught
- Letter on Weighted Assessments was sent through PG in January (Ref: 2023OLN\_0043).
- Takes place during class time.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Primary 3</b>	WA (10%)	WA (10%)	WA (10%)	EYE (70%)
<b>Primary 4</b>	WA (10%)	WA (10%)	WA (10%)	EYE (70%)
<b>Primary 5</b>	WA (10%)	WA (10%)	WA (10%)	EYE (70%)





# Subject-based Banding



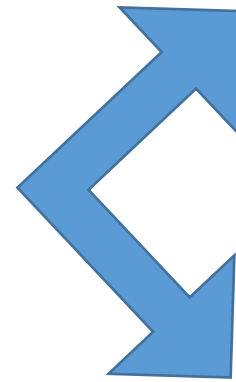
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# Subject-based banding for primary school

Subject-based banding (SBB) gives your child the opportunity to take a combination of subjects (EL + MTL + MA + SC) based on *her strengths* from P5 onwards, at:



Standard Level

Foundation level





# Subject-based banding: How it works

Primary 4, Term 4

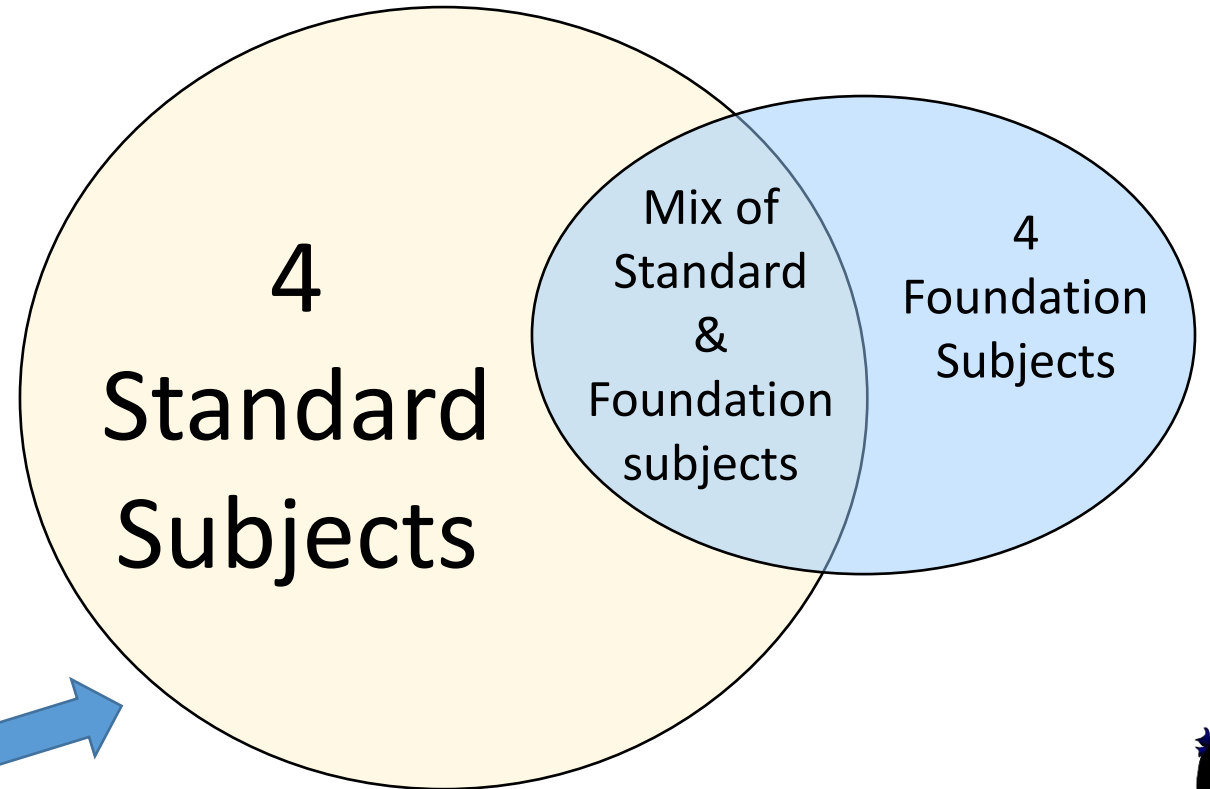
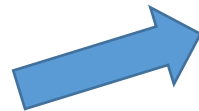
Your child sits for the school exams.



