
2025학년도

2학기 학생평가계획



홍콩한국국제학교

< 차례 >

순	내용	쪽번호
1	교과활동평가계획(KG1)	3
2	교과활동평가계획(KG2)	5
3	교과활동평가계획(KG3)	7
4	교과활동평가계획(KG4)	10
5	교과활동평가계획(KG5)	13
6	교과활동평가계획(KG6)	16
7	English Evaluation Plan	19
8	中國語 評價 計劃	41
9	창의적체험활동 평가계획	44
10	행동발달상황 평가계획	45

2025 배움과 성장이 있는 학생평가계획



홍콩한국국제학교 KG1

1

교과활동 평가계획

수행평가 계획

< 2학기 >

평가단계: 매우잘함-잘함-보통-노력바람

과목	단원	평가 내용	영역	시기	평가방법	성취기준
국어	1. 기분을 말해요	여러 상황에서 자신의 기분을 표현하는 역할놀이하기	듣기·말하기	9월 1주	구술·발표평가	[2국01-02] 바르고 고운 말로 서로의 감정을 나누며 듣고 말한다. [2국05-01] 말놀이, 낭송 등을 통해 말의 재미와 즐거움을 느낀다. [2국03-02] 쓰기에 흥미를 가지며 자신의 생각이나 느낌을 문장으로 표현한다.
	2. 낱말을 정확하게 읽어요	글을 읽고 글쓰기가 하고 싶은 말 찾기	읽기	9월 3주	서답형평가	[2국02-03] 글을 읽고 중심 내용을 확인한다.
	3. 그림일기를 써요	경험한 일을 그림일기로 나타내기	쓰기	9월 5주	서술형	[2국03-04] 겪은 일을 표현하는 글을 자유롭게 쓰고, 쓴 글을 함께 읽고 생각이나 느낌을 나눈다. [2국06-02] 일상의 경험과 생각을 글과 그림으로 표현한다.
	4. 감동을 나누어요	만화 영화를 보고 감동적인 장면 그리기	매체	10월 4주	서술형평가	[2국06-01] 일상의 다양한 매체와 매체 자료에 흥미와 관심을 가진다. [2국05-02] 작품을 듣거나 읽으면서 느끼거나 생각한 점을 말한다.
	5. 생각을 키워요	글자를 바꾸어 뜻이 다른 낱말 만들기	문법	11월 2주	서답형평가	[2국04-02] 소리와 표기가 다를 수 있음을 알고 단어를 바르게 읽고 쓴다.
	5. 생각을 키워요	책에 흥미를 가지고 독서 계획을 세워서 실천하기	문학	11월 2주	프로젝트평가	[2국05-02] 작품을 듣거나 읽으면서 느끼거나 생각한 점을 말한다. [2국02-05] 읽기에 흥미를 갖고 즐겨 읽는 태도를 지닌다.
수학	2. 덧셈과 뺄셈(1)	세 수의 덧셈과 뺄셈하기	수와 연산	10월 3주	서답형	[2수01-06] 두 자리 수의 범위에서 덧셈과 뺄셈의 계산 원리를 이해하고 그 계산을 할 수 있다. [2수01-08] 두 자리 수의 범위에서 세 수의 덧셈과 뺄셈을 할 수 있다.
	3. 모양과 시각	□, △, ○ 모양을 이용하여 여러 가지 모양 꾸미기	도형과 측정	11월 2주	활동결과물	[2수03-03] 교실 및 생활 주변에서 여러 가지 물건을 관찰하여 삼각형, 사각형, 원의 모양을 찾고, 이를 이용하여 여러 가지 모양을 만들 수 있다.
	3. 모양과 시각	시계를 보고 시각을 읽고 시각을 시계로 나타내기	도형과 측정	11월 2주	서답형	[2수03-07] 시계를 보고 시각을 '몇 시 몇 분'까지 읽을 수 있다.
	4. 덧셈과 뺄셈(2)	(몇)+(몇)=(십몇), (십몇)-(몇)=몇 계산하기	수와 연산	11월 5주	서답형	[2수01-05] 덧셈과 뺄셈이 이루어지는 실생활 상황과 연결하여 덧셈과 뺄셈의 의미를 이해한다. [2수01-06] 두 자리 수의 범위에서 덧셈과 뺄셈의 계산 원리를 이해하고 그 계산을 할 수 있다.
	5. 규칙 찾기	수의 배열에서 규칙 찾기	변화와 관계	12월 3주	서답형	[2수02-01] 물체, 무늬, 수 등의 배열에서 규칙을 찾아 여러 가지 방법으로 표현할 수 있다.
	6. 덧셈과 뺄셈(3)	두 자리 수 범위에서 받아올림이 없는 덧셈과 받아내림이 없는 뺄셈하기	수와 연산	1월 3주	서답형	[2수01-05] 덧셈과 뺄셈이 이루어지는 실생활 상황과 연결하여 덧셈과 뺄셈의 의미를 이해한다. [2수01-06] 두 자리 수의 범위에서 덧셈과 뺄셈의 계산 원리를 이해하고 그 계산을 할 수 있다.
바생	하루	매일 해야 하는 일을 정하고 실천하기	우리는 어떻게 살아가까	9월 4주	자기평가	[2바03-01] 하루의 가치를 느끼며 지금을 소중히 여긴다.

수행평가 계획

< 2학기 >

평가단계: 매우잘함-잘함-보통-노력바람

과목	단원	평가 내용	영역	시기	평가방법	성취기준
	약속	일회용품을 줄일 수 있는 방법을 알고 실천하기	우 리 는 지 금 어 떨 게 살 아 갈 까	11월 3주	단답형	[2바03-04] 공동체 속에서 지속가능성을 위한 삶의 방식을 찾아 실천한다.
	상상	세상을 바꿀 수 있는 초능력 상상하기	우 리 는 무 엇 을 하 며 살 아 갈 까	12월 3주	학습 결과물	[2바04-02] 다양한 생각이나 의견에 대해 개방적인 태도를 형성한다.
	이야기	소원 상자 만들기	우 리 는 무 엇 을 하 며 살 아 갈 까	2월 1주	학습 활동	[2바04-03] 여럿이 하는 활동에 관심을 갖고 자발적으로 협력한다.
슬생	하루	낮과 밤에 일하는 사람들의 습 탐색하기	우 리 는 지 금 어 떨 게 살 아 갈 까	9월 4주	학습 결과물	[2슬03-01] 하루의 변화와 사람들이 하루를 살아가는 모습을 탐색한다.
	약속	미세 플라스틱에 대해 알아보기	우 리 는 지 금 어 떨 게 살 아 갈 까	11월 3주	단답형	[2슬03-04] 우리의 생활과 관련된 지속가능성의 다양한 사례를 찾고 탐색한다.
	상상	새로운 동물 나 타내기	우 리 는 무 엇 을 하 며 살 아 갈 까	12월 3주	학습 활동	[2슬04-02] 상상한 것을 다양한 매체와 재료로 구현한다.
	이야기	친구들이 잘한 점 찾기	우 리 는 무 엇 을 하 며 살 아 갈 까	2월 1주	학습 활동	[2슬04-03] 경험한 것 중에서 관심 있는 주제를 정하고 조사한다.
즐생	하루	마음의 색깔로 작품 만들기	우 리 는 지 금 어 떨 게 살 아 갈 까	9월 4주	실기 평가	[2즐03-01] 하루를 건강하고 활기차게 지낸다.
	약속	내가 생각하는 평화 표현하기	우 리 는 지 금 어 떨 게 살 아 갈 까	11월 3주	실기 평가	[2즐03-04] 안전과 안녕을 위한 아동의 권리가 있음을 알고 누린다.
	상상	주변의 물건 다 르게 바꾸어 상상하기	우 리 는 무 엇 을 하 며 살 아 갈 까	12월 2주	학습 결과물	[2즐04-02] 자유롭게 상상하며 놀이한다.
	이야기	경험한 것을 그림으로 그리기	우 리 는 무 엇 을 하 며 살 아 갈 까	2월 1주	실기 평가	[2즐04-03] 생각이나 느낌을 살려 전시나 공연 활동을 한다.
■ 2학기 문항수: 국어(6), 수학(6), 바생(4), 슬생(4), 즐생(4)						

2025 배움과 성장이 있는 학생평가계획



홍콩한국국제학교 KG2

2

교과활동 평가계획

수행평가 계획

< 2학기 >

평가단계: 매우잘함-잘함-보통-노력바람

과목	단원	평가요소	영역	시기	평가방법	성취기준
국어	1. 장면을 상상하며	시를 읽고 느낌과 장면을 글로 표현하기	문학	9월 2주	서술형 평가	[2국05-02] 작품을 듣거나 읽으면서 느끼거나 생각한 점을 말한다. [2국05-01] 말놀이, 낭송 등을 통해 말의 재미와 즐거움을 느낀다.
	2. 서로 존중해요	적절히 반응을 하며 대화 나누기	듣기·말하기	9월 4주	구술 평가	[2국01-02] 바르고 고운 말로 서로의 감정을 나누며 듣고 말한다. [2국02-04] 인물의 마음이나 생각을 짐작하고 이를 자신과 비교하며 글을 읽는다.
	3. 내용을 살펴요	글을 읽고 중심 내용 파악하기	읽기	10월 3주	서답형 평가	[2국02-03] 글을 읽고 중심 내용을 확인한다.
		대상의 특징을 잘 드러나게 설명하는 글 쓰기	쓰기	10월 3주	서술형 평가	[2국03-03] 주변 소재에 대해 소개하는 글을 쓴다. [2국03-04] 겪은 일을 표현하는 글을 자유롭게 쓰고, 쓴 글을 함께 읽고 생각이나 느낌을 나눈다.
	5. 바른 말로 이야기 나누어요	이야기를 듣고 일이 일어난 차례로 이야기의 내용 말하기	듣기·말하기	11월 4주	서답형 평가	[2국01-01] 중요한 내용이나 일이 일어난 순서를 고려하며 듣고 말한다.
수학	1. 네 자리 수	네 자리 수의 자릿값을 알고 쓰기	수와 연산	9월 3주	서답형	[2수01-02] 일, 십, 백, 천의 자릿값과 위치적 기수법을 이해하고, 네 자리 이하의 수를 읽고 쓸 수 있다.
	2. 곱셈구구	곱셈구구를 이용하여 곱셈구구표를 만들 수 있다.	수와 연산	10월 4주	서답형	[2수01-11] 곱셈구구를 이해하고, 한 자리 수의 곱셈을 할 수 있다.
	3. 길이 재기	1 m 가 100cm임을 알고, 길이의 합과 차를 구하기	도형과 측정	11월 3주	서답형	[2수03-11] 1m와 1cm의 관계를 이해하고, 길이를 ‘몇 m 몇 cm’와 ‘몇 cm’로 표현할 수 있다. [2수03-13] 실생활 문제 상황과 연결하여 길이의 덧셈과 뺄셈을 할 수 있다.
	4. 시각과 시간	시계를 보고 시각을 ‘몇 시 몇 분’까지 읽고 시계에 나타내기	도형과 측정	12월 2주	서답형	[2수03-07] 시계를 보고 시각을 ‘몇 시 몇 분’까지 읽을 수 있다.
	5. 표와 그래프	자료를 보고 표와 그래프로 나타낸 점 말하기	자료와 가능성	1월 2주	서술형 평가	[2수04-02] 자료를 분류하여 표로 나타내고, 자료를 표로 나타내면 편리한 점을 말할 수 있다. [2수04-03] 자료를 분류하여 ○, ×, / 등을 이용한 그래프로 나타내고, 자료를 그래프로 나타내면 편리한 점을 말할 수 있다.

	6. 규칙 찾기	수 배열 표 를 보고 규 칙을만의 칩 나칙을 정해 수를 배열 하기	변 화 와 관 계	1월 5주	서답형	[2수02-01] 물체, 무늬, 수 등의 배열에서 규칙을 찾아 여러 가지 방법으로 표현할 수 있다. [2수02-02] 자신이 정한 규칙에 따라 물체, 무늬, 수 등을 배열할 수 있다.
바생	계절	계절과 날씨 씨에 어울 리는 옷차 림기 알아 보	우 리 는 지 금 어 떨 게 살 아 갈까	10월 3주	서술형	[2바03-02] 계절의 변화에 대응하며 생활한다.
	물건	이웃이 겪 고 있는 어 려움을 알 고 이해하 는 마음 가 지	우 리 는 무 엇 을 하 며 살 아 갈까	1월 5주	학습 결과물	[2바04-01] 모두를 위한 생활환경을 만드는 데 참여한다.
슬생	인물	순우리말 로 말하 는 날 말 아 보기	우 리 는 지 금 어 떨 게 살 아 갈까	12월 2주	학습 결과물	[2슬03-03] 관심 있는 대상의 과거와 현재를 살펴보고 미래를 상상한다.
	기억	2학년 때 배운 내용 으로 문제 만들기	우 리 는 무 엇 을 하 며 살 아 갈까	9월 2주	학습 활동	[2슬04-04] 배운 것과 배울 것을 연결하며 앞으로의 배움을 상상한다.
즐생	계절	계절을 담 아 교실 미기	우 리 는 지 금 어 떨 게 살 아 갈까	10월 4주	학습 활동	[2즐03-02] 자연의 변화를 느끼며 놀이한다.
	기억	친 구 에 게 칭찬 편지 쓰기	우 리 는 무 엇 을 하 며 살 아 갈까	9월 2주	서술형	[2즐04-04] 기억에 남는 경험을 떠올리며 의미를 부여한다.
■ 2학기 문항수: 국어(5), 수학(6), 바생(2), 슬생(2), 즐생(2)						

2025 배움과 성장이 있는 학생평가계획



홍콩한국국제학교 KG3

3

교과활동 평가계획

< 2학기 >

평가단계: 매우잘함-잘함-보통-노력요함

과목	단원	평가요소	영역	시기	평가방법	성취기준
국어	1. 경험과 관련지으며 이해해요	설 명 하 는 말을 듣고 정리하기	듣기·말하기	9월 4주	서술·논술형 평가	[4국01-01] 중요한 내용과 주제를 파악하며 듣고 그 내용을 요약한다.
	2. 유창하게 읽고 발표해요	장면을 떠올리며 유창하게 소리 내어 읽기	읽기	10월 4주	구술·발표 평가	[4국02-01] 글의 의미를 파악하며 유창하게 글을 읽는다.
	3. 정확하게 글을 써요	이어 주는 말의 쓰임을 알고 바르게 사용하기	문법	11월 3주	서답형 평가	[4국04-04] 글과 담화에 쓰인 높임 표현과 지시·접속 표현을 이해하고 상황에 맞게 표현한다.
	<매체> 온라인 상황에서 글을 써요	경험한 일과 그때의 마음을 표현하는 글 쓰기	쓰기	11월 5주	서술·논술형 평가	[4국03-04] 목적과 주제를 고려하여 독자에게 마음을 전하는 글을 쓴다. [4국06-03] 매체 소동 윤리를 고려하여 매체 자료를 활용하고 공유한다.
	6. 감상과 표현의 즐거움	지매나 감동을 느끼며 드라마를 감상하고 느낌 나누기	문학	1월 3주	구술·발표 평가	[4국05-05] 재미나 감동을 느끼며 작품을 즐겨 감상하는 태도를 지닌다.
사회	1. 사회 변화와 다양한 문화	지능정보화로 인해 달라진 생활 모습 조사하기	사회·문화	11월 2주	보고서	[4사03-01] 최근 사회 변화의 양상과 특징을 파악하고, 그로 인해 나타난 생활모습의 변화를 탐색한다.
	2. 옛날과 오늘날의 생활 모습	옛날과 오늘날의 교통수단 달로 달라진 생활 모습 설명하기	역사 일반	1월 2주	서술 평가	[4사04-02] 옛날부터 오늘날까지 교통의 변화에 따른 이동과 생활 모습의 변화를 이해한다.
도덕	5. 나와 나의 공감	다른 사람의 감 하 는 방법을 알고 실천하기	타인과의 관계	9월 3주	실기·실습 평가	[4도02-03] 공감의 태도가 필요한 이유를 이해하고 도덕적 상상력을 바탕으로 대상과 상황에 따라 감정을 나누는 방법을 탐구하여 실천한다.
	6. 함께 가는 공정의 길	공정 심판 활동을 하며 불공정을 한 모습을 공정 하 게 바꾸기	사회·공동체의 관계	10월 5주	실기·실습 평가	[4도03-01] 불공정의 사례를 탐구하고, 일상생활에서 공정의 가치를 추구하는 활동을 통해 실천 의지를 함양한다.

