



NEW TOWN PRIMARY SCHOOL

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P2/2022/063

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Dear Parents / Guardians,

Primary 2 Holistic Assessment Plan

In line with PERI's [Primary School Education Review and Implementation] recommendations, Holistic Assessment [HA] will continue to support students' learning in Primary 2 and help them acquire knowledge and develop skills and values. The aims of HA are as follows:

- to use a range of assessment modes to allow teachers to gather information about students' learning;
- to provide feedback on their mastery of concepts and skills to enable students to track their own learning progress and plan for improvement.

As parents, you can look forward to richer feedback on your child's development and gain a more complete picture of his/her achievement and progress.

1. Holistic Assessment at Lower Primary

All assessment tasks in P1 & P2 are for **formative** purposes. Taking place throughout the year, formative assessment tasks are carried out using different subject-appropriate modes, such as mini-tests, performance tasks. They are used to gather information on students' learning progress for teachers to plan for the ongoing teaching and learning, **not used as scores to measure students' level of achievement in the subject**. It also serves as feedback for students to understand and reflect on the level of mastery of the concepts and/or skills. Parents can also use the information to provide the necessary support and encouragement for their child. Table 1.1. provides an overview of the various modes used in our formative assessments and the corresponding feedback given for the task.

Table 1.1 Overview of the Assessment Modes at P2

Assessment Modes	What They Are & How Students are Assessed	How Feedback is Given										
Topical Reviews & Quizzes	“Mini-tests” that assess mastery of the topic	<ul style="list-style-type: none">• Students are given a score										
Performance tasks	<div>Activities for students to demonstrate the mastery of skills. Subject-specific examples include:</div> <table><tr><th>Subjects</th><th>Performance Tasks</th></tr><tr><td>English L.</td><td>Show & Tell</td></tr><tr><td>Mother Tongue L</td><td>Reading Aloud</td></tr><tr><td>Mathematics</td><td>Measuring length & mass of everyday items</td></tr><tr><td></td><td>Model drawing</td></tr></table>	Subjects	Performance Tasks	English L.	Show & Tell	Mother Tongue L	Reading Aloud	Mathematics	Measuring length & mass of everyday items		Model drawing	<ul style="list-style-type: none">• Students are given a rubric which indicates the level of attainment of the skills they have demonstrated in the task. It also shows how the next level looks like.• Students may also receive written comments from teachers or peers• Students may also use success checklist to assess themselves.
Subjects	Performance Tasks											
English L.	Show & Tell											
Mother Tongue L	Reading Aloud											
Mathematics	Measuring length & mass of everyday items											
	Model drawing											
Term Reviews	Assignments that assess students’ mastery of concepts & skills on one or more topics/units	<ul style="list-style-type: none">• Students are given a score.										

2. Gathering Evidence of Learning & Progress Reporting through Subject-Specific Learning Outcomes (LOs)

Since 2019, following the announcement by the Ministry of Education at the 2018 Work Plan Seminar, weighted assessment (*defined as assessment where scores form part of the computation of a student's overall results in a subject for the year*) has been removed at the Lower Primary levels with the aim of helping our children build intrinsic motivation and nurture their joy of learning. Following the removal of weighted assessment in 2019, the school has been reporting the lower primary students' learning progress through a set of subject-specific learning outcomes (LOs).

At the end of each semester, the information gathered from the formative assessment tasks, together with teachers' observations of the child's daily work and learning in class, will be used to report on his/her learning progress in the Holistic Development Profile. All subjects will report 5 – 8 learning outcomes each. For each outcome, the child will be rated **“Beginning”**, **“Developing”** or **“Competent”**. In general, if a learning outcome is rated **“Competent”**, the child has been assessed to be able to understand & apply the concept(s) consistently, and demonstrate the skill(s) with accuracy and minimal guidance from the teacher.

For illustration, Table 1.2 & 1.3 use the examples of English Language and Mathematics respectively to show how students are assessed for their learning and how the progress is reported.

Table 1.2. How learning of English Language is assessed and reported

Learning Outcomes in P2 English Language		Ways of Gathering Evidence of Learning		Reporting of Learning Progress
		Formative Assessment Tasks (e.g.)	Daily lessons & assignments	
1.	Listen to identify information	Listening Comprehension	STELLAR Learning Sheets	For each outcome, the child will be rated “Beginning” , “Developing” or “Competent” .
2.	Speak clearly to express own ideas and build on the ideas of others	Show & Tell	Class & group discussions	
3.	Read aloud texts with accuracy, fluency and expression	Reading aloud of a passage	Shared Book Reading	
4.	Able to identify the big ideas & recall sequence of main events in a text	Term Reviews	STELLAR Learning Sheets	
5.	Write paragraphs to recount events, describe details, and use tenses and connectors accurately	Writing a story based on a topic	Writing about learning experiences, e.g. observing the life cycle of a butterfly	

