



# HENRY PARK PRIMARY SCHOOL

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Dear Parents/Guardians,

## **Primary 2 Term 1 Holistic Assessment Plan**

### **'Learn For Life' – Preparing Our Students to Excel Beyond Exam Results**

Building on efforts to move away from an over-emphasis on academic results, the Ministry of Education (MOE) will be adjusting school-based assessment structures at the Primary and Secondary levels from 2019. To meet the challenges of an increasingly complex world, our students need to be lifelong learners. To nurture lifelong learners, we will help our students discover more joy and develop stronger intrinsic motivation in learning. The adjustments to reduce school-based assessment load and perceived examination stakes aim to free up more time and space in schools to strengthen holistic development, self-discovery and engaged learning. These changes will provide more opportunities for student-centred teaching and learning approaches, laying the groundwork for nurturing life-long learning attitudes and skills.

The key changes for Primary 1 – Primary 2 students are as follows:

#### **a) Reducing the Number of School-Based Assessments**

From 2019, all weighted assessments and examinations for Primary 1 and Primary 2 students, including the year-end examination at Primary 2, will be removed. Teachers will continue to leverage assessments to check for students' understanding, and provide timely feedback to improve learning, but they will not count towards the overall mark or grade.

#### **b) Refreshing the Holistic Development Profile**

The Holistic Development Profile (HDP), commonly known as the 'report book', will also be adjusted at all levels to better support a student's learning progress. From 2019, the HDP will no longer present certain academic indicators such as class and level positions of the students. This is to enable each student to focus on his/her learning progress and discourage excessive peer comparisons. With the removal of weighted assessments at Primary 1 and Primary 2 from 2019, MOE will guide schools to use qualitative descriptors to report students' learning at these levels.

#### **c) Revising the Criteria of Edusave Academic Awards for Lower Primary**

With the removal of all weighted assessments at Primary 1 and Primary 2, MOE will adjust the academic criteria for awarding the Edusave Merit Bursary (EMB) to Primary 1 and Primary 2 students and Edusave Good Progress Award (GPA) to Primary 2 and Primary 3 students. The selection of the EMB and GPA at these levels will no longer be based on academic scores, given that weighted assessments in Primary 1 and Primary 2 will be removed. Instead, the eligibility criteria for Primary 1 and Primary 2 EMB and Primary 2 and Primary 3 GPA will be adjusted to recognise positive learning orientations such as diligence, curiosity, collaboration, and enthusiasm in daily lessons and learning activities.

You may read more about the summary of the adjustments and changes from the following:

- Annex A: Summary of adjustments and changes
- Annex B: Refreshing the holistic development profile
- Annex C: EMB and GPA (for the current eligibility criteria)

Please find below the Primary 2 Holistic Assessment Plan for Term 1. In this document, you will find information on the varied modes of holistic assessment such as class activities and individual tasks that will be carried out under non-timed conditions during curriculum time. The objective is to allow our teachers to gauge how well their students have grasped the learning outcomes to provide qualitative feedback for improvement.

As **all the tasks are non-weighted**, there will not be a standardised day for the level to complete the holistic assessment. The teachers may carry out the tasks on any day in the stipulated week, taking into consideration the class' schedule for other learning activities such as learning journeys, spelling and school celebrations. Parents are not required to prepare our students for these tasks. It is our hope that students will gradually develop intrinsic motivation for learning as they focus on their own learning pace and seek improvement from the teachers' feedback.

On-going formative assessment such as peer evaluation, self-checklist, rubrics, worksheets, homework and class discussion will continue to support our teachers in providing the qualitative feedback through the Holistic Development Profile (HDP) at the end of Term 2.

The holistic assessments for the respective subjects in Term 1 are as follows:

Subject	Week	Assessment	Primary 2 Learning Outcomes (LOs)
English Language	Week 7 13 – 17 February	<p><b><u>Individual Task: Writing</u></b></p> <p>Students are to write a story of at least 80 words using the given pictures. Some helping words/phrases will be provided</p>	Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.
	Week 9 27 February – 3 March	<p><b><u>Individual Task: English Quiz 1</u></b></p> <p>Students are to complete a written worksheet under non-timed conditions with the following components:</p> <ol style="list-style-type: none"> <li>1. Vocabulary and Grammar MCQ</li> <li>2. Vocabulary and Grammar Cloze</li> <li>3. Editing</li> <li>4. Word Order</li> <li>5. Comprehension</li> </ol> <p><b><u>Big Books covered:</u></b></p> <ul style="list-style-type: none"> <li>• Chicken Rice</li> <li>• Bad Dreams</li> <li>• Mr Gumpy's Outing</li> </ul>	<ol style="list-style-type: none"> <li>1) Understand texts and are able to identify the big ideas in the texts and recall sequence of main events.</li> <li>2) Apply basic spelling strategies using knowledge about phonic elements and spelling rules.</li> </ol>