School recommends a subject combination based on their exam results at the end of the year.



You will need to fill up an option form to indicate your child's preferred subject combination.



Subjects: EL / MTL / MA / SC





# What Subject-Based-Banding (SBB) means for your child?

- Every child will be encouraged to do the subjects at the levels that best meet her abilities. SBB recognises that students have different abilities.
- To provide more flexibility to pupils with strengths and abilities that vary across subjects.
- NOT intended to provide a softer option.





# Why SBB?

Stretch the child's potential in subjects she is strong in.

Build up the child's understanding in subjects she needs more help with.







# Course Recommendation (end-P4)

Combination	Remarks
<b>4S+HMTL</b>	For <u>strong to very strong</u> pupils with strength in MTL. Impact of 5 <sup>th</sup> subject.
<b>4S</b>	The <u>majority</u> of the cohort
<b>3S + FMTL</b>	A very small minority: those <u>consistently struggling</u> with MT despite best effort
<b>4F</b>	Very weak pupils who have been <u>consistently</u> struggling with all subjects

S	Standard
F	Foundation
HMT L	High Mother Tongue Lang
FMTL	Foundation Mother Tongue Lang

Higher Mother Tongue Language may also be offered if your child passes 4 subjects and does very well for Mother Tongue Language.





# Class Allocation

P1 to P2

- Enbloc. Random allocation

P2 to P3

- Random. 7 Mixed Ability classes for all

P3 to P4

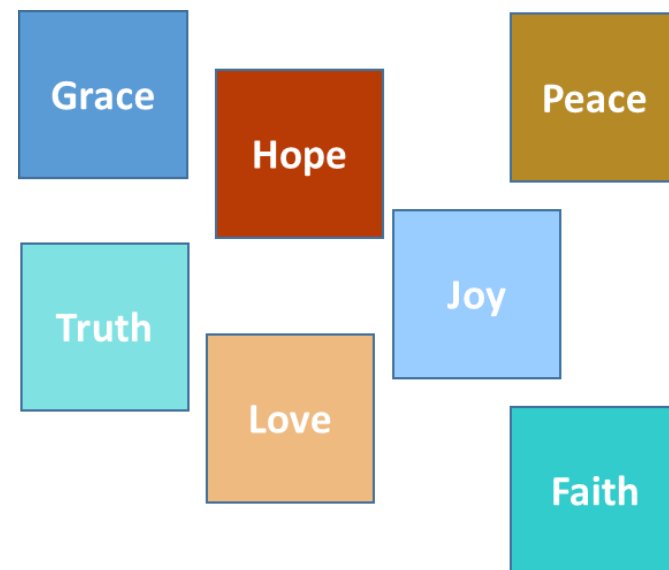
- Enbloc

P4 to P5

- Random. 7 Mixed Ability classes for all

P5 to P6

- Enbloc





Should my child take  
Foundation subject(s)?

Should my child take  
HMTL?

PRIMARY 4

KOPI CHAT @

CHIJ OLN

See you in Term 3!





“  
What can I do to  
help my child?  
”



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# What you can do to help your daughter



Understand your child's strengths and weaknesses. Chat with your child. Create a conducive learning environment at home

- Develop a routine for school and homework.
- Help her set realistic and achievable goals.
- Encourage her to fulfil her responsibilities as a student

Team up with the teachers.

Focus on the work ethics and character values that lead to results.

Ensure a holistic lifestyle, e.g. CCAs, time to play, reflection.

Join the Parent Support Group (PSG) or volunteer at the school to play an active role in your child's education.



# Vision: Girls of Today for Tomorrow

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**G**raciousness  
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**A**ppreciation  
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**I**ntegrity  
**A**daptability



**Simple in virtue**

## Learning Dispositions:

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**Steadfast in duty**

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*Thank You!*

Have a fruitful  
networking!