	7. 생명을 소중히 여기는 우리	'생명 존중 전시회'를 계획하고 실천하기	자연과의 관계	11월 5주	프로젝트 평가	[4도04-01] 생명 경시 사례를 조사하고 문제 해결 방법을 탐구함으로써 생명의 소중함을 이해한다.
수학	1. 곱셈	일상 생활과 관련된 문제를 곱셈식으로 나타내어 계산하기	수와 연산	9월 3주	서답형 평가	[4수01-04] 곱하는 수가 한 자리 수 또는 두 자리 수인 곱셈의 계산 원리를 이해하고 그 계산을 할 수 있다. [4수01-08] 자연수의 덧셈, 뺄셈, 곱셈, 나눗셈과 관련한 여러 가지 상황에서 어렵셈을 할 수 있다.
	2. 나눗셈	나눗셈을 이해하고 나눗셈에서 몫과 나머지를 구하기	수와 연산	10월 5주	서답형 평가	[4수01-05] 나눗셈이 이루어지는 실생활 상황과 연결하여 나눗셈의 의미를 알고, 곱셈과 나눗셈의 관계를 이해한다. [4수01-06] 나누는 수가 한 자리 수인 나눗셈의 계산 원리를 이해하고 그 계산을 할 수 있으며, 나눗셈에서 몫과 나머지의 의미를 안다. [4수01-08] 자연수의 덧셈, 뺄셈, 곱셈, 나눗셈과 관련한 여러 가지 상황에서 어렵셈을 할 수 있다.
	3. 원	원의 중심, 반지름, 지름을 알고, 그 관계를 이해하기	도형과 측정	11월 4주	서답형 평가	[4수03-06] 원의 중심, 반지름, 지름을 이해하고, 그 성질을 안다.
	4. 분수	진분수, 가분수, 대분수의 의미를 알고 크기 비교하기	수와 연산	12월 3주	서답형 평가	[4수01-10] 단위분수, 진분수, 가분수, 대분수를 알고, 그 관계를 이해한다. [4수01-11] 분모가 같은 분수끼리, 단위분수끼리 크기를 비교하고 그 방법을 설명할 수 있다.
	6. 그림그래프	여러 자료를 리하여 그 그래프로 나타내고 해석하기	자료와 가능성	1월 2주	서답형 평가	[4수04-01] 자료를 수집하여 그림그래프나 막대그래프로 나타내고 해석할 수 있다.
과학	1. 물체와 물질	다양한 물질의 성질을 이용하여 쓰임새 있는 물체 설계하기	물질	10월 3주	실험 보고서	[4과05-03] 다양한 물질의 성질을 이용하여 쓰임새 있는 물체를 설계할 수 있다.
	2. 지구와 바다	밀물과 썰물의 차이를 알고 갯벌의 필요성을 알리는 홍보물 제작하기	지구와 우주	11월 5주	프로젝트 평가	[4과06-03] 밀물과 썰물의 차이를 알고, 갯벌의 가치와 보전의 필요성을 설득·홍보할 수 있다.
	3. 소리의 성질	소리가 나는 물체와 관찰하여 파악하기	운동과 에너지	1월 4주	실험 보고서	[4과07-01] 여러 가지 물체를 이용하여 소리를 내보고, 소리가 나는 물체는 떨림이 있음을 설명할 수 있다.
체육	2-2. 조작 움직임	던지기 움직임을 익혀서 다양한 활동과 게임에 적용하기	스포츠	10월 1주	실기 평가	[4체02-03] 움직임 요소에 따른 기본 움직임 기술의 수행 방법을 파악하고 시도한다. [4체02-08] 움직임 기술 수행에 자신감을 갖고 적극적으로 시도한다. [4체02-09] 게임 활동에 최선을 다하고 규칙을 지킨다.
		잡기 움직임을 익혀서 다양한 활동에 적용하기	스포츠	11월 4주	실기 평가	[4체02-03] 움직임 요소에 따른 기본 움직임 기술의 수행 방법을 파악하고 시도한다. [4체02-08] 움직임 기술 수행에 자신감을 갖고 적극적으로 시도한다.

		기				
		조작 움직임 기술을 활용한 게임하기	스포츠	11월 4주	실기 평가	[4체02-04] 기본 움직임 기술을 연결한 복합적인 움직임 기술을 파악하고 시도한다. [4체02-08] 움직임 기술 수행에 자신감을 갖고 적극적으로 시도한다. [4체02-09] 게임 활동에 최선을 다하고 규칙을 지킨다.
음악	3. 가을바람	소리의 울림을 끼며 어느 기악 합주하기	연주	11월 4주	실기 평가	[4음01-02] 기초적인 음악 요소를 살려 노래 부르거나 악기로 연주하고 느낌을 이야기한다. [4음01-01] 바른 자세와 주법을 익혀 노래 부르거나 악기로 연주한다.
	4. 아리랑	아 리 랑 을 소 개 하 는 자 료 를 들 어 발 표 하 기	감상	1월 5주	조사 보고서	[4음02-02] 다양한 음악을 듣고 음악적 특징을 발견한다. [4음02-05] 우리 지역의 음악 문화유산을 찾아 듣고 국악을 즐기는 태도를 갖는다.
	4. 호두까기 인형	음악을 감상하고 악적 과 다양한 방법으로 현하기	감상	12월 1주	감상 보고서	[4음02-01] 음악을 듣고 기초적인 음악 요소를 탐색하며 반응한다. [4음02-02] 다양한 음악을 듣고 음악적 특징을 발견한다.
■ 2학기 문항수: 국어(5), 사회(2), 도덕(3), 수학(5), 과학(3), 체육(3), 음악(3)						

2025 배움과 성장이 있는 학생평가계획



홍콩한국국제학교 KG4

4

교과활동 평가계획

수행평가 계획

< 2학기 > KG4

평가단계: 매우잘함-잘함-보통-노력바람

과목	단원	평가 내용	영역	시기	평가방법	성취기준
국어	1. 비교하며 읽어요	두 글에 나타난 글쓴이의 의견과 이유 파악하고 자신의 의견을 나타내는 글쓰기	읽기	9월 1주	서술형 평가	[4국02-04] 글에 나타난 사실과 의견을 구분하고 필자와 자신의 의견을 구분한다.
	2. 우리말 우리글	한글을 사랑하는 마음을 지니며 소단원에서 배운 내용을 바탕으로 과제 수행하기	문법	9월 3주	지필 평가, 체크리스트	[4국04-05] 언어가 의사소통과 관계 형성의 수단임을 이해하고 국어를 소중히 여기는 태도를 지닌다.
	3. 의견을 모아서	일상생활의 문제 해결을 위해 질문하며 토의하기	듣기 말하기	9월 4주	실기평가 자기평가	[4국01-06] 주제에 적절한 의견과 이유를 제시하고 서로의 생각을 교환하며 토의한다.
	5. 오가는 마음	가족, 친구, 이웃에게 마음을 전하는 글쓰기	쓰기	11월 3주	논술형 평가	[4국03-04] 목적과 주제를 고려하여 독자에게 마음을 전하는 글을 쓴다.
	6. 상상의 날개	이야기의 이어질 내용을 상상하여 쓰기	문학	12월 3주	서술형 평가	[4국05-01] 인물과 이야기의 흐름을 중심으로 작품을 감상한다.
사회	1. 민주주의와 자치	학교생활에서 민주주의 실천하기	정치	10월 4주	실기 평가	[4사08-01] 학교 자치 사례를 통하여 민주주의의 의미를 이해하고, 학교생활에서 민주주의를 실천하는 능력을 기른다.
	2. 지역문제를 해결하고 지역을 알리는 노력	우리 지역을 알리는 자료 만들기	지리 인식	12월 2주	실기 평가	[4사09-02] 지역의 자연환경, 역사, 문화, 생산물 등을 알리려는 지역사회의 노력을 알고 관심을 갖는다.
	3. 다양한 환경과 삶의 모습	자연환경과 인문환경의 의미를 알고 구분하기	자연 환경과 인간 생활	1월 3주	서술형 평가	[4사10-01] 여러 지역의 자연환경과 인문환경의 특징을 살펴보고, 환경의 이용과 개발에 따른 변화를 탐구한다.
도덕	5. 바람직한 디지털 사회	디지털 사회의 예절에 대해 알고 디지털 사회에서 발생하는 문제와 해결 방법 쓰기	사회 · 공동체와의 관계	9월 4주	서술형 평가	[4도03-02] 디지털 사회에서 발생하는 다양한 문제를 살펴보고, 해결 방안을 탐구하여 정보통신 윤리에 대한 민감성을 기른다.
	7. 자연은 소중해요	인간과 자연이 함께 살아야 하는 이유를 쓰고 공생을 위해 실천할 수 있는 일 계획하여 실천하기	자연과의 관계	11월 4주	서술형 평가 자기 평가	[4도04-02] 인간과 자연이 함께 살아야 하는 이유를 이해하고 공생을 위한 구체적인 실천 계획을 세우며 생태 감수성을 기른다.
수학	1. 분수의 덧셈과 뺄셈	분모가 같은 대분수와 진분수의 덧셈과 뺄셈 계산하기	수와 연산	9월 2주	서답형 평가	[4수01-15] 분모가 같은 분수의 덧셈과 뺄셈의 계산 원리를 이해하고 그 계산을 할 수 있다.

수행평가 계획

< 2학기 > KG4

평가단계: 매우잘함-잘함-보통-노력바람

과목	단원	평가 내용	영역	시기	평가방법	성취기준
	2. 삼각형	여러 가지 모양의 삼각형의 의미를 알고 분류하기	도형과 측정	9월 4주	실기 평가	[4수03-08] 여러 가지 모양의 삼각형에 대한 분류 활동을 통하여 이등변삼각형, 정삼각형을 이해하고, 그 성질을 탐구하고 설명할 수 있다. [4수03-09] 여러 가지 모양의 삼각형에 대한 분류 활동을 통하여 직각삼각형, 예각삼각형, 둔각삼각형을 이해한다.
	3. 소수의 덧셈과 뺄셈	소수 두 자리 수의 범위에서 소수의 덧셈과 뺄셈	수와 연산	10월 5주	서답형 평가	[4수01-16] 소수 두 자리 수의 범위에서 소수의 덧셈과 뺄셈의 계산 원리를 이해하고 그 계산을 할 수 있다.
	4. 사각형	직사각형, 정사각형, 사다리꼴, 평행사변형, 마름모의 의미를 알고 분류하기	도형과 측정	11월 4주	서답형 평가	[4수03-10] 여러 가지 모양의 사각형에 대한 분류 활동을 통하여 직사각형, 정사각형, 사다리꼴, 평행사변형, 마름모를 이해하고, 그 성질을 탐구하고 설명할 수 있다.
	5. 꺾은선그래프	자료를 수집하고 정리하여 꺾은선그래프로 나타내고 해석하기	자료와 가능성	12월 1주	조사 보고서	[4수04-02] 자료를 수집하여 꺾은선그래프로 나타내고 해석할 수 있다. [4수04-03] 탐구 문제를 해결하기 위해 자료를 수집, 정리하여 막대그래프나 꺾은선그래프로 나타내고 해석할 수 있다.
	6. 다각형	여러 가지 모양으로 나만의 모양 만들기	도형과 측정	12월 3주	실기 평가	[4수03-12] 주어진 도형을 이용하여 여러 가지 모양을 만들거나 채우고 설명할 수 있다.
과학	1. 밤하늘 관찰	태양과 태양계 행성의 특징 조사하기	지구와 우주	9월 4주	활동 보고서	[4과13-02] 태양계 구성원을 알고, 태양과 행성을 조사할 수 있다.
	2. 생물과 환경	생물 요소들의 먹고 먹히는 관계를 조사해서 먹이그물로 나타내기	생명	11월 4주	서술형 평가	[4과14-02] 생물 요소들의 먹고 먹히는 관계를 조사하여 먹이그물로 표현할 수 있다.
	3. 여러 가지 기체	온도에 따른 기체의 부피 변화 관찰하기	물질	1월 2주	실험 보고서	[4과15-02] 온도나 압력에 따라 기체의 부피가 달라지는 현상을 관찰하고, 우리 주변에서 예를 찾을 수 있다.
	4. 기후변화와 우리 생활	기후의 변화가 우리 생활과 환경에 미치는 영향 알아보기	과학과 사회	2월 1주	서술형 평가	[4과16-02] 기후변화의 심각성에 관심을 가지고, 기후변화가 우리 생활과 환경에 미치는 영향을 설명할 수 있다.
체육	1-01. 건강한 여가 생활을 해요	여가 활동의 의미와 종류를 알고 좋은 점 말하기	건강	9월 4주	수행평가	[4체01-04] 여가 활동 경험을 바탕으로 여가 활동의 의미와 건강과의 관계를 탐색한다.
	3-01. 손으로 공을 다루어요	영역형 경쟁의 개념과 특성 말하기	경쟁	10월 2주	수행평가	[4체03-05] 영역형 게임을 다양하게 체험함으로써 상대 영역으로 이동하여 정해진 지점으로 공을 보내 득점하는 영역형 경쟁의 개념과 특성을 탐색한다.

수행평가 계획

< 2학기 > KG4

평가단계: 매우잘함-잘함-보통-노력바람

과목	단원	평가 내용	영역	시기	평가방법	성취기준
	5-01. 안전하게 운동 장비를 사용해요	운동 장비 사용 시 발생할 수 있는 안전사고의 종류와 원인 알아보기	안전	1월 2주	수행평가	[4체05-04] 운동 장비 사용 시 발생할 수 있는 안전사고의 종류와 원인을 탐색한다. [4체05-06] 신체활동 시 행동에 주의를 기울이며 안전하게 활동한다.
음악	3-5. 리코더 2중주	바른 자세와 주법으로 리코더 2중주하기	표현	1월 2주	실기 평가, 자기 평가	[4음01-01] 악곡의 특징을 이해하며 노래 부르거나 악기로 연주한다. [4음01-06] 바른 자세로 노래 부르거나 바른 자세와 주법으로 악기를 연주한다.
	4-3. 나는 나는 자라서	음악과 관련된 직업 및 인물 조사하기	생활화	11월 2주	조사 보고서	[4음03-01] 음악을 활용하여 가정, 학교, 사회 등의 행사에 참여하고 느낌을 발표한다.
	3-6. 페르귤트 모음곡	음악을 감상하고 음악적 특징과 느낌을 다양한 방법으로 표현하기	감상	9월 4주	감상 보고서	[4음02-01] 3~4 학년 수준의 음악 요소와 개념을 구별하여 표현한다. [4음02-02] 상황이나 이야기 등을 표현한 음악을 듣고 느낌을 발표한다.
■ 2학기 문항수: 국어(5), 사회(3), 도덕(2), 수학(6), 과학(4), 체육(3), 음악(3)						

2025 배움과 성장이 있는 학생평가계획



홍콩한국국제학교 KG5

5

교과활동 평가계획

수행평가 계획

< 2학기 >

평가단계: 매우잘함-잘함-보통-노력바림

과목	단원	평가요소	영역	시기	평가방법	성취기준
국어	2. 지식이나 경험을 활용해요	체험한 일을 떠올리며 감상이 드러나는 글 쓰기	쓰기	10월 3주	서술형	[6국03-05] 체험한 일에 대한 감상이 드러나게 글을 쓴다.
	3. 의견을 조정하며 토의해요	의견을 조정하며 토의하기	듣기·말하기	10월 5주	관찰, 자기평가	[6국01-02] 의견을 제시하고 함께 조정하며 토의한다.
	4. 겪은 일을 써요	문장 성분의 호응이 잘못된 곳을 바르게 고쳐 쓰기	문법	11월 3주	서술형	[6국04-05] 국어의 문장 성분을 이해하고 호응 관계가 올바른 문장을 구성한다.
	<연극 단원> 함께 연극을 즐겨요	이야기의 장면을 연극으로 표현하기	문학	11월 5주	활동 결과물	[6국05-04] 일상생활의 경험을 이야기나 극의 형식으로 표현한다.
	5. 여러 가지 매체 자료	여러 매체를 활용해서 알리고 싶은 인물을 조사해서 소개하기	읽기	12월 2주	조사 보고서	[6국02-05] 매체에 따른 다양한 읽기 방법을 이해하고 적절하게 적용하며 읽는다.
사회	1. 옛 사람들의 삶과 문화	역사 지도를 통해 고구려, 신라의 발전 과정 설명하기	정치·문화사	10월 5주	서술형	[6사03-01] 고조선의 등장과 관련된 건국 이야기를 살펴보고, 고대 시기 나라의 발전에 기여한 인물(근초고왕, 광개토대왕, 김유신과 김춘추, 대조영 등)의 활동을 통하여 여러 나라가 성장하는 모습을 탐색한다.
		삼국 시대의 문화유산의 특징을 찾아 설명하기	정치·문화사	10월 5주	활동 보고서	[6사03-02] 불국사와 석굴암, 미륵사 등 대표적인 문화유산을 통하여 고대 사람들이 이룩한 문화의 우수성을 탐색한다.
		세종 대에 이루어 낸 발전을 사례를 들어 설명하기	정치·문화사	10월 5주	서술형	[6사03-05] 조선을 세우거나 문화 발전에 기여한 인물(이성계, 세종대왕, 신사임당 등)의 업적을 통해 조선 전기 정치와 민족문화의 발전상을 탐색한다.
		인물과 유적을 통해 임진왜란과 병자호란의 극복 과정 설명하기	정치·문화사	10월 5주	서술형	[6사03-06] 대표적인 유적지(행주산성, 남한산성 등)와 인물들(이순신과 광재우, 김상헌과 최명길 등)의 활동을 통하여 임진왜란, 병자호란 등과 같은 국가적 위기의 극복 과정을 탐색한다.
도덕	4. 밝고 건전한 사이버 생활	사이버 공간의 특성을 알고 지켜야 할 예절을 실천하기	타인과의 관계	11월 4주	서술형, 자기평가	[6도02-01] 사이버 공간에서 발생하는 여러 문제에 대한 도덕적 민감성을 기르며, 사이버 공간에서 지켜야 할 예절과 법을 알고 습관화한다.

