

- ... brought to you by the Curriculum Planning and Development Division & partners:
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Holistic Assessment... refers to the ongoing gathering of information on different facets of a child from various sources, with the aim of providing quantitative and qualitative feedback to support and guide the child's development. **Figure A**

- PERI HA RECOMMENDATIONS**
- Explore the use of bite-sized forms of assessment at P1 and P2 to help build pupils' confidence and desire to learn.
 - Place less emphasis on single-point assessment such as semester examinations for P1 pupils to smoothen their transition into primary school.
 - Equip the teachers with the skills to provide pupils with richer and more holistic feedback on their development and skills acquisition to enable more meaningful learning.
 - Provide parents with a more comprehensive "Holistic Development Profile" which captures a fuller picture of their child's progress and learning throughout the year.
 - Continue to provide clear guidelines on the learning outcomes for each subject at the end of every level, to facilitate teachers' design of appropriate assessment tasks and ensure pupils' continued mastery of foundational skills.

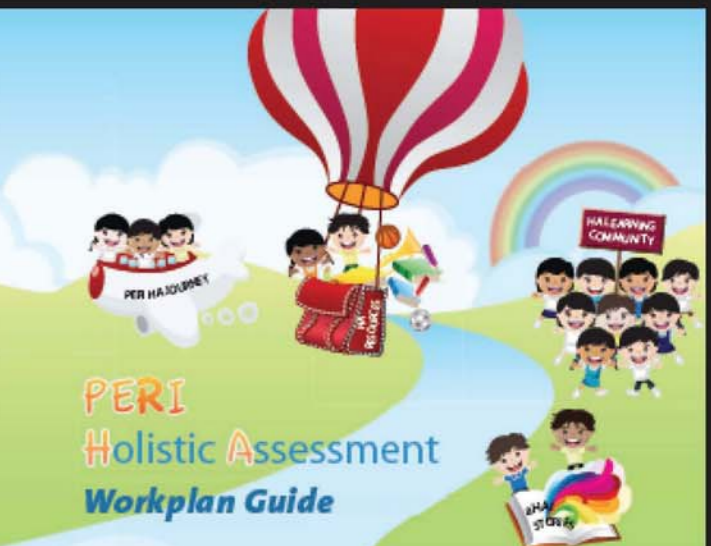
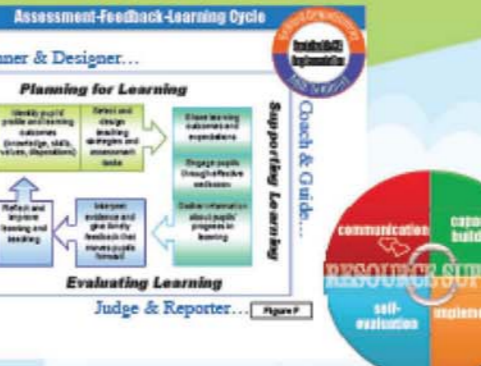
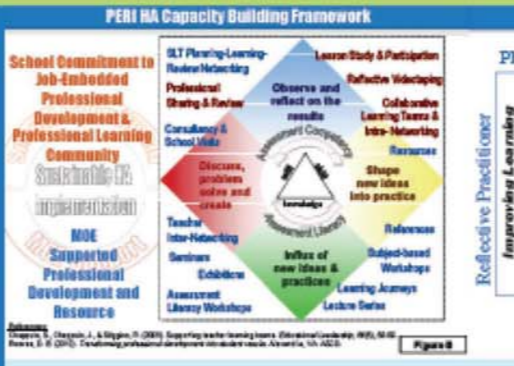
IMPLEMENTATION

Holistic Assessment (3+3) Implementation Master Plan

Year	2010	2011	2012	2013	2014	2015
100% SLT	SLT Planning, Network/Consultation	SLT Planning, Network/Consultation	SLT Planning, Network/Consultation	SLT Planning, Network/Consultation	SLT Planning, Network/Consultation	SLT Planning, Network/Consultation
100% P1	SLT Planning, Network/Consultation	SLT Planning, Network/Consultation	SLT Planning, Network/Consultation	SLT Planning, Network/Consultation	SLT Planning, Network/Consultation	SLT Planning, Network/Consultation
100% P2	SLT Planning, Network/Consultation	SLT Planning, Network/Consultation	SLT Planning, Network/Consultation	SLT Planning, Network/Consultation	SLT Planning, Network/Consultation	SLT Planning, Network/Consultation
100% P3	SLT Planning, Network/Consultation	SLT Planning, Network/Consultation	SLT Planning, Network/Consultation	SLT Planning, Network/Consultation	SLT Planning, Network/Consultation	SLT Planning, Network/Consultation

