

Si Ling Primary School

Primary 1 English Language Assessment Plan

Skills	Term 1	Term 2	Term 3	Term 4
<p>Listening & Viewing</p>	<p>Listening Practice</p> <p><i>LO: Listen attentively and follow simple instructions</i></p> <p><u>Part A</u> Picture Matching – 5 questions 5 pictures – 5 sets of instructions with 3 options Or A scene / set of pictures – a set of instructions for students to circle or tick</p> <p><u>Part B</u> Sound Discrimination – 5 questions Identify the word with the same beginning sound out of the 4 options.</p> <p>Note: Topic and phonemes should have been taught in Term 1</p>	<p>Listening Practice</p> <p><i>LO: Listen attentively and follow simple instructions</i></p> <p><u>Part A</u> Picture Matching – 5 questions 5 pictures – 5 sets of instructions with 3 options Or A scene / set of pictures – a set of instructions for students to circle or tick</p> <p><u>Part B</u> Sound Discrimination – 5 questions Identify the word with the same beginning sound out of the 4 options.</p> <p>Note: Topic and phonemes should have been taught in Term 2</p>	<p>Listening Practice</p> <p><i>LO: Listen attentively and follow simple instructions</i></p> <p><u>Part A</u> Picture Matching – 5 questions 5 pictures – 5 sets of instructions with 3 options Or A scene / set of pictures – a set of instructions for students to circle or tick</p> <p><u>Part B</u> Sound Discrimination – 5 questions Identify the word with the same beginning sound out of the 4 options.</p> <p>Note: Topic and phonemes should have been taught in Term 3</p>	<p>Listening Practice</p> <p><i>LO: Listen attentively and follow simple instructions</i></p> <p><u>Part A</u> Picture Matching – 5 questions 5 pictures – 5 sets of instructions with 3 options Or A scene / set of pictures – a set of instructions for students to circle or tick</p> <p><u>Part B</u> Sound Discrimination – 5 questions Identify the word with the same beginning sound out of the 4 options.</p> <p>Note: Topic and phonemes should have been taught in Term 4</p>
<p>Speaking & Representing</p>	<p>Show & Tell</p> <p><i>LO: Speak clearly to express their thoughts, feelings and ideas. Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.</i></p>	<p>Show & Tell</p> <p><i>LO: Speak clearly to express their thoughts, feelings and ideas. Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.</i></p>	<p>Reader's Theatre</p> <p><i>LO: Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.</i></p>	<p>Reader's Theatre</p> <p><i>LO: Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions.</i></p>

Skills	Term 1	Term 2	Term 3	Term 4
	<p>Student to bring an item/drawing/picture/poster related to a theme e.g. My Superhero and demonstrate competence in speaking clearly with accuracy, using clear diction and intonation in front of an audience.</p> <p>Assessment tool: Show and Tell Rubrics</p>	<p>Student to bring an item/drawing/picture/poster related to a theme e.g. My Superhero and demonstrate competence in speaking clearly with accuracy, using clear diction and intonation in front of an audience.</p> <p>Assessment tool: Show and Tell Rubrics</p>	<p>In groups, students are assigned specific roles in a Reader's Theatre script.</p> <p>Assessment tool: Reader's Theatre Rubric</p>	<p>In groups, students are assigned specific roles in a Reader's Theatre script.</p> <p>Assessment tool: Reader's Theatre Rubric</p>
<p>Reading & Viewing</p>	<p>Reading Practice</p> <p><i>LO: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).</i></p> <p><i>Read aloud Primary 1 texts with accuracy, fluency and expression.</i></p> <p>Assessment Tool: Reading A-Z Benchmark Passage Level C including Fluency and Expression rubric</p>	<p>Reading Practice</p> <p><i>LO: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).</i></p> <p><i>Read aloud Primary 1 texts with accuracy, fluency and expression.</i></p> <p>Assessment Tool: Reading A-Z Benchmark Passage Level F including Fluency and Expression rubric</p>	<p>Reading Practice</p> <p><i>LO: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).</i></p> <p><i>Read aloud Primary 1 texts with accuracy, fluency and expression.</i></p> <p>Assessment Tool: Reading A-Z Benchmark Passage Level H including Fluency and Expression rubric</p>	<p>Reading Practice</p> <p><i>LO: Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately).</i></p> <p><i>Read aloud Primary 1 texts with accuracy, fluency and expression.</i></p> <p>Assessment Tool: Reading A-Z Benchmark Passage Level J including Fluency and Expression rubric.</p> <p><i>LO: Understand Primary 1 texts and are able to identify simple aspects of fiction (e.g. main characters and setting).</i></p>