	6. 인권을 존중하며 함께 사는 우리	인권 존중의 중요성을 알고 친인구의 권을 존중하기	사회. 공동체 관계	1월 2주	자기 평가	[6도03-01] 인권의 의미와 인권을 존중하는 삶의 중요성을 이해하고, 인권 존중의 방법을 익힌다.
수학	1. 수의 범위와 어렵하기	이상, 이하, 초과, 미만, 올림, 버림의 의미를 알고 실생활에 활용하기	측정	9월 3주	서술형	[6수03-01] 실생활 장면에서 이상, 이하, 초과, 미만의 의미와 쓰임을 알고, 이를 활용하여 수의 범위를 나타낼 수 있다. [6수03-02] 어렵값을 구하기 위한 방법으로 올림, 버림, 반올림의 의미와 필요성을 알고, 이를 실생활에 활용할 수 있다.
	2. 분수의 곱셈	여러 가지 분수의 곱셈 계산하기	수와 연산	10월 4주	서답형	[6수01-09] 분수의 곱셈의 계산 원리를 이해하고 그 계산을 할 수 있다.
	3. 합동과 대칭	점대칭 도형과 선대칭 도형을 이해하고 그리기	도형	11월 3주	서술형	[6수02-03] 선대칭도형과 점대칭도형을 이해하고 그릴 수 있다.
	5. 직육면체	직육면체의 전개도의 의미를 이해하고 여러 가지 방법으로 그리기	도형	1월 3주	서답형	[6수02-05] 직육면체와 정육면체의 겨냥도와 전개도를 그릴 수 있다.
	6. 평균과 가능성	평균의 의미를 알고, 주어진 자료의 평균 구하기	자료와 가능성	2월 1주	서술형	[6수05-01] 평균의 의미를 알고, 주어진 자료의 평균을 구할 수 있으며, 이를 활용할 수 있다.
과학	1. 생물과 환경	생태계의 구성 요소와 상관관계 이해하기	환경과 생태계	10월 4주	서술형	[6과05-01] 생태계가 생물 요소와 비생물 요소로 이루어져 있음을 알고 생태계 구성 요소들이 서로 영향을 주고받음을 설명할 수 있다.
	2. 날씨와 우리 생활	계절별 날씨에 영향을 미치는 공기의 덩어리의 성질 이해하기	대기와 해양	11월 4주	조사 보고서	[6과06-04] 계절별 날씨의 특징을 우리나라에 영향을 주는 공기의 성질과 관련지을 수 있다.
	3. 물체의 운동	속력의 개념을 알고 속력 구하기	힘과 운동	1월 2주	서답형	[6과07-02] 물체의 이동 거리와 걸린 시간을 조사하여 속력을 구할 수 있다.
	4. 산과 염기	주변에서 볼 수 있는 여러 가지 용액을 관찰하고 다양한 기준으로 분류하기	물질의 성질	2월 1주	관찰 보고서	[6과08-01] 우리 주변에서 볼 수 있는 여러 가지 용액을 다양한 기준으로 분류할 수 있다.
실과	4-01. 수송과 수송 수단의 세계	다양한 재료를 활용하여 수송 수단을 구상하고, 제작하기	기술 시스템	9월 3주	실습	[6실04-05] 다양한 재료를 활용하여 수송 수단을 구상하고, 제작한다.
	5-03. 생활 안전사고의 예방	생활 안전사고의 유형과 예방 방법을 실천하기	가정 생활 안전	1월 2주	서술형, 자기 평가	[6실02-08] 생활 안전사고의 종류와 예방 방법을 알아 실생활에 적용한다.

	6-02. 나의 진로 탐색	일과 직업의 중요성을 알고 자신의 적성에 맞는 직업을 탐색하기	기술 활용	2월 1주	서술형	[6실05-01] 일과 직업의 의미와 중요성을 이해한다. [6실05-02] 나를 이해하고 적성, 흥미, 성격에 맞는 직업을 탐색한다.
음악	3-8. 음악은 마법사	음악이 심신 건강에 미치는 영향에 대해 발표하기	생활화	10월 3주	조사 보고서	[6음03-02] 음악이 심신 건강에 미치는 영향에 대해 발표한다.
	4-6. 음악으로 듣는 이야기	이 야 기 를 음악으로 표현한 곡 감상하고 음악적 특징 이야기하기	감상	11월 4주	실기 평가, 서술 평가	[6음02-01] 5~6학년 수준의 음악 요소와 개념을 구별하여 표현한다.
	5-2. 악기를 연주해요	바른 자세와 주법으로 리코더 2중주하기	표현	1월 2주	실기 평가	[6음01-01] 악곡의 특징을 이해하며 노래 부르거나 악기로 연주한다. [6음01-06] 바른 자세와 호흡으로 노래 부르거나 바른 자세와 주법으로 악기를 연주한다.
체육	1-02. 건강 체력을 길러요	자신의 수준에 맞게 운동 계획을 세워 실천하기	건강	10월 2주	수행평가	[6체01-02] 건강을 유지하기 위한 체력 운동을 선택하고 자신의 수준에 맞게 운동 계획을 세워 실천한다. [6체01-03] 신체활동 참여를 통해 부족했던 체력의 향상을 체험함으로써 타인과 다른 자신의 신체적 기량과 특성을 긍정적으로 수용한다.
	2-02. 더 멀리 더 높이 뛰어요	멀리뛰기의 바른 자세를 알고 도움닫기를 하여 멀리뛰기	도전	11월 2주	수행평가	[6체02-02] 거리 도전과 관련된 여러 유형의 활동에 참여해 자신의 기록을 향상할 수 있는 기본자세와 동작을 이해하고 도전 상황에 적용한다. [6체02-03] 거리 도전의 결과를 시기별로 측정하여 도전 과정의 장단점을 분석하고 기록을 향상할 수 있는 방법을 지속적으로 수행하고 평가한다. [6체02-04] 상황과 환경에 관계없이 해낼 수 있는 자신감을 갖고 적극적으로 거리 기록 향상에 도전한다.
	3-02. 필드형 게임을 즐겨요	필드형 게임의 기본기를 익히고 티볼형 게임하기	경쟁	12월 2주	수행평가	[6체03-02] 필드형 게임의 기본 기능을 탐색하고 게임 상황에 적용한다. [6체03-03] 필드형 게임 방법에 대한 이해를 바탕으로 게임을 유리하게 전개할 수 있는 전략을 탐색하고 적용한다. [6체03-04] 필드형 경쟁 활동에 참여하면서 책임의 중요성을 인식하고 이를 바탕으로 맡은 바 역할에 최선을 다하며 게임을 수행한다.
■ 2학기 문항수: 국어(5), 사회(4), 도덕(2), 수학(5), 과학(4), 실과(3), 음악(3), 체육(3)						

2025 배움과 성장이 있는 학생평가계획



홍콩한국국제학교 KG6

6

교과활동 평가계획

수행평가 계획

< 2학기 > KG6

평가단계: 매우잘함-잘함-보통-노력바람

과목	단원	평가 내용	영역	시기	평가방법	성취기준
국어	1. 작품 속 인물과 나	자신이 꿈꾸는 삶의 모습을 작품으로 표현하기	문학	9월 1주	활동 결과물	[6국05-01] 문학은 가치 있는 내용을 언어로 표현하여 아름다움을 느끼게 하는 활동임을 이해하고 문학 활동을 한다. [6국05-06] 작품에서 얻은 깨달음을 바탕으로 하여 바람직한 삶의 가치를 내면화하는 태도를 지닌다. [6국02-02] 글의 구조를 고려하여 글 전체의 내용을 요약한다.
	2.. 관용 표현을 활용해요	관용 표현의 의미를 알고 활용하기	문법	9월 3주	서술형	[6국04-04] 관용 표현을 이해하고 적절하게 활용한다. [6국04-03] 낱말이 상황에 따라 다양하게 해석됨을 탐구한다. [6국04-01] 언어는 생각을 표현하며 다른 사람과 관계를 맺는 수단임을 이해하고 국어 생활을 한다.
	3. 타당한 근거로 글을 써요	타당한 근거와 알맞은 자료를 활용해서 논설문 쓰기	쓰기	9월 5주	서술형	[6국03-04] 적절한 근거와 알맞은 표현을 사용하여 주장하는 글을 쓴다. [6국03-02] 목적이나 주제에 따라 알맞은 내용과 매체를 선정하여 글을 쓴다.
	4. 효과적으로 발표해요	영상 발표회 열기	듣기,말하기	10월 2주	활동 보고서	[6국01-05] 매체 자료를 활용하여 내용을 효과적으로 발표한다. [6국05-03] 비유적 표현의 특성과 효과를 살려 생각과 느낌을 다양하게 표현한다. [6국03-06] 독자를 존중하고 배려하며 글을 쓰는 태도를 지닌다.
	5. 글에 담긴 생각과 비교해요	글을 읽고 글쓴이의 생각과 자신의 생각을 비교하기	읽기	11월 3주	서술형	[6국02-03] 글을 읽고 글쓴이가 말하고자 하는 주장이나 주제를 파악한다.
사회	1. 세계의 여러 나라들	세계 주요 대륙과 대양의 위치와 각 대륙에 속한 나라 찾기	지리 인식	11월 3주	서술형	[6사07-02] 여러 시각 및 공간 자료를 활용하여 세계 주요 대륙과 대양의 위치 및 범위, 대륙별 주요 나라의 위치와 영토의 특징을 탐색한다.
		세계 주요 기후의 분포와 특성을 파악하고 기후 환경과 인간 생활 간의 관계 알아보기	자연환경과 인간 생활	11월 3주	서술형	[6사07-03] 세계 주요 기후의 분포와 특성을 파악하고, 이를 바탕으로 하여 기후 환경과 인간 생활 간의 관계를 탐색한다.
		환경에 따라 달라지는 세계 여러 나라 사람들의 생활 모습 조사하기	인문환경과 인간 생활	11월 3주	조사 보고서	[6사07-04] 의식주 생활에 특색이 있는 나라나 지역의 사례를 조사하고, 이를 바탕으로 하여 인간 생활에 영향을 미치는 여러 자연적, 인문적 요인을 탐구한다.
	2. 통일 한국의 미래와 지구촌의 평화	독도를 지키기 위해 노력한 인물 및 사료와 독도의 위치 등 지리적 특성에 대한 자료 조사하기	정치	10월 2주	조사 보고서	[6사08-01] 독도를 지키려는 조상들의 노력을 역사적 자료를 통하여 살펴보고, 독도의 위치 등 지리적 특성에 대한 이해를 바탕으로 하여 영토주권 의식을 기른다.
		세계 시민으로서 지속 가능한 미래를 위해 일상생활에서 할 수 있는 일을 알고 실천하기	지속가능한 세계	10월 3주	서술형	[6사08-06] 지속가능한 미래를 건설하기 위한 과제(친환경적 생산과 소비, 방식 확산, 빈곤과 기아 퇴치, 문화적 편견과 차별 해소 등)를 조사하고, 세계시민으로서 이에 적극 참여하는 방안을 모색한다.
도덕	4. 공정한 생활	공정함의 의미와 중요성을 알고 생활 속에서 실천하기	사회,공동체와의 관계	9월 3주	서술형, 자기평가	[6도03-02] 공정함의 의미와 공정한 사회의 필요성을 이해하고, 일상생활에서 공정하게 생활하려는 실천의지를 기른다.

수행평가 계획

< 2학기 > KG6

평가단계: 매우잘함-잘함-보통-노력바람

과목	단원	평가 내용	영역	시기	평가방법	성취기준
	5. 우리가 꿈꾸는 통일 한국	바람직한 통일의 올바른 과정을 탐구하고 통일을 이루려는 의지와 태도 기르기	사회,공동체와의 관계	10월 2주	서술형	[6도03-03] 도덕적 상상하기를 통해 바람직한 통일의 올바른 과정을 탐구하고 통일을 이루려는 의지와 태도를 가진다.
	6. 함께 살아가는 지구촌	지구촌 문제를 해결하기 위해 할 수 있는 일을 찾아 실천하기	사회,공동체와의 관계	11월 3주	자기 평가	[6도03-04] 세계화 시대에 인류가 겪고 있는 문제와 그 원인을 토론을 통해 알아보고, 이를 해결하고자 하는 의지를 가지고 실천한다.
수학	1. 분수의 나눗셈	분수의 나눗셈의 계산 원리를 이해하고 계산하기	수와 연산	9월 3주	서답형	[6수01-11] 분수의 나눗셈의 계산 원리를 이해하고 그 계산을 할 수 있다.
	2. 소수의 나눗셈	소수의 나눗셈을 하는 계산 원리를 이해하고 계산하기	수와 연산	10월 2주	서답형	[6수01-16] 소수의 곱셈과 나눗셈의 계산 결과를 어림할 수 있다.
	3. 공간과 입체	쌓기나무로 만든 입체도형의 위, 앞, 옆에서 본 모양을 그림으로 표현하기	도형	11월 3주	서답형	[6수02-11] 쌓기나무로 만든 입체도형의 위, 앞, 옆에서 본 모양을 표현할 수 있고, 이러한 표현을 보고 입체도형의 모양을 추측할 수 있다.
	4. 비례식과 비례배분	비의 성질을 알고, 자연수의 비로 나타내기	규칙성	12월 2주	서술형	[6수04-04] 비례식을 알고, 그 성질을 이해하며, 이를 활용하여 간단한 비례식을 풀 수 있다.
	5. 원의 넓이	여러 가지 원의 원주와 넓이를 구하기	측정	1월 3주	서답형	[6수03-08] 원주와 원의 넓이를 구하는 방법을 이해하고, 이를 구할 수 있다.
과학	1. 전기의 이용	우리 생활에서 전 자석이 이용되는 예 조사하기	전기와 자기	9월 3주	조사 보고서	[6과13-04] 전자석을 만들어 영구 자석과 전자석을 비교하고, 일상생활에서 전자석이 사용되는 예를 조사할 수 있다.
	2. 계절의 변화	계절에 따른 태양의 남중 고도, 낮과 밤의 길이, 기온 변화 분석하기	우주	10월 3주	서술형	[6과14-02] 계절에 따른 태양의 남중 고도, 낮과 밤의 길이, 기온 변화를 설명할 수 있다.
	3. 연소와 소화	초가 연소한 후에 생기는 물질 알아보기	물질의 변화	11월 4주	탐구 보고서	[6과15-02] 실험을 통해 연소 후에 생성되는 물질을 찾을 수 있다.
	4. 우리 몸의 구조와 기능	뼈와 근육 모형을 만들고 관찰하여 몸이 움직이는 원리 설명하기	생물의 구조와 에너지	1월 3주	관찰 보고서	[6과16-01] 뼈와 근육의 생김새와 기능을 이해하여 몸이 움직이는 원리를 설명할 수 있다.
	5. 에너지와 생활	우리 주변에서 다양한 형태의 에너지 찾기	통합	2월 2주	조사 보고서	[6과17-01] 생물이 살아가거나 기계를 움직이는 데 에너지가 필요함을 알고, 이때 이용하는 에너지의 형태를 조사할 수 있다.
실과	4-01. 가정일과 가족의 역할 분담	가정일의 중요성을 알고 합리적으로 가정일 분담하기	자원 관리와 자립	8월 5주	서술형	[6실03-05] 가정일을 담당하고 있는 가족원들의 역할을 탐색하고, 가정생활에 미치는 영향을 이해한다.

수행평가 계획

< 2학기 > KG6

평가단계: 매우잘함-잘함-보통-노력바람

과목	단원	평가 내용	영역	시기	평가방법	성취기준
	5-02. 프로그래밍 기초	자료를 입력하고 필요한 처리를 수행한 후 결과를 출력하는 단순한 프로그램 설계하기	기술 시스템	11월 2주	실기형	[6실04-10] 자료를 입력하고 필요한 처리를 수행한 후 결과를 출력하는 단순한 프로그램을 설계한다.
	6-02. 소중한 지식과 정보의 활용	사이버 중독 예방, 개인 정보 보호 및 지식 재산 보호의 의미를 알고 실천하기	기술 활용	1월 3주	서술형	[6실05-05] 사이버 중독 예방, 개인 정보 보호 및 지식 재산 보호의 의미를 알고 생활 속에서 실천한다.
체육	3-02. 네트형 게임을 즐겨요	네트형 게임의 기본 기술을 익혀서 게임 하기	경쟁	10월 2주	수행평가	[6체03-06] 네트형 게임의 기본 기능을 탐색하고 게임 상황에 맞게 적용한다. [6체03-07] 네트형 게임 방법에 대한 이해를 바탕으로 게임을 유리하게 전개할 수 있는 전략을 탐색하고 적용한다.
	4-01. 주제를 표현을 이해해요	주제 표현을 구성하는 표현 요소와 창작 과정의 특징을 이해하기	표현	11월 2주	수행평가	[6체04-05] 주제 표현을 구성하는 표현 요소(신체 인식, 공간 인식, 노력, 관계 등)와 창작 과정(발상, 계획, 구성, 수행 등)의 특징을 탐색한다.
	5-02. 안전하게 야외 체험 활동을 해요	야외 활동에서 발생하는 안전사고의 사례와 예방법 알아보기	안전	1월 2주	수행평가	[6체05-05] 야외 활동에서 발생하는 안전사고의 사례를 조사하고 예방 및 대처 방법을 익혀 위험 상황에 대처한다.
음악	5-2. 악기를 연주해요	바른 자세와 주법으로 리코더 2중주 하기	표현	11월 3주	실기 평가, 자기 평가	[6음01-01] 악곡의 특징을 이해하며 노래 부르거나 악기로 연주한다. [6음01-06] 바른 자세와 호흡으로 노래 부르거나 바른 자세와 주법으로 악기를 연주한다.
	4-4. 교실 밖 작은 음악회	음악회를 계획하고 필요한 자료를 준비하여 여러 사람 앞에서 발표하기	생활화	12월 2주	실기 평가	[6음03-01] 음악을 활용하여 가정, 학교, 사회 등의 행사에 참여하고 느낌을 발표한다.
	4-7. 겨울을 표현한 음악	겨울과 관련된 음악을 감상하고 정을 구별하여 표현하기	감상	12월 1주	감상 보고서	[6음02-02] 다양한 문화권의 음악을 듣고 음악의 특징에 대해 발표한다.
2학기 문항 수: 국어(5), 사회(5), 도덕(3), 수학(5), 과학(5), 실과(3), 체육(3), 음악(3)						

2024 배움과 성장이 있는 학생평가계획



홍콩한국국제학교 영어(KG1)

1

English, Math and Art

Performance Assessment Plan

KG1 (2nd)

