

Our Current Assessment Weightings (2018)

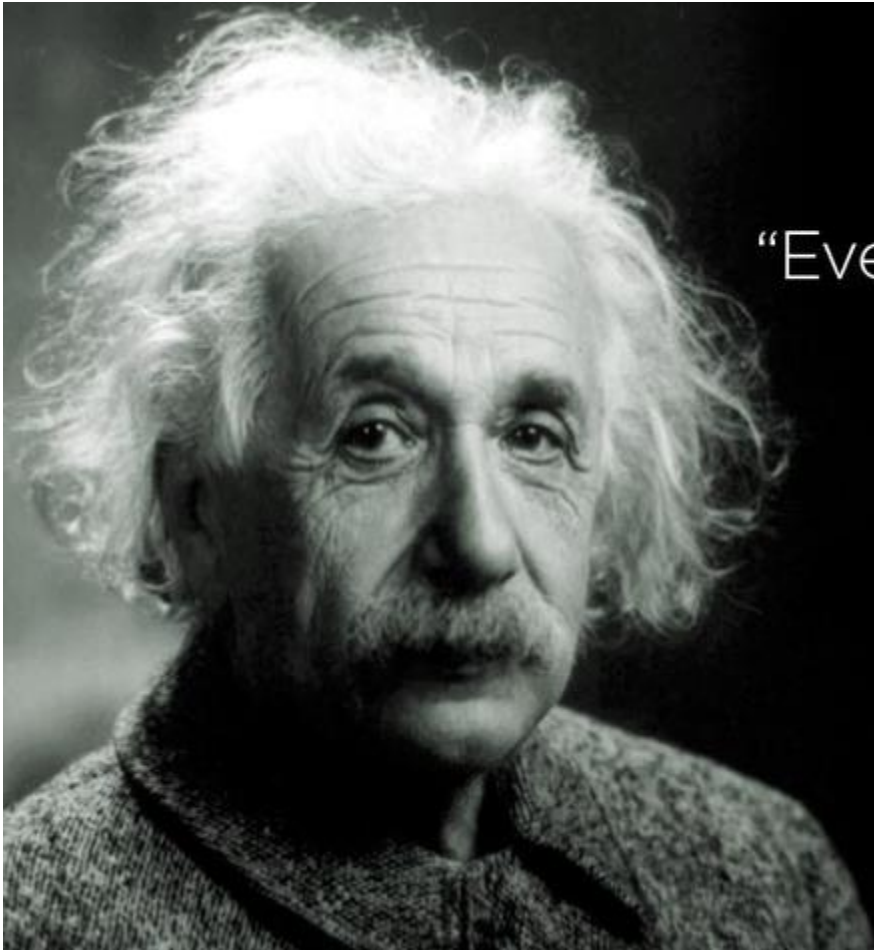
Level	Term 1	Term 2	Term 3	Term 4
P1	No WA (0%)	WA (25%)	WA (35%)	WA (40%)
P2	WA (20%)	WA (20%)	WA (20%)	SA2 (40%)
P3		SA1 (40%)		SA2 (60%)
P4		SA1 (40%)		SA2 (60%)
P5		SA1 (40%)	CA2 (15%)	SA2 (45%)
P6	CA1 (non-WA) (0%)	SA1 (non-WA) (0%)	Prelim (100%)	(PSLE)

Our Assessment Weighting from 2019

Level	Term 1	Term 2	Term 3	Term 4	Remarks
P1 & P2	No WA (0%)				No WA in P1 & P2. No SA2 in P2.
P3	No WA1 (0%)	WA2 (15%)	WA3 (15%)	SA2 (EYE) (70%)	Remove SA1 (40%); replace with WA2 & WA3 (15%). Set SA2 at 70%
	Weighting for each WA must not exceed 15%; Total weighing for WA should not exceed 50%			Weighting for EYE should be 40%- 70%	
P4 *	No WA1 (0%)	MYE (30%)	No WA (0%)	SA2 (EYE) (70%)	Change SA1 to 30% & SA2 to 70% to adhere to SBA guidelines
		MYE should be 20%-30%			
P5	No WA1 (0%)	WA2 (15%)	WA3 (15%)	SA2 (EYE) (70%)	Remove SA1 (40%); replace with WA2 & WA3 (15%). Set SA2 at 70%
	Weighting for each WA must not exceed 15%; Total weighing for WA should not exceed 50%			Weighting for EYE should be 40%- 70%	
P6	No WA1 (0%)	MYE (30%)	Prelim (70%)	(PSLE)	Percentage for MYE & Prelim changed according to the SBA guideline

Our Assessment Weightings (2019 onwards)

Level	Term 1	Term 2	Term 3	Term 4
P1	No weighted assessments (No WA) (formative, diagnostic assessments)			
P2				
P3		WA2 (15%)	WA3 (15%)	SA2 (70%)
P4		SA1 (30%)		SA2 (70%)
P5		WA2 (15%)	WA3 (15%)	SA2 (70%)
P6		SA1 (30%)	Prelim (70%)	(PSLE)



“Everything should be made
as simple as possible.
But not simpler.”

Albert Einstein

What's Next...?

Assessment
Weightings
(School Level)

Subject
Assessment Plan
(P1 – P6)

Topics
(for weighted &
non-weighted)

SOW &
Assessment Schedule
(by term)

Appropriate
Assessment
Method
(fit-for-purpose)

Selecting Appropriate Assessment Methods that Match Intended Learning Outcomes

Learning Outcome – *Assessment Method Matrix*

Assessment Method (HOW) Learning Outcome (WHAT)	Selected Response	Written Response	Performance Assessment	Personal Communication
Knowledge <i>Mastery</i>	Good	Strong	Partial (too time-consuming)	Strong (can be time-consuming)
Reasoning <i>Proficiency</i> (cognitive skills)	Good	Strong	Partial	Strong (can be time-consuming)
Performance Skills	Partial	Poor	Strong	Partial
<i>Ability to create</i> Product	Poor	Poor (Strong only if product is written)	Strong	Poor
Dispositions	Tap students feelings	Probe dispositions	Infer dispositions from behaviour & products	Talk with students about their feelings

Source: Adapted from Classroom Assessment for Student Learning: Doing It Right—Using It Well (Chappuis, et al., 2012 p.94)