Table 1.3. How learning of Mathematics is assessed and reported

Learning Outcomes in P2 Mathematics		Ways of Gathering Evidence of Learning		Reporting of Learning Progress
		Formative Assessment Tasks (e.g.)	Daily lessons & assignments	
1.	Understand numbers up to thousand	Math Quiz	<u>Assignments</u> <ul style="list-style-type: none"> Workbook exercises Topical reviews <u>Class Activities</u> <ul style="list-style-type: none"> Math tasks that involve use of manipulatives Factual fluency 	For each outcome, the child will be rated “Beginning”, “Developing” or “Competent”.
2.	Solve mathematical problems involving addition and subtraction	Math Quiz		
		Model Drawing		
3.	Multiply and divide numbers within multiplication tables	Math Quiz		
4.	Identify, name, describe and sort shapes and objects	-		
5.	Tell time to the minute	-		
6.	Compare and order objects by length, mass, or volume	Performance Task		
7.	Read and interpret picture graphs with scales	-		
8.	Understand fractions	Term Review		

For the learning outcomes of Mother Tongue Languages, P.E. Art, Music & Social Studies, please refer to Annex D (page 8 – 10) of this letter.

3. Assessment of Students’ Learning Dispositions [R.E.A.D]

Recognizing the importance of cultivating positive attitudes towards learning, the school has identified 4 learning dispositions that our students should develop: **Responsible Learner**, **Enquiring Mind**, **Active Contributor** & **Determined Spirit**. (R.E.A.D.)

As part of Holistic Assessment, we will be providing feedback on your child’s learning dispositions. The information is gathered through the teachers’ observations on how he/she learns in class, during group work as well as the written assignments. At the end of each semester, we will share with you how your child has demonstrated the dispositions using a rubric. In line with the removal of all weighted assessments in P1 and P2, Edusave academic awards are also given out based on students’ learning dispositions at the year of each academic year.

Learning Dispositions	Descriptors for Primary 1 & 2
<u>R</u>esponsible Learner	• Stays focused during lessons
	• Puts in effort to complete assignments
<u>E</u>nquiring Mind	• asks questions to help oneself think deeper
<u>A</u>ctive Contributor	• practises turn-taking, active listening and offers ideas during group work
<u>D</u>etermined Spirit	• does not give up when faced with difficulties

4. Holistic Assessment Plans and Subject-Specific Learning Outcomes (LOs)

For your easy reference, we have attached in this letter the Holistic Assessment Plans for English Language, Mathematics, and Mother Tongue Languages. The plans lay out the schedule of the formative assessment tasks and the feedback that accompanies each task to serve as milestone checks to keep track of your child's learning. A set of learning outcomes by subject is also attached for your reference.

A summary of the annexes to this letter is as follows:

Holistic Assessment Plans	Annexes	Learning Outcomes by Subject	Annexes
English Language	A (Page 5)	English & Mother Tongue Languages	D (Page 8)
Mathematics	B (Page 6)	Mathematics, Art, Music & Social Studies	D (Page 9)
Mother Tongue Languages	C (Page 7)	P.E.	D (Page 10)

We hope that our efforts in Holistic Assessment will provide you with a fuller picture of how your child is progressing in his/her learning throughout the year so that we can partner you in building his/her confidence and desire to learn. If you have any queries, please contact the respective key personnel:

Key Personnel	Name	Email Address
HOD / English Language	Mrs Serene Lee	teo_shiwei@schools.gov.sg
HOD / Mathematics	Mdm Chua Siao Wen	chua_siao_wen@schools.gov.sg
HOD / Mother Tongue Languages	Mdm Teh Sok Fun	teh_sok_fun@schools.gov.sg

Thank you for your partnership and support.

Yours faithfully,

TAN-NG WIE PIN (MRS)