Subject	L.O.	Contents of Evaluation	Assessment Area	Time Period	Method of Assessment	Achievement Standard	Evaluation Standard			
							Excellent	Good	Satisfactory	Needs Improvement
English	1	Sequences and contrasting	Reading	Aug-Feb	Students will be given short texts to compare, contrast and order	Students will be able to differentiate and order texts	Able to accurately compare and contrast two texts and correctly order texts	Able to compare, contrast and order texts most of the time	Able to compare, contrast and order texts some of the time	Able to compare, contrast and order texts with lots of support
	2	Writing descriptions and possessions	Writing	Aug-Feb	Students will be able to write descriptions on a variety of subjects	Students will be able to accurately convey their ideas through written descriptions	Able to accurately convey ideas through written descriptions on a variety of subjects	Able to convey most ideas through written descriptions	Able to convey ideas through written descriptions with some support	Able to convey ideas through written descriptions with lots of support
	3	Asking and expressing	Speaking	Aug-Feb	Students will be to ask questions in a variety of contexts and express their wants and needs	Students will be able to ask questions within different contexts and express their wants and needs	Able to ask questions and express themselves in the correct contexts	Able to ask questions and express themselves in most contexts	Able to ask questions and express themselves in a variety of contexts with some support	Able to ask questions and express themselves in a variety of contexts with lots of support
	4	Listening for details in conversations and descriptions	Listening	Aug-Feb	Students will answer questions specific to each listening task to show understanding	Students will be able to accurately demonstrate their listening skills	Able to accurately identify details in a variety of contexts	Able to mostly identify details within a variety of contexts	Able to identify details in a variety of contexts with some support	Able to identify details in a variety of contexts with lots of support
	5	Simple present and present continuous	Grammar	Aug-Feb	Students will utilize learned grammar in their work	Students will be able to use specific grammatical points within their work	Able to explain and demonstrate the use of specific grammar	Able to include and define specific grammatical points most of the time	Able to include the use of specific grammatical points some of the time	Able to include the use of specific grammatical points with lots of support
	6	Integration of Topical Vocabulary	Vocabulary	Aug-Feb	Students will present their work with the inclusion of specific vocabulary	Students will be able to use the topical vocabulary when presenting work	Able to explain and demonstrate the use of specific vocabulary	Able to include and define specific vocabulary most of the time	Able to include the use of specific vocabulary some of the time	Able to include the use of specific vocabulary with lots of support
Math	1	Addition within two places	Calculations	Sept	Written assessment	Students will be able to perform calculations of addition within two places	Able to correctly perform calculations using the correct methods	Able to correctly perform most calculations	Able to correctly perform calculations with some support	Able to perform calculations with a lot of support
	2	2D Shapes	Knowledge of a variety of 2D shapes	Oct	Written assessment	Students will be able to identify and demonstrate understanding of a	Able to correctly identify and demonstrate understanding of all 2D	Able to correctly identify and demonstrate understanding of most	Able to identify and demonstrate understanding of some 2D shapes	Able to identify and demonstrate understanding of a few 2D shapes

						number of 2D shapes	shapes	2D shapes		
	3	Time	Read the time and calendar	Nov	Written assessment	Students will be able to tell the time and read a calendar	Able to read the time and calendar correctly	Able to read the time and calendar most of the time	Able to read the time and calendar with some support	Able to read the time and calendar with lots of support
	4	Subtraction within two places	Calculations	Jan	Written assessment	Students will be able to perform calculations of subtraction within two places	Able to correctly perform calculations using the correct methods	Able to correctly perform most calculations	Able to correctly perform calculations with some support	Able to perform calculations with a lot of support
Art	1	The Earth: Our Home	1.01 Be able to create a work of art to express experiences, ideas and/or emotions	Nov/Dec	Art assessment	Students will be able to create artwork for a specific purpose using particular media	Able to convey specific ideas through original art with certain media	Able to convey some ideas through art with certain media	Able to convey ideas through art with some support using certain media	Able to convey an idea through art with lots of support using certain media

2

IPC

Unit	Area	Method	Evaluation Rubric			
			Beginning	Developing	Mastering	Innovating
Seeing the Light	Knowledge	Continuous Assessment	The learner is developing their understanding of vocabulary and concepts associated with the subject area.	The learner has a foundational understanding of vocabulary and concepts associated with the subject area.	The learner has a progressive understanding of vocabulary and concepts associated with the subject area.	The learner has a comprehensive understanding of vocabulary and concepts associated with the subject area.
	Skills	International 1.02 Be able to identify similarities and differences between the lives of children from different countries	The learner is able to: – Comment upon one similarity or difference between themselves and others – Give examples of things they like to do and where/ when they see others doing this	The learner is able to: – Comment upon more than one way people can be similar or different – Identify similarities or differences using some evidence – Show an interest in differences and similarities between people or places	The learner is able to: – Describe a range of similarities and differences – Explain the various similarities and differences using evidence to back up ideas – Show an appreciation of others and an interest into their lives	The learner is able, but not limited to, the following: – Show appreciation that we all have similarities and differences – Be adaptable and show an open mind to differences and similarities – Identify and avoid stereotyping when making comparisons – Explain what has influenced their own identity
	Understanding	Continuous Assessment	The learner is working towards a basic understanding of the subject area.	The learner demonstrates a foundational understanding of the subject area and is inquiring further.	The learner demonstrates a solid understanding of the subject area and can link it to other aspects of study and life.	The learner demonstrates a deep understanding of the subject area. They can explain, apply, reflect and interpret with multiple viewpoints.
The Earth: Our Home	Knowledge	Continuous Assessment	The learner is developing their understanding of vocabulary and concepts associated with the subject area.	The learner has a foundational understanding of vocabulary and concepts associated with the subject area.	The learner has a progressive understanding of vocabulary and concepts associated with the subject area.	The learner has a comprehensive understanding of vocabulary and concepts associated with the subject area.
	Skills	Science 1.07 Be able to make predictions	The learner is able to: – Make predictions that indicate what they hope will happen rather than thinking about what will probably happen – Fill in the blanks of a given prediction statement with one of the options from the investigation. E.g. _____ will be the strongest	The learner is able to: – Make a prediction worded as an overall outcome. E.g. the strongest material will be _____. OR the number of animals will be the same in all locations – State when an investigation is similar to another they have carried out and make a prediction based on this previous experience	The learner is able to: – Make predictions that directly relate to what is being measured/ investigated – Use scientific terminology in their prediction – Give a reason for their prediction	The learner is able, but not limited to, the following: – Question others to promote deeper thinking about predictions made – Connect predictions to previous experiences – Connect predictions to the real world
	Understanding	Continuous assessment	The learner is working towards a basic understanding of the	The learner demonstrates a foundational	The learner demonstrates a solid understanding of the	The learner demonstrates a deep understanding of the

			subject area.	understanding of the subject area and is inquiring further.	subject area and can link it to other aspects of study and life.	subject area. They can explain, apply, reflect and interpret with multiple viewpoints.
The Stories People Tell	Knowledge	Continuous Assessment	The learner is developing their understanding of vocabulary and concepts associated with the subject area.	The learner has a foundational understanding of vocabulary and concepts associated with the subject area.	The learner has a progressive understanding of vocabulary and concepts associated with the subject area.	The learner has a comprehensive understanding of vocabulary and concepts associated with the subject area.
	Skills	History 1.07 Be able to order events and objects chronologically	The learner is able to: – Sort objects and images into past and present – Explain why they think objects came from a particular period of time – Order events in their own lives chronologically	The learner is able to: – Sort objects and images into broad time periods – Give supporting reasons for their chosen order of items – Order objects using given dates	The learner is able to: – Place historical objects and events in order by using comparative time statements – Justify the placement of historical objects and events using evidence – Group objects and assign them to a broad time period/civilisation or era	The learner is able, but not limited to, the following: – Invent/create historical objects and events which could belong in specific time periods – Organise BCE and CE timelines – Place people and events in order on a timeline – Recognise that vintage/ retro styling can cause confusion when organising objects chronologically
	Understanding	Continuous assessment	The learner is working towards a basic understanding of the subject area.	The learner demonstrates a foundational understanding of the subject area and is inquiring further.	The learner demonstrates a solid understanding of the subject area and can link it to other aspects of study and life.	The learner demonstrates a deep understanding of the subject area. They can explain, apply, reflect and interpret with multiple viewpoints.

2024 배움과 성장이 있는 학생평가계획



홍콩한국국제학교 영어(KG2)

1

English, Math and Art

Performance Assessment Plan

KG2 (2nd)

Subject	L.O.	Contents of Evaluation	Assessment Area	Time Period	Method of Assessment	Achievement Standard	Evaluation Standard			
							Excellent	Good	Satisfactory	Needs Improvement
English	1	Reading a text, answering comprehension questions to show understanding and applying reading strategies to interact meaningfully with a text	Reading	Aug - Jan	Unit assessment	Be able to read and generally understand a range of genres.	Complete answers with a lot of information included from the reading.	Complete answers with some of the information included from the reading.	Complete answers with enough information included from the reading.	Sparse answers with little evidence from the reading.
	2	Understanding and using subject-verb agreement, verb tenses, proper capitalisation and punctuation in writing pieces	Writing	Aug - Jan	Unit assessment	Be able to use key features of language to communicate coherently and cohesively in written English.	Coherent and cohesive written English using all target language features effectively.	Coherent and cohesive written English using most target language features effectively.	Coherent and cohesive written English using some target language features effectively.	Needs substantial support to use target language features effectively in written English.
	3	Be able to give opinions, offer help, and give compliments respectfully	Speaking	Aug - Jan	Unit Assessment	Be able to use key features of language to communicate coherently and cohesively in spoken English.	Students convey meaning well and answers questions completely and correctly.	Students convey meaning well and answer questions completely but require a word or a phrase as a prompt.	Students mostly convey meaning, but with many mistakes and give incomplete answers to questions.	Students speak but do not convey meaning, and/or only give nonverbal responses.
	4	Listening to fictional texts for inference and comprehension	Listening	Aug - Jan	Students will listen to a piece of fictional text.	Students will answer comprehension questions and will offer real life examples as comparisons.	Full answers demonstrating clear comprehension of the text. A well suited real life example given as a comparison.	Full answers demonstrating some comprehension of the text. A well suited real life example given as a comparison.	Incomplete answers demonstrating enough comprehension of the text. An attempt to give a real life example as a comparison.	Sparse answers with little or no evidence of comprehension. No attempt to provide an example.
	5	Understand and use possessive pronouns, prepositions of time and place, quantifiers and comparative and superlative adjectives	Grammar	Aug - Jan	Unit assessment	Students should be able to understand and use the grammar correctly.	Evidence of good understanding and use the grammar correctly.	Evidence of some understanding and use of most grammar correctly.	Some evidence of understanding and using some of the grammar correctly.	Uses few, if any grammar rules as taught.
	6	Understanding, spelling and using target words from each unit	Vocabulary	Aug - Jan	Spelling tests based on target words	Consistent correct spelling of spelling words	All answers are correct.	Most answers are correct.	Half of the answers are correct.	Less than half of the answers are correct.
Math	1	Multiplication	Understand repeated addition and multiplication of numbers 1-10	Sep	Written Assessment	Students will be able to solve a range of multiplication problems showing the correct working out using different strategies	Able to answer correctly using different strategies	Able to answer correctly using one strategy	Able to answer correctly using no strategy	Answers are mostly incorrect
	2	Four Digit Numbers	Understanding and comparing 4 digit numbers	Oct	Written Assessment	Can understand and compare the value of 4-digit numbers	Able to correctly compare 4-digit numbers all of the time	Able to compare 4-digit numbers most of the time	Able to compare 4-digit numbers with some support	Able to compare 4-digit numbers with lots of support
	3	Telling the Time	Understand the concept of time in a	Nov	Written Assessment	Students will be able to tell the time at	Be able to tell the time at different	Be able to mostly tell the time at	Be able to tell some of the time correctly	Unable to tell the time using target language

			12 and 24 hour setting			different intervals using the correct language and symbols	intervals using the correct language and symbols	different intervals using target language	using target language	
	4	Pictograms	Understanding and making pictograms	Jan	Written assessment	Understand how to read and make pictograms	Able to correctly read and make pictograms	Able to read and make pictograms correctly most of the time	Able to read and make pictograms with some help	Able to read and make pictograms with lots of help
Art	1	Create artwork that showcases nature using different materials and techniques	Be able to create an original artwork to serve a given purpose	Production of art projects	Consistently depicting nature or using elements of nature to create an original piece of art	Evidence of using selected technique(s) and material(s) in producing visually appealing pieces of artwork	Evidence of using selected technique(s) and material(s) excellently in producing visually appealing pieces of art	Evidence of using selected technique(s) and material(s) well in producing visually appealing pieces of artwork	Evidence of a good attempt at using selected technique(s) and materials(s) in producing visually appealing pieces of artwork	Unable to clearly portray the landscape or elements of nature using selected technique(s) and material(s)

2 IPC

Unit	Area	Method	Evaluation Rubric			
			Beginning	Developing	Mastering	Innovating
Art: Nature	Knowledge	Continuous Assessment	The learner is developing their understanding of vocabulary and concepts associated with the subject area.	The learner has a foundational understanding of vocabulary and concepts associated with the subject area.	The learner has a progressive understanding of vocabulary and concepts associated with the subject area.	The learner has a comprehensive understanding of vocabulary and concepts associated with the subject area.
	Skills	Art 1.03 Be able to create an original artwork to serve a given purpose using designated media	The learner is able to: – Use the media provided to make marks and simple 3d objects – Articulate a name/purpose for their original artwork connecting it to their learning – Describe what their artwork represents, e.g. 'this is my family portrait', 'this is my treasure box'	The learner is able to: – Use given media in the way it was modelled by the teacher, in an attempt to convey the given purpose of the artwork – Use the appropriate tools to compliment the given media – Articulate the given purpose of their artwork and name the media used, e.g. 'we are using watercolour paint to represent summertime'	The learner is able to: – Create art in response to brief, e.g. communicating an abstract idea or to represent a person/place/object – Use given media in the way it was intended to be used, exploring various techniques applicable to given media – Identify how their creative choices support the intention of the brief. – Use others' ideas as inspiration, e.g. applicable art movements or genres, such as surrealism, natural art, advertising	The learner is able, but not limited to, the following: – Clearly present the desired message/purpose of the artwork through a variety of self-selected media – Seek out source material that provides a highly contextualised example of the design brief, and use it to inform their own, artistic choices – Interpret information from a range of sources – Seek out online tutorials for unfamiliar equipment and materials
	Understanding	Continuous Assessment	The learner is working towards a basic understanding of the subject area.	The learner demonstrates a foundational understanding of the subject area and is inquiring further.	The learner demonstrates a solid understanding of the subject area and can link it to other aspects of study and life.	The learner demonstrates a deep understanding of the subject area. They can explain, apply, reflect and interpret with multiple viewpoints.
The Magic Toy Maker	Knowledge	Continuous Assessment	The learner is developing their understanding of vocabulary and concepts associated with the subject area.	The learner has a foundational understanding of vocabulary and concepts associated with the subject area.	The learner has a progressive understanding of vocabulary and concepts associated with the subject area.	The learner has a comprehensive understanding of vocabulary and concepts associated with the subject area.
	Skills	History 1.03 Be able to select and record relevant information about the past	The learner is able to: – Sort provided images into useful and not useful categories – Select sources relevant to research questions – Use relevant information from a given source to answer a research question	The learner is able to: – Justify why an image is considered a useful source or not – Sort provided sources into useful and not useful – Analyse sources to find information relevant to research questions – Reproduce/record relevant information about the past	The learner is able to: – Identify aspects of a source which might make it more/less useful than other sources – Summarise information relevant to the historical research – Identify and collect relevant information from investigating an artefact – Compare two sources identifying the similarities and differences – Connect research results to research questions, identifying relevant and non-relevant information	The learner is able, but not limited to, the following: – Creatively produce a source of information that could have existed from the historical period – Make generalisations about who might have produced the source and why it was made – Generate questions for historical research – Classify sources as primary historical sources e.g. artefact, document or secondary
	Understanding	Continuous Assessment	The learner is working towards a basic understanding of the subject area.	The learner demonstrates a foundational understanding of the subject area and is inquiring further.	The learner demonstrates a solid understanding of the subject area and can link it to other aspects of study and life.	The learner demonstrates a deep understanding of the subject area. They can explain, apply, reflect and interpret with multiple viewpoints.

Live and Let Live!	Knowledge	Continuous Assessment	The learner is developing their understanding of vocabulary and concepts associated with the subject area.	The learner has a foundational understanding of vocabulary and concepts associated with the subject area.	The learner has a progressive understanding of vocabulary and concepts associated with the subject area.	The learner has a comprehensive understanding of vocabulary and concepts associated with the subject area.
	Skills	Science 1.07 Be able to make predictions	The learner is able to: – Make predictions that indicate what they hope will happen rather than thinking about what will probably happen – Fill in the blanks of a given prediction statement with one of the options from the investigation. E.g. _____ will be the strongest	The learner is able to: – Make a prediction worded as an overall outcome. E.g. the strongest material will be _____. OR the number of animals will be the same in all locations – State when an investigation is similar to another they have carried out and make a prediction based on this previous experience	The learner is able to: – Make predictions that directly relate to what is being measured/ investigated – Use scientific terminology in their prediction – Give a reason for their prediction	The learner is able, but not limited to, the following: – Question others to promote deeper thinking about predictions made – Connect predictions to previous experiences – Connect predictions to the real world
	Understanding	Continuous Assessment	The learner is working towards a basic understanding of the subject area.	The learner demonstrates a foundational understanding of the subject area and is inquiring further.	The learner demonstrates a solid understanding of the subject area and can link it to other aspects of study and life.	The learner demonstrates a deep understanding of the subject area. They can explain, apply, reflect and interpret with multiple viewpoints.