Subject	Week	Assessment	Primary 2 Learning Outcomes (LOs)
Mathematics	Week 10 6 – 10 March	<p><b><u>Individual Task: Maths Quiz 1</u></b></p> <p>Students will complete a written worksheet under non-timed conditions with the following components:</p> <ol style="list-style-type: none"> <li>1. Multiple-Choice Questions</li> <li>2. Open-ended Questions</li> <li>3. Problem Sums</li> </ol> <p><u>Topics covered:</u></p> <ul style="list-style-type: none"> <li>• 2A Chapter 1: Numbers to 1000</li> <li>• 2A Chapter 2: Addition and Subtraction Within 1000</li> </ul>	<ol style="list-style-type: none"> <li>1) Understand numbers up to thousand.</li> <li>2) Solve mathematical problems involving addition and subtraction.</li> </ol>
Mother Tongue Language	Week 6 6 – 10 February	<p><b><u>Class Activity: Listening Comprehension (Chinese Language / Malay Language / Tamil Language)</u></b></p> <p>Students will listen to a set of instructions/ information and:</p> <ol style="list-style-type: none"> <li>1) match the content to the correct picture</li> <li>2) answer questions according to comprehension passages</li> </ol>	Listen attentively to short, simple spoken content related to daily life, identify the main idea and some details.
	Week 8 20 – 24 February	<p><b><u>Individual Task: Chinese Quiz 1</u></b></p> <p>Students will complete a written worksheet under non-timed conditions with the following components:</p> <ol style="list-style-type: none"> <li>1. 选择音节</li> <li>2. 给汉字注音</li> <li>3. 填写汉字</li> <li>4. 词语搭配</li> <li>5. 词语选择</li> <li>6. 组词成句</li> </ol> <p><u>Topics covered:</u> 2A 第一课至第四课</p>	Recognise characters taught in Primary 2.

Subject	Week	Assessment	Primary 2 Learning Outcomes (LOs)
Mother Tongue Language	Week 8 20 – 24 February	<p><b><u>Individual Task: Malay Quiz 1</u></b></p> <p>Students will complete a written worksheet under non-timed conditions with the following components:</p> <ol style="list-style-type: none"> <li>1. Kosa Kata</li> <li>2. Golongan Kata</li> <li>3. Kefahaman Objektif</li> <li>4. Susun perkataan menjadi ayat</li> </ol> <p><u>Topics covered:</u> 2A Siap Sedia Unit 1 – Unit 3</p>	Recognise words taught in Primary 2.
		<p><b><u>Individual Task: Tamil Quiz 1</u></b></p> <p>Students will complete a written worksheet under non-timed conditions with the following components:</p> <ol style="list-style-type: none"> <li>1. விடுபட்ட எழுத்தை எழுதுதல்</li> <li>2. சொற்கள் உருவாக்குதல்</li> <li>3. கட்டங்களை நிரப்புதல்</li> </ol> <p><u>Topics covered:</u> 2A தேன்தமிழ் பாடநூல் (பாடம் 2 – 6)</p>	Recognise letters and words taught in Primary 2.

Warmest regards,  
Ms Iris See  
Year Head, Primary 1 & Primary 2

#### VISION

Lead with Character, Serve with Talents

#### MISSION

Nurturing concerned citizens with integrity and a spirit of excellence through holistic education

#### SCHOOL VALUES

Respect, Integrity, Care, Excellence



School Distinction Award



Teaching and Learning



Student All-Round Development



Partnership



Character and Citizenship Education



SINGAPORE  
QUALITY CLASS

**SUMMARY OF ADJUSTMENTS AND CHANGES**

Changes	Currently	From 2019	From 2020 or 2021
<p>Adjusting School-Based Assessment Structures</p>	<ul style="list-style-type: none"> <li>• P1 – no examination, but weighted assessments are conducted throughout the year</li> <li>• P2 – weighted assessments throughout the year and year-end exam</li> <li>• P3-P6 – MYE and year-end exam, in addition to weighted assessments throughout the year</li> <li>• Secondary level – most schools conduct MYE and year-end exam, in addition to other weighted assessments throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• P1 and P2 – removal of all weighted assessments (including P2 year-end exam)</li> <li>• S1 – removal of MYE</li> <li>• From P3 to S4/5 – schools to conduct no more than one weighted assessment per subject, per school term. This is in addition to MYE and year-end exam at levels where this is applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• P3, P5, S3 – removal of MYE</li> </ul>