PRINCIPAL

English Language Holistic Assessment Plan – Annex A

Term	Assessment Tasks	Mode of feedback	Types of Assessment
1	<u>Reading (Week 9)</u> <ul style="list-style-type: none"> Read aloud a given text 	Rubric	Formative Non-weighted
2	<u>Performance Task (Week 5)</u> Show and Tell	Rubric	Formative Non-weighted
	<u>Listening Comprehension (Week 6)</u> <ul style="list-style-type: none"> Picture Matching Sound Discrimination 	Score	
	<u>Writing (Week 7)</u> <ul style="list-style-type: none"> Write a story based on a given topic 	Rubric	
	<u>Term Review (Week 8)</u> <ul style="list-style-type: none"> Multiple-choice questions on grammar & vocabulary Comprehension 	Score	
3	<u>Performance Task (Week 4)</u> <ul style="list-style-type: none"> Readers' Theatre 	Rubric	Formative Non-weighted
	<u>Writing (Week 7)</u> <ul style="list-style-type: none"> Write a story based on a given topic 	Rubric	
	<u>Term Review (Week 8)</u> <ul style="list-style-type: none"> Multiple-choice questions on grammar & vocabulary Sentence Combining Comprehension 	Score	
4	<u>Performance Task (Week 5)</u> <ul style="list-style-type: none"> Have a conversation with a friend based on a given topic – Talking Buddies 	Rubric	Formative Non-weighted
	<u>Listening Comprehension (Week 6)</u> <ul style="list-style-type: none"> Picture Matching Sound Discrimination 	Score	
	<u>Writing (Week 7)</u> Write a story based on a given topic	Rubric	
	<u>Term Review (Week 8)</u> <ul style="list-style-type: none"> Multiple-choice questions on grammar & vocabulary Sentence Combining Comprehension 	Score	

Mathematics Holistic Assessment Plan – Annex B

Term	Assessment Tasks	Mode of feedback	Types of Assessment
1	<u>Math Quiz (Week 10)</u> <ul style="list-style-type: none"> Numbers to 1000 	Score	Formative Non-weighted
	<u>Term Review (Week 9)</u> <ul style="list-style-type: none"> Multiple-choice questions Short-answer questions Long-answer questions 	Score	
	<u>Model Drawing (Week 10)</u> <ul style="list-style-type: none"> Number bonds and Part-whole Model 	Checklist	
2	<u>Math Quiz</u> <ul style="list-style-type: none"> Multiplication & Division (Week 6) Time (Week 9) 	Score	Formative Non-weighted
	<u>Performance Task (Week 7 - 8)</u> Topic: Length and Mass Assesses students' understanding on the concept of Length and Mass.	Checklist	
3	<u>Math Quiz (Week 4)</u> <ul style="list-style-type: none"> Addition and subtraction within 1000 	Score	Formative Non-weighted
	<u>Factual fluency</u> <ul style="list-style-type: none"> Number bonds to 20 Addition and Subtraction to 20 Multiplication tables of 3 and 4 	Checklist	
	<u>Term Review (Week 9)</u> <ul style="list-style-type: none"> Multiple-choice questions Short-answer questions Long-answer questions 	Score	
4	<u>Model Drawing (Wk 2)</u> <ul style="list-style-type: none"> Part-whole Model Comparison Model 	Checklist	Formative Non-weighted
	<u>Math Quiz</u> <ul style="list-style-type: none"> Fractions (Week 2) Picture Graph (Week 6) 	Score	Formative Non-weighted

Mother Tongue Languages Holistic Assessment Plan – Annex C

Term	Assessment Tasks	Mode of feedback	Types of Assessment
1	<u>Topical Review (Week 2)</u> <ul style="list-style-type: none"> Response to listening stimulus 	Rubric	Formative Non-weighted
	<u>Term Review (Week 9)</u> <ul style="list-style-type: none"> Hanyu Pinyin & characters (CL) Vocabulary Simple phrases 	Score	
2	<u>Topical Review (Week 3)</u> <ul style="list-style-type: none"> Response to listening stimulus 	Rubric	Formative Non-weighted
	<u>Oral Assessment (Week 6)</u> <ul style="list-style-type: none"> Reading aloud Picture conversation Guided dialogue 	Rubric	
	<u>Term Review (Week 8)</u> <ul style="list-style-type: none"> Hanyu Pinyin & characters (CL) Vocabulary Simple phrases Sentence structures Comprehension 	Score	
3	<u>Performance Task (Week 2)</u> <ul style="list-style-type: none"> Reading aloud a given text 	Rubric	Formative Non-weighted
	<u>Term Review (Week 9)</u> <ul style="list-style-type: none"> Hanyu Pinyin & characters (CL) Vocabulary Simple phrases Sentence structures Comprehension 	Score	
4	<u>Topical Review (Week 1)</u> <ul style="list-style-type: none"> Response to listening stimulus 	Rubric	Formative Non-weighted
	<u>Oral Assessment (Week 2)</u> <ul style="list-style-type: none"> Reading aloud Picture conversation Guided dialogue 	Rubric	
	<u>Term Review (Week 8)</u> <ul style="list-style-type: none"> Hanyu Pinyin & characters (CL) Vocabulary Simple phrases Sentence structures Comprehension 	Score	Formative Non-weighted