2024 배움과 성장이 있는 학생평가계획



홍콩한국국제학교 영어(KG3)

1

English, Math and Art

Performance Assessment Plan

KG3 (2nd)

Subject	L.O.	Contents of Evaluation	Assessment Area	Time Period	Method of Assessment	Achievement Standard	Evaluation Standard			
							Excellent	Good	Satisfactory	Needs Improvement
English	1	Identifying problems and solutions, demonstrating the ability to paraphrase, asking relevant questions based on target texts, making inferences, comparing and contrasting based on non-fiction texts, summarizing texts, understanding cause and effect, understanding plot, reading maps and monitoring and clarifying information	Reading	Aug - Jan	Unit assessment	Students should be able to give full answers with lots of information included from the reading.	Evidence of being able to give full answers with lots of information included from the reading.	Evidence of being able to give full answers with enough information included from the reading.	Some evidence of being able to give full answers with some information included from the reading.	Sparse answers with little evidence from the reading.
	2	Understanding and using verbs with countable and uncountable nouns, the possessive nouns, using <i>its</i> and <i>it's</i> correctly, compound subject / verb agreement, using <i>before</i> and <i>after</i> , sequence adverbs, prepositional phrases and location words, formulating complex sentences using <i>before</i> , <i>after</i> and <i>although</i> as well as appropriately using punctuation and capitalization in written works	Writing	Aug - Jan	Unit assessment	Students should be able to write in complete sentences with correct grammar.	Evidence of exemplary writing in complete sentences with correct grammar.	Evidence of exemplary writing in complete sentences with mostly correct grammar.	Some evidence of writing in complete sentences with some correct grammar.	Writing incomplete sentences with a little incorrect grammar.
	3	Understanding and using expression for comparative questions, describing, talking about inventions, using <i>used to</i> and <i>would</i> , asking for permission, giving reasons, giving congratulations and compliments and telling a story	Speaking	Aug - Jan	Unit assessment	Students should be able to speak confidently and clearly with eye contact. Students will be able to vary in tone and pace of voice, and body language to engage the audience.	Evidence of exemplary skills in speaking confidently and clearly with eye contact.	Evidence of promising skills in speaking confidently and clearly with eye contact.	Some evidence of speaking confidently and clearly with eye contact.	Struggles to use key features of language to communicate coherently in spoken English.
	4	Listening for information, details, main idea, the gist, details about types of voices, about what each instrument is made of, listening for sequence of events and for people's names and reasons	Listening	Aug - Jan	Unit assessment	Students should be able to listen for details and the ability to provide appropriate accurate feedback.	Evidence of exemplary listening skills and ability to provide appropriate accurate feedback.	Evidence of good listening skills and ability to provide appropriate and accurate feedback.	Some evidence of reasonable listening skills and ability to provide appropriate and accurate feedback.	Sparse answers with little evidence from the reading.
	5	Understanding and using comparative and superlative adjectives, comparative and superlative adverbs,	Grammar	Aug - Jan	Unit assessment	Students should be able to understand and use the grammar	Evidence of good understanding and use the grammar correctly.	Evidence of some understanding and use of most	Some evidence of understanding and using some of the grammar correctly.	Uses few if any grammar rules as taught.

		comparative adjectives with <i>as</i> , using quantifiers such as <i>a few</i> and <i>a little</i> , telling future facts with <i>will</i> , <i>going to</i> and <i>may</i> and <i>might</i> , using adjectives with prepositions, using measuring words, using <i>too</i> and <i>either</i> , using prepositions of movement and using <i>want to</i> , <i>need to</i> and <i>have to</i> in the simple present tense and simple past statements				correctly.		grammar correctly.		
	6	Weekly Spelling Test	Vocabulary	Aug - Jan	Weekly spelling tests based on students' word study words	Consistent correct spelling of spelling words	All answers are correct	Most answers are correct	Half of the answers are correct	Less than half of the answers are correct
Math	1	Multiplication	Multiplying a 3 digit number by a 1 digit number	Sep	Unit assessment	Understand multiplication of a 3 digit number by a 1 digit number	Able to correctly multiply a 3 digit number by a 1 digit number	Able to correctly multiply a 3 digit number by a 1 digit number most of the time	Able to multiply a 3 digit number by a 1 digit number with some help	Able to multiply a 3 digit number by a 1 digit number with lots of help
	2	Division	Dividing a 3 digit number by a 1 digit number	Oct	Unit assessment	Understand division of a 3 digit number by a 1 digit number	Able to correctly divide a 3 digit number by a 1 digit number	Able to correctly divide a 3 digit number by a 1 digit number most of the time	Able to divide a 3 digit number by a 1 digit number with some help	Able to divide a 3 digit number by a 1 digit number with lots of help
	3	Fractions	Comparing fractions	Nov	Unit assessment	Understand the value of, calculate and compare fractions	Able to correctly calculate and compare fractions	Able to calculate and compare fractions correctly most of the time	Able to calculate and compare fractions with some help	Able to calculate and compare fractions with lots of help
	4	Block Graphs	Understanding and making block graphs	Dec - Jan	Unit assessment	Understand how to read and make block graphs	Able to correctly read and make block graphs	Able to read and make block graphs correctly most of the time	Able to read and make block graphs with some help	Able to read and make block graphs with lots of help
Art	1	Shake It!	Making an ice cream truck with a tissue box	Dec	Art Project	Use tools and materials safely and effectively. Use color and pattern in the design.	The ice cream truck shows exceptional creativity and unique details. The construction is very sturdy and neat. The use of color and pattern is advanced and highly effective. The project is complete and carefully finished.	The truck is creative and well-made. It includes several details and is constructed stably. Color and pattern are used effectively. The project is fully complete and shows good care.	The truck is a good start but is simple or slightly unfinished. Construction may be a bit unstable or messy. More color, pattern, or detail could be added.	The project is incomplete or very rushed. Key parts are missing. Construction is unstable and the design lacks planning and detail.

2

IPC

Unit	Area	Method	Evaluation Rubric			
			Beginning	Developing	Mastering	Innovating
Different Places, Similar Lives	Knowledge	Continuous Assessment	The learner is developing their understanding of vocabulary and concepts associated with the subject area.	The learner has a foundational understanding of vocabulary and concepts associated with the subject area.	The learner has a progressive understanding of vocabulary and concepts associated with the subject area.	The learner has a comprehensive understanding of vocabulary and concepts associated with the subject area.
	Skills	History 2.09 Be able to describe results/consequences of historical events, situations	The learner is able to: – Identify how something changed after a particular historical event – Compare places before and after significant events – Give an opinion on the consequences of events as being positive or negative	The learner is able to: – Provide examples of change after significant historical events – Compare historical societies/ civilisations before and after significant events and situations – Compare places before, directly after an event and	The learner is able to: – Describe significant events and the resulting changes or consequences – Describe the effect of events, using evidence – Illustrate and explain how an event or discovery caused changes to objects or places – Describe the outcome of	The learner is able, but not limited to, the following: – Predict whether an event will continue to cause change – Reason whether a current event will cause significant change – Evaluate if life for different

			– Match events to consequences/results	later – Describe both positive and negative outcomes of events	significant events in the host country's past – Explain why the outcomes of events may be positive and negative	people was better before or after a specific event – Explain that some events/situations have a 'ripple effect' that continues for a long time
	Understanding	Continuous Assessment	The learner is working towards a basic understanding of the subject area.	The learner demonstrates a foundational understanding of the subject area and is inquiring further.	The learner demonstrates a solid understanding of the subject area and can link it to other aspects of study and life.	The learner demonstrates a deep understanding of the subject area. They can explain, apply, reflect and interpret with multiple viewpoints.
Shake It!	Knowledge	Continuous Assessment	The learner is developing their understanding of vocabulary and concepts associated with the subject area.	The learner has a foundational understanding of vocabulary and concepts associated with the subject area.	The learner has a progressive understanding of vocabulary and concepts associated with the subject area.	The learner has a comprehensive understanding of vocabulary and concepts associated with the subject area.
	Skills	Science 2.08 Be able to identify potential risks in a planned investigation	The learner is able to: – Follow step by step instructions and respond to redirection to avoid risks	The learner is able to: – Check with an adult before proceeding with an investigation they think may be risky – Follow instructions carefully to avoid risk	The learner is able to: – Describe risks in classroom-based investigations – Identify behaviours to reduce risk in an investigation – Select tools and methods to reduce risk – Describe the risks associated with conducting science investigations outside the classroom	The learner is able, but not limited to, the following: – Redesign investigations to remove risks – Identify risks to others who are not part of the investigation
	Understanding	Continuous Assessment	The learner is working towards a basic understanding of the subject area.	The learner demonstrates a foundational understanding of the subject area and is inquiring further.	The learner demonstrates a solid understanding of the subject area and can link it to other aspects of study and life.	The learner demonstrates a deep understanding of the subject area. They can explain, apply, reflect and interpret with multiple viewpoints.
What's On The Menu?	Knowledge	Continuous Assessment	The learner is developing their understanding of vocabulary and concepts associated with the subject area.	The learner has a foundational understanding of vocabulary and concepts associated with the subject area.	The learner has a progressive understanding of vocabulary and concepts associated with the subject area.	The learner has a comprehensive understanding of vocabulary and concepts associated with the subject area.
	Skills	Design, Technology and Innovation 2.07 Be able to list materials, tools and techniques needed for production	The learner is able to: – List the materials needed – List the tools needed – State techniques to be used using simple terminology e.g. joining, cutting, mixing	The learner is able to: – Describe different types of tools that do similar jobs – Describe which tools will be used with which materials – Describe which tools will be used for each technique	The learner is able to: – Describe techniques needed to create the product using specific terminology – Describe the purpose of the tool and select the best option to use depending on the material being manipulated – List materials using adjectives to be more specific e.g. heavy card, transparent paper	The learner is able, but not limited to, the following: – Reflect on their materials list considering the environmental impact of their use – Describe techniques and sequence them to create a step by step plan – Adapt if a particular material or tool is not available
	Understanding	Continuous Assessment	The learner is working towards a basic understanding of the subject area.	The learner demonstrates a foundational understanding of the subject area and is inquiring further.	The learner demonstrates a solid understanding of the subject area and can link it to other aspects of study and life.	The learner demonstrates a deep understanding of the subject area. They can explain, apply, reflect and interpret with multiple viewpoints.

2024 배움과 성장이 있는 학생평가계획



홍콩한국국제학교 영어(KG4)

1 English, Math and Art

Performance Assessment Plan

KG4 (2nd)

Subject	L.O.	Contents of Evaluation	Assessment Area	Time Period	Method of Assessment	Achievement Standard	Evaluation Standard			
							Excellent	Good	Satisfactory	Needs Improvement
English	1	Reading strategy to draw conclusions; predictions; summarizing; text features; value judgements..	Reading	Sep - Feb	Unit Assessment	Students will read fictional and non-fictional texts.	Reads variety of texts and demonstrates insightful literal and inferential comprehension through usage of skills.	Reads a variety of texts and demonstrates literal and inferential comprehension through usage of skills.	Reads a variety of texts and demonstrates literal comprehension through usage of skills.	Reads a variety of texts and demonstrates partial comprehension through usage of skills.
	2	Interesting adjectives; prepositional phrases; compound predicate; articles A/AN;	Writing	Sep - Feb	Unit Assessment	Students will write on a given topic.	Students accurately and thoroughly identify and define the elements of writing. Points consistently supported by strong evidence.	Students identify and define the elements of writing. Points consistently supported by strong evidence.	Students attempt to identify and define the elements of writing. Points may be unclear or may not provide textual evidence.	Students are unable to identify or define the elements of writing without support.
	3	Giving reason for preference; talk about local food; talk about a picture; express a desire or wish.	Speaking	Sep - Feb	Unit Assessment	Students will present a speech on the unit subject.	Students readily engage in conversation about what they liked and disliked. Their response was independently organized into summary, body and conclusion.	Students engage in conversation about what they liked and disliked. Their response was organized into summary, body and conclusion with little guidance.	Students engage in conversation about what they liked and disliked with some prompting. Their response was organized into summary, body and conclusion with some guidance.	Students are not engaged in conversation about what they liked and disliked. Their response was not well organized into summary, body and conclusion.
	4	Listening: for examples and numbers; for reasons; for differences and details.	Listening	Sep - Feb	Unit Assessment	Students will answer comprehension questions based on the unit listening section..	Full answers demonstrating clear comprehension of the text. A well suited real life example given as a comparison.	Full answers demonstrating some comprehension of the text. A well suited real life example given as a comparison.	Incomplete answers demonstrating enough comprehension of the text. An attempt to give a real life example as a comparison.	Sparse answers with little evidence of comprehension . Unable to provide an example.
	5	Present continuous for future plans; polite offers; indefinite pronouns; offers with shall and will.	Grammar	Sep - Feb	Unit Assessment	Students will complete the unit exercises.	Students can use the target grammar masterfully by giving all correct answers.	Students can use the target grammar well by giving mostly correct answers.	Students can use the target grammar by giving some correct answers.	Students are unable to use the target grammar well and give few correct answers.
	6	Unit Vocabulary Lists including words in context and Word Study: Phrasal verbs; four syllable words; prefix dis; synonyms.	Vocabulary	Sep - Feb	Unit Assessment	Consistent correct spelling of spelling words.	All answers are correct	Most answers are correct	Half of the answers are correct	Less than half of the answers are correct
Math	1	Interpreting and Creating Bar charts	Bar Charts	Sep	Unit assessment	Interprets and generates bar charts based on given data.	Interprets and generates bar charts confidently displaying accurate data.	Interprets and generates bar charts mostly confidently and mostly displaying accurate data.	Interprets and generates bar charts somewhat confidently displaying somewhat accurate data.	Doesn't interpret or generate bar charts confidently displaying accurate data.
	2	Addition and Subtraction of Fractions	Fractions	Nov	Unit assessment	Performs addition and subtraction of fractions with the same denominator	Solves problems involving addition and subtraction of fractions confidently and accurately	Solves most problems involving addition and subtraction of fractions accurately	Solves some problems involving addition and subtraction of fractions	Solves some problems involving addition and subtraction of fractions with guidance
	3	Addition and Subtraction of Decimals	Decimals	Dec	Unit assessment	Solves problems involving addition and subtraction of decimals	Solves problems involving addition and subtraction of decimals confidently and accurately	Solves most problems involving addition and subtraction of decimals accurately	Solves some problems involving addition and subtraction of decimals	Solves some problems involving addition and subtraction of decimals with guidance

	4	Perimeters of Polygons	Perimeters of Polygons	Jan	Unit assessment	Solves problems involving perimeters of polygons	Solves problems involving perimeters of polygons confidently and accurately	Solves most problems involving perimeters of polygons accurately	Solves some problems involving perimeters of polygons	Solves some problems involving perimeters of polygons with guidance
Art	1	Develop an understanding of various art mediums to enhance a message	IPC	Sep - Jan	Production of art projects	Consistent use of art to enhance messaging	Evidence of exemplary creativity and execution in using various art mediums	Evidence of good creativity and execution in using various art mediums	Evidence of some creativity and reasonable execution in using various art mediums	Evidence of limited creativity and execution in using various art mediums

2

IPC

Unit	Area	Method	Evaluation Rubric			
			Beginning	Developing	Mastering	Innovating
Vanishing Rainforests	Knowledge	Continuous Assessment	The learner is developing their understanding of vocabulary and concepts associated with the subject area.	The learner has a foundational understanding of vocabulary and concepts associated with the subject area.	The learner has a progressive understanding of vocabulary and concepts associated with the subject area.	The learner has a comprehensive understanding of vocabulary and concepts associated with the subject area.
	Skills	Geography 2.13 Be able to describe human activities that can cause or reduce environmental issues	The learner is able to: – Recognise that human behaviours affect the environment in positive and negative ways – Identify local environmental issues – Describe an activity/choice that has a negative impact on the environment – Describe an activity/choice that has a positive effect on the environment – Suggest one way that they could help to protect local/home country environments	The learner is able to: – Describe how particular human activities impact the environment – List environmental issues – Describe activities/choices that contribute to causing the same environmental issue – Describe activities/choices that contribute to resolving the same environmental issue – Suggest different ways they could help to protect different environments	The learner is able to: – Evaluate whether particular human activities are having a positive or negative effect on the environment, or both – Categorise environmental issues e.g. types of habitat destruction, pollution, overuse of resources etc – Describe activities/choices that contribute to causing a range of environmental issues – Describe activities/choices that contribute to resolving a range of environmental issues – Make choices to support global environments	The learner is able, but not limited to, the following: – Describe how the time of year influences human activities and the resulting positive and negative impacts – Apply Science learning to this goal considering other living things that are present in the local environment – Interpret news/ media reports to gain information about local environmental issues – Explain how daily actions/ choice in one place can impact on the environment in another place – Research environmental organisations to find out more about local and global issues
	Understanding	Continuous assessment	The learner is working towards a basic understanding of the subject area.	The learner demonstrates a foundational understanding of the subject area and is inquiring further.	The learner demonstrates a solid understanding of the subject area and can link it to other aspects of study and life.	The learner demonstrates a deep understanding of the subject area. They can explain, apply, reflect and interpret with multiple viewpoints.
Temples, Tombs and Treasures	Knowledge	Continuous Assessment	The learner is developing their understanding of vocabulary and concepts associated with the subject area.	The learner has a foundational understanding of vocabulary and concepts associated with the subject area.	The learner has a progressive understanding of vocabulary and concepts associated with the subject area.	The learner has a comprehensive understanding of vocabulary and concepts associated with the subject area.
	Skills	History 2.07 Be able to organise events and societies chronologically	The learner is able to: – Sort events and societies into past and present – Explain the time period of events and societies based on observable features	The learner is able to: – Sort events and societies into broad periods – Reason the placement of events to certain time periods – Connect current observable features e.g. buildings to past civilisations – Plan a timeline with suitable time units for the event being displayed	The learner is able to: – Explain how they know which different societies/ civilisations belong to which time periods – Organise societies/ civilisations into chronological order on a provided timeline with dates – Place events into time periods based on the associated society/ civilisation – Use evidence to support associating an event with a particular society/ civilisation – Create a timeline with suitable increments for the event being displayed	The learner is able, but not limited to, the following: – Role-play a person from an historical event/ society, making changes to themselves that reflect the time period – Connect History and Geography to place events into a multicivilisation timeline – Apply mathematical knowledge and skills to timeline creation
	Understanding	Continuous assessment	The learner is working towards a basic	The learner demonstrates a foundational	The learner demonstrates a solid understanding of	The learner demonstrates a deep understanding of

			understanding of the subject area.	understanding of the subject area and is inquiring further.	the subject area and can link it to other aspects of study and life.	the subject area. They can explain, apply, reflect and interpret with multiple viewpoints.
Learn ing Effect ively Onlin e	Knowledge	Continuous Assessment	The learner is developing their understanding of vocabulary and concepts associated with the subject area.	The learner has a foundational understanding of vocabulary and concepts associated with the subject area.	The learner has a progressive understanding of vocabulary and concepts associated with the subject area.	The learner has a comprehensive understanding of vocabulary and concepts associated with the subject area.
	Skills	ICT 2.03 Be able to select and record relevant information including multiple sources	The learner is able to: – read the source data, yet not provide a summary of the data	The learner is able to: – read and interpret the source data, but capable of determining the best research source. Will be capable of writing a summary	The learner is able to: – when given a location, be able to find and research the source for relevant information	The learner is able to: – use a variety of sources to gather geographical information. Evaluate the effectiveness of research tools. Be able to create maps and plans using symbols
	Understanding	Continuous assessment	The learner is working towards a basic understanding of the subject area.	The learner demonstrates a foundational understanding of the subject area and is inquiring further.	The learner demonstrates a solid understanding of the subject area and can link it to other aspects of study and life.	The learner demonstrates a deep understanding of the subject area. They can explain, apply, reflect and interpret with multiple viewpoints.