- Core Features of Holistic Assessment Implementation**
- Whole School (Systemic) approach, Level-wide (Sustainable) implementation
 - Emphasise Assessment for Learning
 - Strengthen Assessment of Learning
 - Go beyond pen-and-paper testing and adopt appropriate assessment methods and modes
 - Use assessment information to improve pupils' learning
 - Use assessment information to improve teaching
 - Adopt holistic reporting and communication
 - Portfolio (progress, development and achievement)
 - Qualitative feedback (formative)
 - Grades, marks and comments (summative)
 - Review and refine assessment systems & structures (develop a collaborative culture of assessment for learning)

CAPACITY BUILDING



Dear Colleagues,

It is critical that during our pupils' formative years of primary education, we build their confidence and desire to learn. Holistic Assessment goes beyond summative assessment to check on pupils' mastery to focus on the use of formative assessment to provide pupils with rich feedback to improve learning. However, the implementation of Holistic Assessment to scale without its challenges. The sustainable implementation of Holistic Assessment will require both MOE support as well as commitment from all staff in schools.

To support schools in their planning and implementation of Holistic Assessment, the Curriculum Planning and Development Division and the PERI Holistic Assessment schools have jointly developed this guide which details the necessary actions and timelines for the planning and implementation of PERI Holistic Assessment. It also documents the valuable learning points and good practices from schools which have implemented Holistic Assessment in your schools.

I am confident that all our primary schools have made the commitment to implement Holistic Assessment by 2013. I wish you all the best in your Holistic Assessment journey.

Ng Joo Keng
Director General of Education
Ministry of Education

PERI Holistic Assessment (HA) Workplan

- (S1) School HA Planning**
- Form a PERI Holistic Assessment (HA) School Leadership Team (SLT), comprising school leaders and key personnel (KT). This team will lead in developing a balanced and quality school assessment system to ensure the pupil registration and learning (R1, R2, R3)
 - Review the school's current assessment processes and practices at the system level to identify strengths and areas for improvement for HA implementation in the following year (R1, pg. 42-54 for self-evaluation tasks)
- (S2) Communicate with Staff**
- Communicate PERI HA implementation, the definition and its core features of implementation (R4, R5, R6)
 - Share and dialogue with staff about HA implementation

PERI HA Workplan

Year	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
School Leadership Team	School HA Planning ^(S1)		Communicate with Staff ^(S2)		Subject-based Assessment Planning ^(T1)		Design and Review Assessment Tasks ^(T2)		Implement and Review ^(T3)		Review and Design Assessment Tasks ^(T3)		Subject-based Assessment Planning ^(T1)		Design and Review Assessment Tasks ^(T2)		Implement and Review ^(T3)	
Capacity Building	Assessment Literacy (201)		SLT Planning-Learning-Networking		SLT Planning-Learning-Networking		SLT Planning-Learning-Networking		SLT Planning-Learning-Networking		SLT Planning-Learning-Networking		SLT Planning-Learning-Networking		SLT Planning-Learning-Networking		SLT Planning-Learning-Networking	
Teachers	Assessment Literacy (101)		Subject-based Workshops (1-3 per subject)		Subject-based Workshops (1-3 per subject)		Subject-based Workshops (1-3 per subject)		Subject-based Workshops (1-3 per subject)		Subject-based Workshops (1-3 per subject)		Subject-based Workshops (1-3 per subject)		Subject-based Workshops (1-3 per subject)		Subject-based Workshops (1-3 per subject)	
Year 0 (Preparation)	Assessment Literacy (201)		SLT Planning-Learning-Networking		SLT Planning-Learning-Networking		SLT Planning-Learning-Networking		SLT Planning-Learning-Networking		SLT Planning-Learning-Networking		SLT Planning-Learning-Networking		SLT Planning-Learning-Networking		SLT Planning-Learning-Networking	
Year 1 (Implementation)	Assessment Literacy (101)		Subject-based Workshops (1-3 per subject)		Subject-based Workshops (1-3 per subject)		Subject-based Workshops (1-3 per subject)		Subject-based Workshops (1-3 per subject)		Subject-based Workshops (1-3 per subject)		Subject-based Workshops (1-3 per subject)		Subject-based Workshops (1-3 per subject)		Subject-based Workshops (1-3 per subject)	

- (T1) Subject-based Assessment Planning**
- Co-develop with KP the subject-based assessment plans for the level (R11)
 - When designing an assessment plan, decide on the:
 - Desired results (learning goals and outcomes)
 - Summative assessment (to determine whether pupils know and can do)
 - Diagnostic assessment (to help pupils determine what they need to learn and how)
 - Formative assessment (to help pupils achieve the learning goals and teachers adjust learning and teaching activities)