Changes	Currently	From 2019	From 2020 or 2021
Refreshing the Holistic Development Profile	Use of academic indicators to report students' learning in all subjects and non-academic indicators (e.g. physical fitness, involvement in community-based and co-curricular activities etc.)	<ul style="list-style-type: none"> <li>• P1 and P2 – Use qualitative descriptors to report students' learning in all subjects. Non-academic indicators will be retained.</li> <li>• All other levels – academic indicators adjusted for HDP. Non-academic indicators will be retained.</li> </ul>	
Revising the criteria for the Edusave Merit Bursary (EMB) for P1 and P2 and Edusave Good Progress Award (GPA) for P2 and P3	<p><b><u>EMB for P1 and P2</u></b></p> <ul style="list-style-type: none"> <li>• Singapore Citizen</li> <li>• Top 25% of school's level and course in terms of academic performance.</li> <li>• Good conduct</li> <li>• Monthly household income does not exceed \$6,900 (or per capita income does not exceed \$1,725)</li> </ul> <p><b><u>GPA for P2 and P3</u></b></p> <ul style="list-style-type: none"> <li>• Singapore Citizen</li> <li>• Top 10% of school's level and course in terms of improvement in academic performance</li> <li>• Good conduct</li> </ul>	<p><b><u>EMB for P1 and P2</u></b></p> <ul style="list-style-type: none"> <li>• Singapore Citizen</li> <li>• EMB will be adjusted to award students who consistently demonstrate good learning orientations</li> <li>• Good conduct will continue to be a criterion</li> <li>• Monthly household income does not exceed \$6,900 (or per capita income does not exceed \$1,725)</li> </ul> <p><b><u>GPA for P2 and P3</u></b></p> <ul style="list-style-type: none"> <li>• Singapore Citizen</li> <li>• GPA will be awarded to students who do not qualify for EMB, but have shown improvement in learning orientations within the year</li> <li>• Good conduct will continue to be a criterion</li> </ul>	

**REFRESHING THE HOLISTIC DEVELOPMENT PROFILE (HDP)**

<b>Information to be removed from HDP by all schools from 2019</b>
a. Class and level position b. Class and level mean c. Minimum and maximum marks d. Underlining and/ or colouring of marks for subjects failed e. Pass/ fail result for end-of-year HDP f. Mean subject grades g. Overall total marks h. L1R5, L1R4, EMB3 and EMB1 for Lower Secondary levels
<b>Information to be retained with modification</b>
i. Individual subject marks rounded off to whole numbers, with individual subject grades based on the rounded off whole number marks
<b>Information to be retained</b>
<ul style="list-style-type: none"><li>• Conduct grade</li><li>• Personal qualities with ratings</li><li>• Form teacher's comments</li><li>• Involvement in community-based and co-curricular activities</li><li>• Physical Fitness (e.g. Body Mass Index, National Physical Fitness Award)</li><li>• School Attendance</li></ul>

## **BACKGROUND INFORMATION ON EDUSAVE ACADEMIC AWARDS**

### **(i) EDUSAVE MERIT BURSARY (EMB)**

All Singaporean students in Government and Government-aided schools, junior colleges/centralised institute, independent schools, specialised schools and the Institute of Technical Education and Polytechnics who are not recipients of any Edusave Scholarship are eligible for the EMB, if they are:

- within the top 25% of their level and course in terms of academic performance,
- have demonstrated good conduct, and whose
- gross monthly household income does not exceed \$6,900 (or per capita income does not exceed \$1,725).

The values of the bursary are as follows:

- \$200 for Primary 1 to 3
- \$250 for Primary 4 to 6
- \$350 for Secondary 1 to 5
- \$400 for Pre-University 1 to 3
- \$500 for Institute of Technical Education/specialised schools/Polytechnics

### **(ii) EDUSAVE GOOD PROGRESS AWARD (GPA)**

All Singaporean students in Government and Government-aided primary and secondary schools (from Primary 2 onwards), junior colleges/centralised institute, independent schools, specialised schools, the Institute of Technical Education and Polytechnics (from Year 2 onwards) who are not recipients of any Edusave Scholarship or the Edusave Merit Bursary are eligible for the Edusave Good Progress Award, if they are within the top 10% of their level and course in terms of improvement in academic performance and have demonstrated good conduct.

The values of the award are as follows:

- \$100 for Primary 2 to 3
- \$150 for Primary 4 to 6
- \$200 for Secondary 1 to 5
- \$250 for Pre-University 1 to 3
- \$400 for Institute of Technical Education/specialised schools//Polytechnics Year 2-3