2024 배움과 성장이 있는 학생평가계획



홍콩한국국제학교 영어(KG5)

1

English, Math and Art

Performance Assessment Plan

KG5 (2nd)

Subject	L.O.	Contents of Evaluation	Assessment Area	Time Period	Method of Assessment	Achievement Standard	Evaluation Standard			
							Excellent	Good	Satisfactory	Needs Improvement
English	1	Identifying main idea and details of a text, understanding sequence of events and cause and effect, thinking about the five Ws, visualising, summarising, comparing and contrasting, taking notes, making connections and predictions	Reading	September-January	Formative and Summative Assessment	Exhibits understanding of texts using comprehension methods targeted throughout the term	Demonstrates insightful understanding of texts using targeted comprehension methods skillfully	Demonstrates literal and inferential understanding of texts using targeted comprehension methods capably	Demonstrates sound understanding of aspects of texts using targeted comprehension methods	Demonstrates basic understanding of texts using targeted comprehension methods with guidance
	2	Understanding and using parentheses, examples, colons, irregular past participles, adverbs of degree, similes, quantifiers, semicolons, the order of adjectives, and how to fix run-on sentences	Writing	September-January	Formative and Summative Assessment	Produces grammatically correct, structurally sound sentences based on syntax taught throughout the term	Writes innovatively using targeted grammar, punctuation, and complex sentence structure	Writes effectively using targeted grammar, punctuation, and complex sentence structure	Writes using targeted grammar, punctuation, and sentence structure correctly with some support	Writes using targeted grammar, punctuation, and sentence structure with significant support
	3	Understanding and using expressions for using question words, making suggestions, interviewing, asking for advice, speaking about future plans, talking about money, explaining your opinions, expressing thanks, giving reasons, accepting or refusing invitations	Speaking	September-January	Formative and Summative Assessment	Communicates coherently and cohesively using key features taught throughout the term	Speaks fluently with consistently accurate pronunciation, and a high command of key language features	Speaks confidently with mostly accurate pronunciation and a capable command of key language features	Speaks competently with relatively accurate pronunciation and an adequate command of key language features	Speaks hesitantly with irregular pronunciation and an uncertain command of key language features
	4	Listening for facts, details, keywords, gist, speakers, and main ideas	Listening	September-January	Formative and Summative Assessment	Demonstrates understanding of key points and details in spoken texts related to a range of topics taught throughout the term	Listens and shows insightful understanding of key points and details in spoken texts	Listens and shows accurate understanding of key points and details in spoken texts	Listens and shows sound understanding of most key points and details in spoken texts with support	Listens and shows basic understanding of most key points and details in spoken texts with support
	5	Understanding and using asking questions, short answers, the passive, the past passive, adjectives, adverbs, unreal conditional, sense verbs + adjective, infinitive as subject, articles, tenses, and future forms	Grammar	September-January	Formative and Summative Assessment	Utilises targeted grammar structures as taught throughout the term	Applies all grammar rules accurately	Applies most grammar rules accurately	Applies some grammar rules accurately	Applies few, if any, grammar rules accurately
	6	Understanding and using words about cultures and customs, adjectives, mountains, climbing mountains, adverbs, money, achievement, theatre, buildings, places, and castles	Vocabulary	September-January	Formative and Summative Assessment	Engages effectively with the theme vocabulary taught throughout the term	Explains vocabulary accurately and selects the ideal vocabulary in a variety of contexts	Explains most vocabulary accurately and selects appropriate vocabulary in a variety of contexts	Explains vocabulary generally and usually selects appropriate vocabulary in a variety of contexts	Explains some vocabulary generally and sometimes selects appropriate vocabulary for the context

Math	1	Areas of Polygons	Area	September	Unit assessment	Applies the formulas to find the area, base or height of polygons	Applies the formulas to find the area, base or height of polygons confidently and accurately	Applies the formulas to find the area, base or height of polygons accurately	Applies the formulas to find the area, base or height of some polygons	Applies the formulas to find the area, base or height of polygons with guidance
	2	Multiplication of Fractions	Fractions	October	Unit assessment	Solves problems involving multiplication of fractions including proper fractions, mixed numbers, and whole numbers	Solves problems involving multiplication of fractions confidently and accurately	Solves most problems involving multiplication of fractions accurately	Solves some problems involving multiplication of fractions	Solves some problems involving multiplication of fractions with guidance
	3	Multiplication of Decimals	Decimals	November	Unit assessment	Solves problems involving multiplication of decimals by a whole number and a decimal	Solves problems involving multiplication of decimals confidently and accurately	Solves most problems involving multiplication of decimals confidently	Solves some problems involving multiplication of decimals	Solves some problems involving multiplication of decimals with guidance
	4	Properties of 3-D Shapes	Shapes and Space	January	Unit assessment	Recognises the properties and nets of prisms, cylinders, pyramids, cones, and spheres	Recognises the properties and nets of 3-D shapes confidently and accurately	Recognises the properties of most 3-D shapes and nets accurately	Recognises the properties of some 3-D shapes and nets	Recognises the properties of some 3-D shapes and nets with guidance
Art	1	900 CE: Geometric Design in Islamic Art	Materials and Techniques	October	Art project	Selects materials and techniques to communicate an idea and evaluates their level of success	Thoughtfully and innovatively chooses materials and techniques to communicate an idea effectively and critically evaluates their level of success	Thoughtfully chooses materials and techniques to communicate an idea effectively and evaluates their level of success	Chooses materials and techniques to communicate an idea with guidance and attempts to evaluate their level of success	Chooses materials and techniques to communicate an idea with guidance and evaluates their level of success with assistance

2

IPC

Unit	Area	Method	Evaluation Rubric			
			Beginning	Developing	Mastering	Innovating
900 CE	Knowledge	Continuous Assessment	The learner is developing their understanding of vocabulary and concepts associated with the subject area.	The learner has a foundational understanding of vocabulary and concepts associated with the subject area.	The learner has a progressive understanding of vocabulary and concepts associated with the subject area.	The learner has a comprehensive understanding of vocabulary and concepts associated with the subject area.
	Skills	Art 3.07 Be able to select materials and techniques to communicate an idea and evaluate their level of success	- The learner is able to: - Identify potential materials based on familiarity with classroom supplies - Recall techniques that they are familiar and confident with to select from - Rely on basic techniques to communicate their idea in art - Say something that they like about their work, and identify an area that didn't go as planned	- The learner is able to: - Make some practice marks to test the material/technique before settling on their final selection - Select their chosen material, giving consideration to the idea which they want to communicate or the effect they want - Use practice pieces to inform selection of materials and techniques that they believe will communicate their idea well, justifying these choices using simple, artistic vocabulary - Reflect and seek peer feedback, making basic observations about the suitability of the material and technique	- The learner is able to: - Draw on past experience with a range of materials and techniques to select from, referring to teacher/peers/online tutorials for a 'refresher' of how these materials can be used and techniques that enhance their use - Remember previous experience and refer to other artwork to justify choices of material and technique - Refer to an array of exemplar work that successfully utilises a particular material and technique - Peer and self-assess by articulating aspects that went well in their own and others' work, as well as areas for development	- The learner is able, but not limited to, the following: - Apply their skill in a range of materials and techniques to cross-curricular projects; this could include realistic diagrams/poster presentations - Apply their evaluation skills to establish next-step targets across a range of techniques - Use comparative language to justify choices in a range of contexts - Apply themselves to practising things they need to get better at - Apply strategies to manage the use or reuse of resources - Use reasoning to support choices and evaluations - Seek fresh perspectives through examining others' ideas
	Understanding	Continuous Assessment	The learner is working towards a basic understanding of the subject area.	The learner demonstrates a foundational understanding of the subject area and is inquiring further.	The learner demonstrates a solid understanding of the subject area and can link it to other aspects of study and life.	The learner demonstrates a deep understanding of the subject area. They can explain, apply, reflect and interpret with multiple viewpoints.
Roots, Shoots, and Fruits	Knowledge	Continuous Assessment	The learner is developing their understanding of vocabulary and concepts associated with the subject area.	The learner has a foundational understanding of vocabulary and concepts associated with the subject area.	The learner has a progressive understanding of vocabulary and concepts associated with the subject area.	The learner has a comprehensive understanding of vocabulary and concepts associated with the subject area.
	Skills	Science 3.12 Be able to record the method and	- The learner is able to: - Describe the method in the form of a past tense	- The learner is able to: - Follow a structure to provide a record of the	- The learner is able to: - Sequence the description of the method providing	- The learner is able, but not limited to, the following: - Produce various graphs

		results including tables, graphs, diagrams and/or models	narrative	method – Create a graph from the results – Communicate results in more than one way	sufficient detail for someone else to follow – Explain expectations of accuracy for measurements/observations – Use diagrams and videos to support explaining the method – Present results in a suitable way, selecting the method depending on data collected – Justify their method for presenting the results	from results and identify which is the most suitable and say why – Creatively present results considering audience and messaging – Explain the importance of careful record keeping for scientists
	Understanding	Continuous Assessment	The learner is working towards a basic understanding of the subject area.	The learner demonstrates a foundational understanding of the subject area and is inquiring further.	The learner demonstrates a solid understanding of the subject area and can link it to other aspects of study and life.	The learner demonstrates a deep understanding of the subject area. They can explain, apply, reflect and interpret with multiple viewpoints.
Existing, Endangered, Extinct	Knowledge	Continuous Assessment	The learner is developing their understanding of vocabulary and concepts associated with the subject area.	The learner has a foundational understanding of vocabulary and concepts associated with the subject area.	The learner has a progressive understanding of vocabulary and concepts associated with the subject area.	The learner has a comprehensive understanding of vocabulary and concepts associated with the subject area.
	Skills	Geography 3.11 Be able to name and describe geographical features of the Earth	The learner is able to: – Describe an example of one of the Earth's major landforms – Name some of the Earth's natural phenomenon – Recognise that the Earth is one of the planets of the solar system – Give a human and physical description of a continent	The learner is able to: – Describe 2 or more examples of the Earth's major landforms – Describe some of the Earth's natural phenomenon – Describe at least one geographical feature that makes the Earth unique from other planets – Explain the connection between continental plates and continents	The learner is able to: – Describe examples of the 4 major landforms of the Earth – Compare and categorise some of the Earth's natural phenomenon – Describe several geographical features that make the Earth unique from other planets – Describe the inside layers of the earth using the correct terminology for each layer	The learner is able, but not limited to, the following: – Compare the landforms and natural features of the Earth with another planet – Explain the difference between continents in the political sense and continental land masses – Explain the benefits and challenges presented by a range of geographical features
	Understanding	Continuous Assessment	The learner is working towards a basic understanding of the subject area.	The learner demonstrates a foundational understanding of the subject area and is inquiring further.	The learner demonstrates a solid understanding of the subject area and can link it to other aspects of study and life.	The learner demonstrates a deep understanding of the subject area. They can explain, apply, reflect and interpret with multiple viewpoints.

2024 배움과 성장이 있는 학생평가계획



홍콩한국국제학교 영어(KG6)

1

English, Math and Art

Performance Assessment Plan

KG6 (2nd)

Subject	L.O.	Contents of Evaluation	Assessment Area	Time Period	Method of Assessment	Achievement Standard	Evaluation Standard			
							Excellent	Good	Satisfactory	Needs Improvement
English	1	Reading a text and answering comprehension questions	Reading	Aug - Jan	Students will read a text and answer questions,	Students will read fictional or non-fictional texts.	Reads variety of texts and demonstrates insightful literal and inferential comprehension through usage of skills.	Reads a variety of texts and demonstrates literal and inferential comprehension through usage of skills.	Reads a variety of texts and demonstrates literal comprehension through usage of skills.	Reads a variety of texts and demonstrates partial comprehension through usage of skills.
	2	Writing a poem	Writing	Aug - Jan	Students will write a poem on a given topic.	Students will write a poem on a given topic, using poetic techniques learnt in class.	Poem had a variety of features such as interesting structure, onomatopoeia, and rhyme which helped convey a strong feeling.	Poem had some variety of features such as interesting structure, onomatopoeia, and/or rhyme which helped convey a feeling.	Poem had a few features such as onomatopoeia and/or rhyme which helped convey a feeling.	Poem did not include features such as onomatopoeia or rhyme, and as a result did not convey a feeling.
	3	Presenting their personal response	Speaking	Aug - Jan	Students will express their views on a given topic, in the form of a debate.	Students will participate in a class debate.	Argument well explained by student. Each piece of evidence given was explained well with a high level of understanding.	Argument given but not explained well by student. Each piece of evidence given was explained with a good level of understanding.	Argument given but not explained by student. Each piece of evidence given was explained with a moderate level of understanding.	Weak argument by student. Evidence given was explained with little to no topic understanding.
	4	Listening to a piece of fictional text for inference and comprehension	Listening	Aug - Jan	Students will listen to a piece of fictional text.	Students will answer comprehension questions and will offer real life examples as comparisons.	Full answers demonstrating clear comprehension of the text. A well suited real life example given as a comparison.	Full answers demonstrating some comprehension of the text. A well suited real life example given as a comparison.	Incomplete answers demonstrating enough comprehension of the text. An attempt to give a real life example as a comparison.	Sparse answers with little or no evidence of comprehension. No attempt to provide an example.
	5	Present Perfect Passive Tense	Grammar	Aug - Jan	End of the unit quiz	Students rewriting the active questions using present perfect passive, and matching them with the correct picture.	Students rewriting the active questions using present perfect passive proficiently, and matching them with the correct picture.	Students rewriting some of the active questions using present perfect passive correctly, and matching them with the correct picture.	Students rewriting half of the active questions using present perfect passive correctly, and matching them with the correct picture.	Students rewriting a few of the active questions using present perfect passive correctly, and matching them with the correct picture.
	6	Weekly Spelling Test	Vocabulary	Aug - Jan	Consistent correct spelling of spelling words.	All answers are correct.	Consistent correct spelling of spelling words	Most answers are correct.	Half of the answers are correct.	Less than half of the answers are correct.
Math	1	Mixed Operations of Division and Multiplication of Fractions	Fractions	Sept	Unit assessment	Solves problems involving multiplication and division of decimals	Solves problems involving multiplication and division of decimals confidently and accurately	Solves most problems involving multiplication and division of decimal accurately	Solves some problems involving multiplication and division of decimals	Solves some problems involving multiplication and division of decimals with guidance

	2	Mixed Operations of Multiplication and Division of Decimals	Decimals	Oct	Unit assessment	Recognises sections of prisms and cylinders, pyramids, cones and spheres	Recognises sections of prisms and cylinders, pyramids, cones and spheres confidently and accurately	Recognises most sections of prisms and cylinders, pyramids, cones and spheres accurately	Recognises some sections of prisms and cylinders, pyramids, cones and spheres	Recognises some sections of prisms and cylinders, pyramids, cones and spheres with guidance
	3	Sections of 3-D shapes	Shape and Space	Nov	Unit assessment	Recognises sections of prisms and cylinders, pyramids, cones and spheres	Recognises sections of prisms and cylinders, pyramids, cones and spheres confidently and accurately	Recognises most sections of prisms and cylinders, pyramids, cones and spheres accurately	Recognises some sections of prisms and cylinders, pyramids, cones and spheres	Recognises some sections of prisms and cylinders, pyramids, cones and spheres with guidance
	4	Circles and Circumferences	Measure	Jan	Unit assessment	Solves problems that involve circumference and perimeters of circles	Solves most problems that involve circumferences and perimeters of circles confidently and accurately	Solves most problems that involve circumferences and perimeters of circles accurately	Solves some problems that involve circumferences and perimeters of circles	Solves some problems that involve circumferences and perimeters of circles with guidance
Art	1	900 CE: Geometric Design in Islamic Art	Materials and Techniques	October	Art project	Selects materials and techniques to communicate an idea and evaluates their level of success	Thoughtfully and innovatively chooses materials and techniques to communicate an idea effectively and critically evaluates their level of success	Thoughtfully chooses materials and techniques to communicate an idea effectively and evaluates their level of success	Chooses materials and techniques to communicate an idea with guidance and attempts to evaluate their level of success	Chooses materials and techniques to communicate an idea with guidance and evaluates their level of success with assistance