- (T2) Design and Review Assessment Tasks**
- Review and refine existing assessment tasks / items and scoring guides, and design new ones when necessary, using the subject-based assessment plan as a guide (R12)
 - Consider the alignment of the tasks to the subject's learning outcomes, and the validity, reliability and manageability of the tasks (R12, R14)
 - Ensure fairness in the design and conduct of summative assessment
 - Decide on how assessment information will be used and communicated to support and improve learning

- (T3) Design Holistic Reporting**
- Provide input for the design of the school's reporting system, based on the school's reporting system,
 - Portfolio: decide on the artefacts to be put into it (e.g. pupils' daily work, scoring guides, reflections). Teachers may involve pupils in selecting pieces of work for the portfolio.
 - Progress card: gather and report pupils' progress in achieving the key learning outcomes and the development of dispositions and values.
 - Holistic Development Profile: record assessment information (e.g. subject marks / grades, CCA and CP involvement) and summative achievement information through letter grades and remarks / comments with a School Certificate.

- (T4) Implement and Review**
- Implement HA and provide regular feedback to SLT for refinement (R12)
 - Review and refine the level and subject HA implementation at mid-year and end of the year
 - Evaluate the impact of HA implementation on pupils, parents and teachers

- (T5) Capacity building**
- Capacity building of assessment literacy and competency enables teachers examining their practices in relation to the role they play in making assessment integral to learning and teaching (R22)
 - Identify individual learning and development needs for HA implementation
 - Participate in PERI HA PD facilitated by MOE (R24)
 - Collaborate in a professional learning team to deepen one's assessment literacy and competency (R17)
 - Collaborate and share new assessment ideas and practices
 - To adjust learning into classroom practice
 - Observe and reflect on assessment practices and their impact on pupil learning
 - Discuss and refine assessment practices to improve learning and teaching

Resources

- Cheng, S. S., & Ng, J. K. (2010). *Supporting teacher learning: Holistic Assessment (HA) MOE Report 1*. (MOE)
- Cheng, S. S., & Ng, J. K. (2010). *Supporting teacher learning: Holistic Assessment (HA) MOE Report 2*. (MOE)
- Cheng, S. S., & Ng, J. K. (2010). *Supporting teacher learning: Holistic Assessment (HA) MOE Report 3*. (MOE)
- Cheng, S. S., & Ng, J. K. (2010). *Supporting teacher learning: Holistic Assessment (HA) MOE Report 4*. (MOE)
- Cheng, S. S., & Ng, J. K. (2010). *Supporting teacher learning: Holistic Assessment (HA) MOE Report 5*. (MOE)
- Cheng, S. S., & Ng, J. K. (2010). *Supporting teacher learning: Holistic Assessment (HA) MOE Report 6*. (MOE)
- Cheng, S. S., & Ng, J. K. (2010). *Supporting teacher learning: Holistic Assessment (HA) MOE Report 7*. (MOE)
- Cheng, S. S., & Ng, J. K. (2010). *Supporting teacher learning: Holistic Assessment (HA) MOE Report 8*. (MOE)
- Cheng, S. S., & Ng, J. K. (2010). *Supporting teacher learning: Holistic Assessment (HA) MOE Report 9*. (MOE)
- Cheng, S. S., & Ng, J. K. (2010). *Supporting teacher learning: Holistic Assessment (HA) MOE Report 10*. (MOE)
- Cheng, S. S., & Ng, J. K. (2010). *Supporting teacher learning: Holistic Assessment (HA) MOE Report 11*. (MOE)
- Cheng, S. S., & Ng, J. K. (2010). *Supporting teacher learning: Holistic Assessment (HA) MOE Report 12*. (MOE)
- Cheng, S. S., & Ng, J. K. (2010). *Supporting teacher learning: Holistic Assessment (HA) MOE Report 13*. (MOE)
- Cheng, S. S., & Ng, J. K. (2010). *Supporting teacher learning: Holistic Assessment (HA) MOE Report 14*. (MOE)
- Cheng, S. S., & Ng, J. K. (2010). *Supporting teacher learning: Holistic Assessment (HA) MOE Report 15*. (MOE)
- Cheng, S. S., & Ng, J. K. (2010). *Supporting teacher learning: Holistic Assessment (HA) MOE Report 16*. (MOE)
- Cheng, S. S., & Ng, J. K. (2010). *Supporting teacher learning: Holistic Assessment (HA) MOE Report 17*. (MOE)
- Cheng, S. S., & Ng, J. K. (2010). *Supporting teacher learning: Holistic Assessment (HA) MOE Report 18*. (MOE)
- Cheng, S. S., & Ng, J. K. (2010). *Supporting teacher learning: Holistic Assessment (HA) MOE Report 19*. (MOE)
- Cheng, S. S., & Ng, J. K. (2010). *Supporting teacher learning: Holistic Assessment (HA) MOE Report 20*. (MOE)