Skills	Term 1	Term 2	Term 3	Term 4
				Assessment Tool: Section D of Language Practice
Writing & Representing		<p>Penmanship</p> <p><i>LO: Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.</i></p> <p>Holistic observation of student's writing in STELLAR Worksheets, spelling book, STELLAR Handwriting book.</p>		<p>MLEA 3</p> <p><i>LO: Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing.</i></p> <p><i>Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.</i></p> <p>Assessment Tool: Unit 12 Lazy Duck MLEA 3</p>
Language Use	<p>Language Practice</p> <p>10 Questions</p> <p>(A) Grammar - 5 questions (MCQ/FIB/Matching)</p> <p>(B) Vocabulary - 5 questions (MCQ/FIB/Matching)</p>	<p>Language Practice</p> <p>10 Questions</p> <p>(A) Grammar - 5 questions (MCQ/FIB/Matching)</p> <p>(B) Vocabulary - 5 questions (MCQ/FIB/Matching)</p>	<p>Language Practice</p> <p>10 Questions</p> <p>(A) Grammar - 5 questions (MCQ/FIB/Matching)</p> <p>(B) Vocabulary - 5 questions (MCQ/FIB/Matching)</p>	<p>Language Practice</p> <p>15 Questions</p> <p>(A) Grammar - 3 questions (MCQ/FIB/Matching)</p> <p>(B) Vocabulary - 3 questions (MCQ/FIB/Matching)</p> <p>(C) Spelling – 3 questions</p> <p>(D) Comprehension - 6 questions</p>

Rubrics for Show and Tell

CATEGORY	Exceeding	Achieving	Developing	Beginning
Poise	Pupil appears relaxed and confident and maintains good eye contact throughout the presentation.	Pupil appears confident and maintains sufficient eye contact throughout the presentation.	Pupil appears tense but manages to establish some eye contact during the presentation.	Pupil appears unsure and does not establish eye contact at all.
Voice	Pupil speaks expressively and fluently throughout the presentation.	Pupil speaks clearly but hesitates occasionally during the presentation.	Pupil speaks in a monotone and hesitates often during the presentation.	Pupil mumbles and hesitates throughout the presentation.
Language	Pupil is able to express and elaborate on all the points clearly, with no grammatical inaccuracies.	Pupil is able to express and elaborate on most of the points clearly, with minor grammatical inaccuracies.	Pupil is able to express and elaborate on some of the points clearly, with noticeable grammatical inaccuracies.	Pupil is unable to express clearly and accurately.
Engagement	Pupil is able to engage the entire audience and generate a strong interest.	Pupil is able to engage most of the audience and generate much interest.	Pupil is able to engage part of the audience and generate some interest.	Pupil is unable to engage the audience and generate any interest.
Content	Pupil is able to generate own ideas beyond the pointers.	Pupil is able to address all the pointers.	Pupil is able to address most of the pointers.	Pupil is unable to address most of the pointers.

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Readers' Theater Presentation Rubric

	 Right on track!	 Almost there!	 Let's work on it!
ORAL DELIVERY			
<i>Volume</i>	Consistently speaks loud enough for audience to hear.	Usually speaks loud enough for audience to hear.	Speaks too soft to hear.
<i>Clarity</i>	Words are consistently pronounced correctly and easily understood.	Most words are pronounced correctly and easily understood.	Many words pronounced incorrectly, too fast or slow, mumbles
<i>Reads with expression</i>	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his/her interpretation of the passage.	Begins to use voice to make text sound like natural language. Slips into expressionless reading. Moderate focus on pronouncing the words.	Reads words monotonously. Little sense of trying to make text sound like natural language.
<i>Reads in turn</i>	Parts are read continuously without long pauses or reminders to follow along	Parts are read continuously with some reminders to follow along	Parts are read with constant reminders to follow along
COOPERATION WITH GROUP			
<i>Works well with group members</i>	Works well with others consistently	Works well with others at most times	Difficulty in working with others

Reading Practice

Total words: _____

Errors (include skipped words): _____

Words correct: _____

	Exceeding	Achieving	Developing	Beginning
Pace	Reads at conversational pace throughout the reading	Reads fast and slow throughout reading	Reads moderately slow	Reads slowly and laboriously.
Expression	Reads with varied voice tones to convey emotions of characters or story events	Reads with some appropriate voice tones to convey emotions of characters or story events.	Reads with little variety in voice tones to convey emotions of characters or story events.	Reads word by word in a monotonous voice.