2

IPC

Unit	Area	Method	Evaluation Rubric			
			Beginning	Developing	Mastering	Innovating
900 CE	Knowledge	Continuous Assessment	The learner is developing their understanding of vocabulary and concepts associated with the subject area.	The learner has a foundational understanding of vocabulary and concepts associated with the subject area.	The learner has a progressive understanding of vocabulary and concepts associated with the subject area.	The learner has a comprehensive understanding of vocabulary and concepts associated with the subject area.
	Skills	Art 3.07 Be able to select materials and techniques to communicate an idea and evaluate their level of success	The learner is able to: – Identify potential materials based on familiarity with classroom supplies – Recall techniques that they are familiar and confident with to select from – Rely on basic techniques to communicate their idea in art – Say something that they like about their work, and identify an area that didn't go as planned	The learner is able to: – Make some practice marks to test the material/technique before settling on their final selection – Select their chosen material, giving consideration to the idea which they want to communicate or the effect they want – Use practice pieces to inform selection of materials and techniques that they believe will communicate their idea well, justifying these choices using simple, artistic vocabulary – Reflect and seek peer feedback, making basic observations about the suitability of the material and technique	The learner is able to: – Draw on past experience with a range of materials and techniques to select from, referring to teacher/peers/online tutorials for a 'refresher' of how these materials can be used and techniques that enhance their use – Remember previous experience and refer to other artwork to justify choices of material and technique – Refer to an array of exemplar work that successfully utilises a particular material and technique – Peer and self-assess by articulating aspects that went well in their own and others' work, as well as areas for development	The learner is able, but not limited to, the following: – Apply their skill in a range of materials and techniques to cross-curricular projects; this could include realistic diagrams/poster presentations – Apply their evaluation skills to establish next-step targets across a range of techniques – Use comparative language to justify choices in a range of contexts – Apply themselves to practising things they need to get better at – Apply strategies to manage the use or reuse of resources – Use reasoning to support choices and evaluations – Seek fresh perspectives through examining others' ideas
	Understanding	Continuous Assessment	The learner is working towards a basic understanding of the subject area.	The learner demonstrates a foundational understanding of the subject area and is inquiring further.	The learner demonstrates a solid understanding of the subject area and can link it to other aspects of study and life.	The learner demonstrates a deep understanding of the subject area. They can explain, apply, reflect and interpret with multiple viewpoints.
Roots, Shoots, and Fruits	Knowledge	Continuous Assessment	The learner is developing their understanding of vocabulary and concepts associated with the subject area.	The learner has a foundational understanding of vocabulary and concepts associated with the subject area.	The learner has a progressive understanding of vocabulary and concepts associated with the subject area.	The learner has a comprehensive understanding of vocabulary and concepts associated with the subject area.

	Skills	Science 3.12 Be able to record the method and results including tables, graphs, diagrams and/or models	The learner is able to: – Describe the method in the form of a past tense narrative	The learner is able to: – Follow a structure to provide a record of the method – Create a graph from the results – Communicate results in more than one way	The learner is able to: – Sequence the description of the method providing sufficient detail for someone else to follow – Explain expectations of accuracy for measurements/observations – Use diagrams and videos to support explaining the method – Present results in a suitable way, selecting the method depending on data collected – Justify their method for presenting the results	The learner is able, but not limited to, the following: – Produce various graphs from results and identify which is the most suitable and say why – Creatively present results considering audience and messaging – Explain the importance of careful record keeping for scientists
	Understanding	Continuous Assessment	The learner is working towards a basic understanding of the subject area.	The learner demonstrates a foundational understanding of the subject area and is inquiring further.	The learner demonstrates a solid understanding of the subject area and can link it to other aspects of study and life.	The learner demonstrates a deep understanding of the subject area. They can explain, apply, reflect and interpret with multiple viewpoints.
Existing, Endangered, Extinct	Knowledge	Continuous Assessment	The learner is developing their understanding of vocabulary and concepts associated with the subject area.	The learner has a foundational understanding of vocabulary and concepts associated with the subject area.	The learner has a progressive understanding of vocabulary and concepts associated with the subject area.	The learner has a comprehensive understanding of vocabulary and concepts associated with the subject area.
	Skills	Geography 3.11 Be able to name and describe geographical features of the Earth	The learner is able to: – Describe an example of one of the Earth's major landforms – Name some of the Earth's natural phenomenon – Recognise that the Earth is one of the planets of the solar system – Give a human and physical description of a continent	The learner is able to: – Describe 2 or more examples of the Earth's major landforms – Describe some of the Earth's natural phenomenon – Describe at least one geographical feature that makes the Earth unique from other planets – Explain the connection between continental plates and continents	The learner is able to: – Describe examples of the 4 major landforms of the Earth – Compare and categorise some of the Earth's natural phenomenon – Describe several geographical features that make the Earth unique from other planets – Describe the inside layers of the earth using the correct terminology for each layer	The learner is able, but not limited to, the following: – Compare the landforms and natural features of the Earth with another planet – Explain the difference between continents in the political sense and continental land masses – Explain the benefits and challenges presented by a range of geographical features
	Understanding	Continuous Assessment	The learner is working towards a basic understanding of the subject area.	The learner demonstrates a foundational understanding of the subject area and is inquiring further.	The learner demonstrates a solid understanding of the subject area and can link it to other aspects of study and life.	The learner demonstrates a deep understanding of the subject area. They can explain, apply, reflect and interpret with multiple viewpoints.

2024 배움과 성장이 있는 학생평가계획



홍콩한국국제학교 EAL A

1 교과활동 평가계획 (KG1-KG3)

Sub ect	L.O.	Contents of Evaluation	Assessment Area	Time Period	Method of Assessment	Achievement Standard	Evaluation Standard			
							Excellent	Good	Satisfactory	Needs Improvement
Eng sh	1	Reading decodable texts using phonics-based fluency strategies, reading stories for understanding, finding information in a table and texts, and reading key vocabulary	Reading	Septemb er-Januar y	Formative and Summative Assessment	Exhibits understanding of words or texts using comprehension methods targeted throughout the term	Demonstrates insightful understanding of words and texts using targeted comprehension methods skillfully	Demonstrates literal understanding of words and texts using targeted comprehension methods capably	Demonstrates sound understanding of some words or texts using targeted comprehension methods with some support	Demonstrates basic understanding of words or texts using targeted comprehension methods with significant guidance
	2	Understanding and using <i>I like/don't like...</i> , <i>I feel...</i> , <i>I'm/He's/She's ...ing</i> and key vocabulary	Writing	Septemb er-Januar y	Formative and Summative Assessment	Produces grammatically correct, structurally sound sentences based on syntax taught throughout the term	Writes innovatively using targeted grammar, punctuation, and the correct sentence structure	Writes effectively using targeted grammar, punctuation, and the correct sentence structure	Writes using targeted grammar, punctuation, and sentence structure correctly with some support	Writes using targeted grammar, punctuation, and sentence structure with significant support
	3	Understanding and using key vocabulary for talking, singing, or chanting about opinions, emotions, and activities	Speaking	Septemb er-Januar y	Formative and Summative Assessment	Communicates coherently and cohesively using key features taught throughout the term	Speaks fluently with consistently accurate pronunciation, and a high command of key language features	Speaks confidently with mostly accurate pronunciation and a capable command of key language features	Speaks competently with relatively accurate pronunciation and an adequate command of key language features	Speaks hesitantly with irregular pronunciation and an uncertain command of key language features
	4	Listening for details, key vocabulary, and instructions	Listening	Septemb er-Januar y	Formative and Summative Assessment	Demonstrates understanding of key points and details in spoken texts related to a range of topics taught throughout the term	Listens and shows insightful understanding of key points and details in spoken texts	Listens and shows accurate understanding of key points and details in spoken texts	Listens and shows sound understanding of most key points and details in spoken texts with support	Listens and shows basic understanding of most key points and details in spoken texts with support
	5	Understanding and using simple grammar structures	Grammar	Septemb er-Januar y	Formative and Summative Assessment	Utilises targeted grammar structures as taught throughout the term	Applies all grammar rules accurately	Applies most grammar rules accurately	Applies some grammar rules accurately	Applies few, if any, grammar rules accurately
	6	Understanding and using words about food, food groups, feelings, instruments, indoor and outdoor activities, uses for water, and games	Vocabulary	Septemb er-Januar y	Formative and Summative Assessment	Engages effectively with the key vocabulary taught throughout the term	Explains vocabulary accurately and uses the ideal vocabulary in a variety of contexts	Explains most vocabulary accurately and uses appropriate vocabulary in a variety of contexts	Explains vocabulary generally and usually uses appropriate vocabulary in a variety of contexts	Explains some vocabulary generally and sometimes uses appropriate vocabulary for the context

2 교과활동 평가계획 (KG4-KG6)

Sub ect	L.O.	Contents of Evaluation	Assessment Area	Time Period	Method of Assessment	Achievement Standard	Evaluation Standard			
							Excellent	Good	Satisfactory	Needs Improvement
Eng sh	1	Reading a variety of texts for understanding, finding information in texts, and reading key vocabulary and phonic chants	Reading & Phonics	Aug - Feb	Unit assessment	Exhibits understanding of words or texts using comprehension methods targeted throughout the term	Demonstrates capability to read all the target texts and shows insightful understanding of words and texts using targeted comprehension methods skillfully	Demonstrates capability to read most of the target texts and shows literal understanding of words and texts using targeted comprehension methods capably	Demonstrates capability to read some of the target texts and shows sound understanding of some words or texts using targeted comprehension methods with some support	Demonstrates capability to read a few of the target texts and shows basic understanding of words or texts using targeted comprehension methods with significant guidance
	2	Understanding and using imperatives, <i>because</i> , prepositions, past form of regular verbs and key vocabulary	Writing	Aug - Feb	Unit assessment	Produces grammatically correct, structurally sound sentences based on syntax taught throughout the term	Writes innovatively using targeted grammar, punctuation, and the correct sentence structure	Writes effectively using targeted grammar, punctuation, and the correct sentence structure	Writes using targeted grammar, punctuation, and sentence structure correctly with some support	Writes using targeted grammar, punctuation, and sentence structure with significant support

						the term	sentence structure	structure	correctly with some support	significant support
3	Understanding and using key vocabulary. Formulating simple questions and answers using key phrases.	Speaking	Aug - Feb	Unit assessment	Communicates coherently and cohesively using key features taught throughout the term	Speaks fluently with consistently accurate pronunciation, and a high command of key language features	Speaks confidently with mostly accurate pronunciation and a capable command of key language features	Speaks competently with relatively accurate pronunciation and an adequate command of key language features	Speaks hesitantly with irregular pronunciation and an uncertain command of key language features	
4	Listening for details, characters, key vocabulary, and instructions	Listening	Aug - Feb	Unit assessment	Demonstrates understanding of key points and details in spoken texts related to a range of topics taught throughout the term	Listens and shows insightful understanding of key points and details in spoken texts	Listens and shows accurate understanding of key points and details in spoken texts	Listens and shows sound understanding of most key points and details in spoken texts with support	Listens and shows basic understanding of most key points and details in spoken texts with support	
5	Understanding and using simple grammar structures such as plural nouns, prepositions, and past forms of regular verbs	Grammar	Aug - Feb	Unit assessment	Utilises targeted grammar structures as taught throughout the term	Applies all grammar rules accurately	Applies most grammar rules accurately	Applies some grammar rules accurately	Applies few, if any, grammar rules accurately	
6	Understanding and using words about town places, sports, and daily routines	Vocabulary	Aug - Feb	Unit assessment	Engages effectively with the key vocabulary taught throughout the term	Explains vocabulary accurately and uses the ideal vocabulary in a variety of contexts	Explains most vocabulary accurately and uses appropriate vocabulary in a variety of contexts	Explains vocabulary generally and usually uses appropriate vocabulary in a variety of contexts	Explains some vocabulary generally and sometimes uses appropriate vocabulary for the context	

2024 배움과 성장이 있는 학생평가계획



홍콩한국국제학교 EAL B

1 교과활동 평가계획 (KG1-KG3)

Subject	L.O.	Contents of Evaluation	Assessment Area	Time Period	Method of Assessment	Achievement Standard	Evaluation Standard			
							Excellent	Good	Satisfactory	Needs Improvement
English	1	Levelled books, toy words, parts of the body, farm animal words, action words, clothes words.	Reading	Sep - Jan	Unit Assessment	Read and generally understand a range of genres	Full answers with lots of information included from the reading	Full answers with some of the information included from the reading	Full answers with enough information included from the reading	Sparse answers with little or no evidence from the reading
	2	Producing Short Written Texts about a personal topic.	Writing	Sep - Jan	Unit Assessment	Students should be able to communicate ideas with fluency and accuracy in written form.	Writing shows strong signs of productive accuracy and fluency in both grammar and vocabulary.	Writing shows development of productive accuracy and fluency in both grammar and vocabulary.	Writing shows some signs of productive accuracy and fluency in both grammar and vocabulary.	Writing shows little sign of productive accuracy and fluency in both grammar and vocabulary.
	3	Say a chant, rhyme, talk about favourite colour, ask and answer questions, talk about family members	Speaking	Sep - Jan	Unit Assessment	Students should be able to speak phonetically correctly, with smooth flow (fluency), no grammatical errors and utilise a wide range of words.	Well voiced featuring phonetic and syntactic accuracy and fluency.	Mostly well voiced featuring phonetic and syntactic accuracy and fluency in the majority of speech.	Somewhat well voiced featuring phonetic and syntactic accuracy and fluency in some of the speech.	Lacks key elements of phonetic and syntactic accuracy and fluency.
	4	Listen to a story, recognize characters, greetings, target vocabulary, and dictation of words and simple sentences	Listening	Sep - Jan	Unit Assessment	Shows listening and engagement during listening assessments	Can comprehend all the dialogue	Can comprehend most of the dialogue	Can comprehend some of the dialogue	Most of the time the student lacks understanding
	5	Using and Understand questions formed with question words, constructions in the present simple, past simple and present progressive tenses.	Grammar	Sep - Jan	Unit Assessment	Students can construct utterances and sentences in the target grammar.	Can produce all target grammar with strong fluency and accuracy.	Can produce all target grammar with some fluency and accuracy.	Can produce all target grammar with grammar little fluency or accuracy.	Cannot produce target grammar with fluency or accuracy.
	6	Blending and breaking down unfamiliar words by phonemes	Spelling	Sep - Jan	Weekly spelling test based on student's word study words	Consistent, correct spelling of spelling words	Evidence of exemplary spelling skills and ability to decode unfamiliar words	Evidence of good spelling skills and ability to decode unfamiliar words	Evidence of reasonable spelling skills and ability to decode unfamiliar words	Spelling skills and ability to decode unfamiliar words requires more effort and attention
	7	Using Text Words; Words in Context; Word Study	Vocabulary	Sep - Jan	Unit Assessment	Students should be able to use the theme vocabulary words in their proper context.	Use all vocabulary words and use them in the proper context	Use most of the vocabulary words and use them in context	Use some of the vocabulary words and use them in context	Use a few of the vocabulary words

2 교과활동 평가계획 (KG4-KG6)

Subject	L.O.	Contents of Evaluation	Assessment Area	Time Period	Method of Assessment	Achievement Standard	Evaluation Standard			
							Excellent	Good	Satisfactory	Needs Improvement
English	1	Reading decodable texts using phonics-based fluency strategies, reading stories and texts for understanding, finding information in texts, and reading key vocabulary	Reading	Aug - Feb	Unit assessment	Exhibits understanding of words or texts using comprehension methods targeted throughout the term	Demonstrates capability to read target words and shows insightful understanding of words and texts using targeted comprehension methods skillfully	Demonstrates capability to read most of the target words and shows literal understanding of words and texts using targeted comprehension methods capably	Demonstrates capability to read some of the target words and shows sound understanding of some words or texts using targeted comprehension methods with some support	Demonstrates capability to read a few of the target words and shows basic understanding of words or texts using targeted comprehension methods with significant guidance
	2	Understanding and using plural nouns, he's got/she's got, I	Writing	Aug - Feb	Unit assessment	Produces grammatically correct, structurally	Writes innovatively using targeted	Writes effectively using targeted grammar.	Writes using targeted grammar.	Writes using targeted grammar.