Reporting of P2 Students' Learning Progress
Subject Specific Learning Outcomes – Annex D

Subject	Primary 2
English Language	<p><u>Listening</u></p> <ol style="list-style-type: none"> 1. Listen attentively and identify relevant information. <p><u>Speaking</u></p> <ol style="list-style-type: none"> 2. Speak clearly to express their thoughts, feelings and ideas. 3. Build on others' ideas in the conversations or discussions respectfully. <p><u>Reading</u></p> <ol style="list-style-type: none"> 4. Read multi-syllabic words accurately. 5. Read aloud Primary 2 texts (e.g. STELLAR texts) with accuracy, fluency and expression. 6. Understand Primary 2 texts (e.g. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events. <p><u>Writing</u></p> <ol style="list-style-type: none"> 7. Apply basic spelling strategies using knowledge about phonic elements and spelling rules. 8. Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.
Mother Tongue Languages	<p><u>Listening</u></p> <ol style="list-style-type: none"> 1. Listen attentively to short, simple spoken content related to daily life, identify the main idea and some details. <p><u>Speaking and spoken interaction</u></p> <ol style="list-style-type: none"> 2. Speak with correct pronunciation using vocabulary and sentence structures from Primary 2 texts. 3. Participate in short conversations related to daily life with some guidance. <p><u>Reading</u></p> <ol style="list-style-type: none"> 4. Recognise characters taught in Primary 2. (CL)/ Recognise words taught in Primary 2. (ML)/ Recognise letters and words taught in Primary 2. (TL) 5. Read aloud Primary 2 texts with accuracy and fluency. 6. Understand Primary 2 texts and are able to identify details with some guidance. <p><u>Writing</u></p> <ol style="list-style-type: none"> 7. Write short sentence(s) about daily life with some guidance.

Reporting of P2 Students' Learning Progress
Subject Specific Learning Outcomes – Annex D

Subject	Primary 2
Mathematics	<ol style="list-style-type: none"> 1. Understand numbers up to thousand. 2. Solve mathematical problems involving addition and subtraction. 3. Multiply and divide numbers within multiplication tables. 4. Identify, name, describe and sort shapes and objects. 5. Tell time to the minute. 6. Compare and order objects by length, mass, or volume. 7. Read and interpret picture graphs with scales. 8. Understand fractions.
Social Studies	<ol style="list-style-type: none"> 1. Identify at least one custom and tradition practised by an ethnic group in Singapore. 2. Identify the six National Symbols of Singapore. 3. Select relevant information to meet the objectives of a task, with teacher guidance. 4. Work together with other group members towards a common goal, with teacher guidance. 5. Show respectful and acceptable behaviour towards people of different ethnic and religious groups. 6. State ways to contribute at home, in class, in school and in the neighbourhood.
Art	<ol style="list-style-type: none"> 1. Identify simple visual qualities in what they see around them. 2. Ask questions about what they see. 3. Draw from their imagination and observation. 4. Play with a variety of materials and tools to make art. 5. Share their imagination, thoughts and feelings through art making. 6. Show interest in looking at a variety of artworks. 7. Talk about what they see, feel and experience using basic art vocabulary of elements and principles of design such as lines, shapes, colours, patterns and proportion
Music	<ol style="list-style-type: none"> 1. Perform Music (e.g. a variety of children's songs, folksongs) in both instrumental and vocal settings, individually and in groups, focusing on simple rhythm, pitch, tempo and dynamics. 2. Create Music (e.g. short rhythmic and melodic phrases) in both instrumental and vocal settings, individually and in groups. 3. Listen and respond to Music. 4. Appreciate Music from local and global cultures. 5. Understand musical elements and concepts

Reporting of P2 Students' Learning Progress
Subject Specific Learning Outcomes – Annex D

Subject	Primary 2
Physical Education	<p><u>Games and Sports</u></p> <p>1. Demonstrate a range of motor skills in catching, dribbling, and striking a variety of objects.</p> <p><u>Gymnastics</u></p> <p>2. Perform a gymnastic sequence of two different movements with smooth transition, and different start and end body positions.</p> <p><u>Dance</u></p> <p>3. Perform a structured dance to the music 'Ode to Joy', and repeat with modifications to timing (i.e. mirror, match, lead/follow).</p> <p><u>Outdoor Education</u></p> <p>4. Move to landmarks in school safely and confidently, and apply knowledge about weather conditions and their effects on oneself.</p> <p><u>Physical Health and Fitness</u></p> <p>5. Acquire a range of safety practices while playing, using the road, and in public places.</p> <p>6. Demonstrate good health practices (oral care and disease prevention) and habits (make healthier food choices), and participate in regular physical activities.</p>