	<i>like/don't like..., I feel..., I'm ...ing</i> and key vocabulary				sound sentences based on syntax taught throughout the term	grammar, punctuation, and the correct sentence structure	punctuation, and the correct sentence structure	punctuation, and sentence structure correctly with some support	punctuation, and sentence structure with significant support
3	Understanding and using key vocabulary. Formulating simple questions and answers using key phrases.	Speaking	Aug - Feb	Unit assessment	Communicates coherently and cohesively using key features taught throughout the term	Speaks fluently with consistently accurate pronunciation, and a high command of key language features	Speaks confidently with mostly accurate pronunciation and a capable command of key language features	Speaks competently with relatively accurate pronunciation and an adequate command of key language features	Speaks hesitantly with irregular pronunciation and an uncertain command of key language features
4	Listening for details, characters, key vocabulary, and instructions	Listening	Aug - Feb	Unit assessment	Demonstrates understanding of key points and details in spoken texts related to a range of topics taught throughout the term	Listens and shows insightful understanding of key points and details in spoken texts	Listens and shows accurate understanding of key points and details in spoken texts	Listens and shows sound understanding of most key points and details in spoken texts with support	Listens and shows basic understanding of most key points and details in spoken texts with support
5	Understanding and using simple grammar structures such as plural nouns, using the verb <i>to be</i> and using verbs <i>+ing</i>	Grammar	Aug - Feb	Unit assessment	Utilises targeted grammar structures as taught throughout the term	Applies all grammar rules accurately	Applies most grammar rules accurately	Applies some grammar rules accurately	Applies few, if any, grammar rules accurately
6	Understanding and using words about toys, food, musical instruments and children's games	Vocabulary	Aug - Feb	Unit assessment	Engages effectively with the key vocabulary taught throughout the term	Explains vocabulary accurately and uses the ideal vocabulary in a variety of contexts	Explains most vocabulary accurately and uses appropriate vocabulary in a variety of contexts	Explains vocabulary generally and usually uses appropriate vocabulary in a variety of contexts	Explains some vocabulary generally and sometimes uses appropriate vocabulary for the context

2024 배움과 성장이 있는 학생평가계획



홍콩한국국제학교 중국어 KG1-KG6

1

교과활동 평가계획

Subject	L	Contents of Evaluation	Assessment Area	Time Period	Method of Assessment	Achievement Standard	Evaluation Standard			
							Excellent	Good	Satisfactory	Needs Improvement
Mandarin Beginner		Pets (Cat & dog) Talk about the pets they like	Speaking	August & September	Students will talk about the pets they and family members like using correct sentence patterns.	Students should be able to talk about the pets they and family members like with correct sentence patterns.	The student is able to talk about what pet he/ she and family members like with correct sentence patterns without the help of the teacher.	The student is able to talk about what pet he/ her and one of his/ her family members like with correct sentence patterns without the help of the teacher.	The student is able to talk about what pet he/ her likes with correct sentence patterns without the help of the teacher.	The student is able to talk about what pet he/ her likes with correct sentence patterns with the help of the teacher.
		Pets (Cat & dog) Reading Comprehension	Reading	October & November	Students will correctly match pets with their body parts based on the pictures.	Students should be able to accurately match pets with their body parts using the pictures.	The student can independently match pets with their body parts using pictures, without needing assistance from the teacher.	The student is able to match most of the pets with their body parts based on the pictures without the help of the teacher.	The student is able to match some of the pets with their body parts based on the pictures without the help of the teacher.	The student is able to match some of the pets with their body parts based on the pictures with the help of the teacher.
		Colors Interpretive Listening	Listening	November & December	Students will listen to the names of colors and demonstrate their understanding by matching items to the corresponding colors.	Students should be able to listen to the words of colors and match the items of the colors correctly.	The student is able to listen to the words of colors and match the items of the colors correctly without the help of the teacher.	The student is able to listen to the words of colors and match most of the items of the colors correctly without the help of the teacher.	The student is able to listen to the words of colors and match some of the items of the colors correctly without the help of the teacher.	The student is able to listen to the words of colors and match the items of the colors correctly with the help of the teacher.
		Fruits Talk about the fruits they like	Speaking	January	Students will talk about the fruits they and family members like to eat and the fruits colors.	Students should be able to say the name and color of the fruits they and their family members like to eat with correct patterns.	The student is able to say the name and color of the fruits and talk about what they and their family members like to eat without the help of the teacher.	The student is able to say most of the name and color of the fruits and talk about what they and their family members like to eat with pictures.	The student is able to say some of the name and color of the fruits and talk about what they and their family members like to eat with Pinyin.	The student is able to say some of the name and color of the fruits with the help of the teacher.
		Fruits Reading Comprehension	Reading	February	Students will be able to accurately draw the corresponding images based on the provided names of fruits and color words.	Students should be able to draw the corresponding images based on the names of fruits and color words.	The student can independently draw the corresponding images based on the names of fruits and color words, without needing assistance from the teacher.	The student is able to draw most of the corresponding images based on the names of fruits and color words without help from the teacher.	The student is able to draw some of the corresponding images based on the names of fruits and color words without help from the teacher.	The student is able to draw some of the corresponding images based on the names of fruits and color words with the help of the teacher.
		Basic Strokes & Characters	Writing	Ongoing	Students will write key words under each topic or unit using correct strokes.	Students should be able to write the basic characters using correct strokes.	The student is able to write 5-6 characters under each topic with correct stroke orders by him/herself.	The student is able to write 3-4 characters under each topic with correct stroke orders by him/herself.	The student is able to write 1-2 characters under each topic with correct stroke orders by him/herself.	The student is not able to write any characters under each topic by him/herself.

KG3-4 (2nd)

Subject	L	Contents of Evaluation	Assessment Area	Time Period	Method of Assessment	Achievement Standard	Evaluation Standard			
							Excellent	Good	Satisfactory	Needs Improvement
Mandarin Intermediate		School subjects Presentational Speaking	Speaking	August & September	Students will talk about their school subjects using correct sentence structures.	Students will be able to describe school subjects using a few sentences and employing correct words.	The student is able to describe school subjects using 3-4 sentences with details.	The student is able to describe most of the school subjects using 1-2 sentences and employing correct words.	The student is able to describe some of the school subjects using phrases and employing correct words.	The student is not able to describe school subjects using phrases and employing correct words.

	Countries and languages Interpretive listening Stationery Interpretive listening	Listening	October & November	Students will listen to the materials and identify key words and overall meanings.	Students should be able to listen to phrases or sentences and show their understanding through matching, verbal response, drawing or doing actions.	The student is able to accurately understand and fluently respond verbally to match the phrases or sentences heard, demonstrating strong comprehension.	The student is able to understand most of the phrases or sentences heard and can provide simple verbal responses for matching.	The student is able to demonstrate some understanding with basic matching, verbal responses, drawings, or actions but needs support.	The student has difficulty showing understanding through matching, verbal responses, drawings, or actions.
	School facilities Interpretive Reading Activities Interpretive Reading	Reading	November & December	Students will read the materials and identify key words and overall meanings.	Students should be able to read phrases or sentences and show their understanding through activities like filling blanks, answering questions, drawing, etc.	The student is able to consistently demonstrate a thorough understanding through activities and responses.	The student is able to show a clear understanding with minor errors in the class activities.	The student is able to demonstrate basic understanding but needs additional support in activities.	The student finds it challenging to show understanding and require significant assistance with activities.
	Instructions Interpretive listening	Listening	January	Students will listen to the materials and identify key words and overall meanings.	Students should be able to listen to phrases or sentences and show their understanding through matching, verbal response, drawing or doing actions.	The student is able to accurately understand and fluently respond verbally to match the phrases or sentences heard, demonstrating strong comprehension.	The student is able to understand most of the phrases or sentences heard and can provide simple verbal responses for matching.	The student is able to demonstrate some understanding with basic matching, verbal responses, drawings, or actions but needs support.	The student has difficulty showing understanding through matching, verbal responses, drawings, or actions.
	Time Write about daily routine Food Write about birthday	Writing	February	Students will write key words and structured sentences according to the pictures or their personal experiences.	Students should be able to write key words and structured sentences according to the pictures or their personal experiences.	The student is able to write key words and structured sentences according to the pictures or their personal experiences without reference or help.	The student is able to write key words and structured sentences according to the pictures or their personal experiences with a little reference.	The student is able to write key words and structured sentences according to the pictures or their personal experiences with reference or help.	The student is not able to write key words and structured sentences according to the pictures or their personal experiences with reference.
	Basic Strokes & Characters	Writing	Ongoing	Students will write key words under each topic or unit using correct strokes.	Students should be able to write the basic characters using correct strokes.	The student is able to write 5-6 characters under each topic with correct stroke orders by him/herself.	The student is able to write 3-4 characters under each topic with correct stroke orders by him/herself.	The student is able to write 1-2 characters under each topic with correct stroke orders by him/herself.	The student is not able to write any characters under each topic by him/herself.

KG5-6 (2nd)

Subject	L.O.	Contents of Evaluation	Assessment Area	Time Period	Method of Assessment	Achievement Standard	Evaluation Standard			
							Excellent	Good	Satisfactory	Needs Improvement
Mandarin Intermediate	1	Hobbies and activities School subjects Reading comprehension	Reading	August & September	Students will read the story of the text and identify the keywords of time and weather. They also need to demonstrate understanding of the story through Q&A.	Students should be able to identify the keywords of time and weather from the story, and demonstrate their understanding of the story through Q&A.	The student is able to identify the keywords of time and weather from the story, and demonstrate their understanding of the story through Q&A without any help.	The student is able to identify most of the keywords of time and weather from the story, and demonstrate their understanding of the story through most of the Q&A without any help.	The student is able to identify some of the keywords of time and weather from the story, and demonstrate their understanding of the story through some of the Q&A without any help.	The student is able to identify some of the keywords of time and weather from the story, and demonstrate their understanding of the story through some of the Q&A with some help.
	2	Places Picture writing School subjects Write a diary	Writing	October	Students will write a short paragraph with key words and correct sentence patterns.	Students should be able to write a short paragraph with key words and correct sentence patterns.	The student is able to write a short paragraph with key words and correct sentence patterns without any reference.	The student is able to write a short paragraph with key words and correct sentence patterns with some pinyin references.	The student is able to write a short paragraph with key words and correct sentence patterns with some pinyin references and the help of the teacher.	The student is not able to write a short paragraph with key words and correct sentence patterns.
	3	Animals School Activities (1) Interpersonal Speaking	Speaking	November	Students will discuss specific topics using key vocabulary and proper sentence structures.	Students will engage in discussions on designated topics using key vocabulary and grammatically correct sentences, while actively listening and responding to peers.	The student is able to consistently use key vocabulary and correct grammar; engages actively and thoughtfully with peers.	The student is able to generally use appropriate vocabulary and grammar; participates in discussions but may lack consistency.	The student is able to use some key vocabulary and basic sentence structure; participation is minimal and may need encouragement.	The student rarely uses relevant vocabulary or correct grammar; shows limited engagement in discussions.

4	Weekend School Activities (2) Listening Comprehension	Listening	December	Students will listen to a short paragraph and identify key words and their meanings by answering questions.	Students should be able to listen to a short paragraph, identify key words, and demonstrate understanding of their meanings by accurately answering related questions.	The student is able to accurately identify key words and demonstrate a thorough understanding of their meanings in responses.	The student is able to identify most keywords and shows a good understanding of their meanings, with minor errors in responses.	The student is able to identify some key words but has limited understanding of their meanings, resulting in unclear or incomplete responses.	The student struggles to identify key words and shows little understanding of their meanings, leading to inaccurate or vague responses.
5	Occupations Eating Habits Presentational Speaking	Speaking	January & February	Students will talk about specific topics using key vocabulary and proper sentence structures.	Students will discuss specific topics using key vocabulary and proper sentence structures to convey their ideas clearly and effectively.	The student is able to fluently discuss topics using relevant key vocabulary and demonstrates mastery of proper sentence structures..	The student is able to discuss topics effectively, using most key vocabulary and generally correct sentence structures, with minor errors.	The student is able to engage in discussion with some use of key vocabulary and basic sentence structures, though clarity may be lacking.	The student rarely uses key vocabulary and struggles with sentence structure, resulting in unclear or ineffective communication.
6	Basic Strokes & Characters	Writing	Ongoing	Students will write key words under each topic or unit using correct strokes.	Students should be able to write the basic characters using correct strokes.	The student is able to write 5-6 characters under each topic with correct stroke orders by him/herself.	The student is able to write 3-4 characters under each topic with correct stroke orders by him/herself.	The student is able to write 1-2 characters under each topic with correct stroke orders by him/herself.	The student is not able to write any characters under each topic by him/herself.

창의적 체험활동 평가계획



홍콩한국국제학교

영역	평가내용		평가방법	평가목표
자율활동	학교특색활동	학교의 다양한 행사활동에 적극 참여하고 어셈블리에서 자신의 능력을 마음껏 표현하기	관찰, 실기평가	학교나 학급의 다양한 활동에 흥미를 가지고 적극 참여하고 각종 대회에서 자신의 솜씨를 자신있게 표현할 수 있다.
동아리활동	Christmas in Japan	알맞은 동작과 어조로 드라마 연기하기, 아름다운 동작으로 Take down 댄스 하기	실기, 관찰	정확한 발음으로 대사의 분위기를 살려 연기할 수 있으며 음악을 이해하고 박자에 맞게 아름다운 동작으로 춤을 추며 좋은 팀워크를 이룰 수 있다.
	Christmas in Korea	영상 매체에서 음악의 역할을 알아보고, 다양한 음악에 맞는 드라마와 춤을 연습하여 뮤지컬 공연을 완성하기	실기, 관찰	다양한 음악을 활용한 뮤지컬 공연을 통해 춤과 연기의 기술적 향상을 꾀하고 팀원과의 팀워크를 발휘할 수 있다.
	Christmas in the UK	판토마임의 의미와 구성을 알고 자신의 감정을 관객에게 전달하는 방법을 연습하여 다양한 춤과 함께 공연 완성하기	실기, 관찰	판토마임의 구성을 알고 자신의 감정 표현을 통해 관객과 소통하고 박자에 맞게 춤을 추며 공연을 만들 수 있다.
	Christmas in Colombia	내용의 정확하고 창의적인 표현, 효과적인 극적 구성 및 연기/기술 활용, 그리고 공연 제작 전반에 걸친 적극적이고 협력적인 과정 참여도를 평가하기	실기, 관찰	콜롬비아의 '밤의 작은 촛불' 문화를 정확히 이해하고, 이를 드라마 구성, 연기 및 촛불 활용 기술과 효율적인 팀워크로 창의적인 공연을 할 수 있다.
	Christmas in Spain	알맞은 동작과 어조로 드라마 연기하기, Caga Tio 노래를 부르고 악기 연주하기	실기, 관찰	드라마의 주제와 내용을 파악하여 어울리는 어조로 연기할 수 있고, 제재곡에 알맞게 노래를 부르고 악기 연주를 할 수 있다
진로활동	독서주간	나의 꿈을 연결하여 재미있고 창의적으로 표현하기, 활동 과정에서 적극적인 참여 태도와 협력하기	관찰	책을 읽고 등장인물이나 직업을 이해하며 나의 꿈과 연결해 보고, 이를 즐거운 활동(만들기, 역할극 등)으로 표현함으로써 독서에 대한 긍정적인 태도와 발표 자신감을 기를 수 있다.
	Science Fair	과학 진로에 대한 구체적인 이해와 자기 성찰의 연결성, 현실 문제 해결을 위한 프로젝트 아이디어의 창의성 및 타당성, 그리고 탐색 결과를 명확히 발표하고 팀워크를 발휘하는 능력을 평가하기	관찰	과학 직업 세계를 탐색하여 이해하고, 그 지식을 바탕으로 과학적 문제를 해결할 수 있는 창의적인 아이디어를 기획하며, 그 과정을 효과적으로 발표하고 협력하는 능력을 기를 수 있다.
	Christmas Concert	표현력과 대사 전달 능력, 연극 준비 과정에서의 팀 협력 및 기여도, 그리고 크리스마스 주제를 효과적으로 전달하는 무대 활용 능력 평가하기	실기	연극을 통해 크리스마스 주제를 이해하고, 기초 연기 기술과 협력 능력을 발휘하여 주제를 표현하는 자신감을 기를 수 있다.

행동발달상황 평가계획



홍콩한국국제학교

1 평가목적

행동특성 및 종합의견을 수시로 관찰하여 누가 기록된 행동특성을 바탕으로 총체적으로 학생을 이해할 수 있는 근거를 마련하고, 학생의 생활자세 및 행동 방향을 교육적으로 바람직하도록 지도할 수 있는 토대를 세워나가는 데 있다.

2 평가방침

- 행동발달상황 평가는 정의적 특성의 평가를 중심으로 행동발달상황과 계속성을 수시로 관찰하여 평가한다.
- 평가 목표와 평가 척도를 구안하고, 행동 장면을 수시로 관찰 기록한 후 종합적인 행동 특성을 문장으로 기술한다.
- 학생의 인성 관련 내용이 포함되도록 구체적으로 작성한다.
- 종합 기록은 희망적이고 발전적인 면을 찾아 기술하되 앞부분은 긍정적인 내용을, 뒷부분은 고쳐야 할 행동 덕목의 지도 내용에 대하여 기술한다.
- 선행 및 모범 행동에 의한 특기 사항도 기술한다.

3 평가영역

영역	평가목표	행동장면		
		교수학습 상황	학교일과 상황	창체활동 상황
근면성	· 여러 가지 일을 부지런히 수행한다. · 여러 가지 활동에 꾸준히 참여한다. · 시간을 효율적으로 활용한다.	예습, 복습 학습 태도	청소활동, 자습, 휴식시간 활용	출결상황
책임감	· 자기가 해야 할 일을 철저히 수행한다. · 자기가 맡은 일을 끝까지 완수한다. · 자기가 잘못된 일을 솔직하게 말한다.	과제 이행 과오 인정	수집활동 당번활동 시간 지키기	모동활동 분담활동
협동심	· 남의 일을 즐겨 돕는다. · 집단 활동에 즐겨 참여한다. · 집단이 결정한 사항을 지킨다.	협력 학습 집단 활동	학우 돕기 공동작업	봉사활동
자주성	· 자기 일을 스스로 계획한다. · 자기 일을 스스로 실천한다. · 자기의 의견을 정당하게 주장한다.	학습 활동 자율 학습	놀이시간 방과후 시간 휴지 줄기	학급자치활동 행사활동
준법성	· 교칙을 잘 지킨다. · 사회적 규범과 질서를 잘 지킨다. · 남에게 규칙과 질서를 잘 지키도록 권장한다.	수업 준비 상태	교칙 준수 용의 단정 공공물애용	공중도덕 행사시 질서 준수
예절성	· 웃어른에게 인사를 바르게 한다. · 친구에게 친절하고 예절로써 대한다. · 고운 말을 사용한다.	교사와의 관계	인사성 친구사귀기 식사예절	시간 준수
창의성	· 여러 문제 장면에서 새로운 아이디어를 제공한다. · 쉬운 일보다 어려운 일을 더 자주 선택 한다. · 남을 따르기보다는 독립적으로 해결한다.	과제 처리 학습 문제 실험 실습	환경관리 놀이장면	학습 활동