



Ref. No.: 2022/Feb/09

9 February 2022

Dear Parents and Guardians,

SCHOOL-BASED ASSESSMENT PLAN FOR 2022 – PRIMARY 1 & 2

In Angsana Primary School, we are committed to **nurture the whole child and to focus on ‘learning for life’**. Our teachers will focus on deepening learning in the classrooms, nurturing in our students stronger intrinsic motivation to learn, as well as helping our students to develop dispositions for lifelong learning. At Primary 1 and 2, our key focus is on **building students’ confidence and desire to learn**. We will use non-weighted assessments to support their learning, gauge their learning progress, and address learning gaps.

Our teachers will gather information about students’ learning through **assessment tasks** (*please refer to Annex A for the different types of assessment tasks that your child/ward would be taking this year*) and at **checkpoints** which includes the following:

- daily in-class work and discussions,
- homework,
- bite-sized tests, and
- observation of and interaction with the child.

They will help our students to focus on learning for mastery. We will not overly rely on grades and marks alone to measure students’ learning progress. Instead, our teachers will use **qualitative descriptors** to report your child’s/ward’s learning progress in the Holistic Development Profile (the report card).

Our teachers will use **a variety of assessment modes** that are fit-for-purpose to support the development of your child/ward throughout the year. The range of instructional strategies that we will be using includes: □ questioning,

- giving of feedback, and
- peer- and self-assessment to support students’ learning.

Your child/ward will be engaged in learning tasks such as journal writing, reading and show-and-tell to provide him/her with more opportunities to experience success and enjoy the process of learning.

If for some reason, your child misses an assessment task, we will allow him/her to do the affected assessment task wherever possible. Our subject teachers may also make alternative arrangements with students to cater to their learning needs, including getting students to catch up on the lessons that they have missed.

It is important that you encourage your child/ward **to focus on learning** and not whether the assessment is counted towards the overall subject results or not. You can help us by affirming your child’s/ward’s efforts and progress made, as well as inculcating in your child/ward good study habits such as completing assignments in a timely manner.

We thank you for your partnership with the school in developing your child/ward. Please feel free to contact your child’s/ward’s Form Teachers at 6783 0427 or write to us at angšana_pri@moe.edu.sg should you require further clarification.

Yours sincerely,
Ms Foong Yin Wei,
Principal

**Angsana Primary School
School-Based Assessment Plan 2022 – Primary 2**

With the removal of all weighted assessments at Primary 1 and Primary 2, our school is using subject-specific learning outcomes (LOs) and a common set of qualitative descriptors (QDs) to report our students’ learning progress for all subjects. These aim to help parents better understand your child’s learning progress in each subject. The QDs describe varying levels of student attainment for a specific LO.

Below are the general descriptions of student attainment levels via QDs:

Qualitative Descriptors (QDs)			
Beginning	Developing	Competent	Accomplished
Shows misconceptions or lack of understanding of the concept	Shows basic understanding of the concept	Shows a complete and correct understanding of the concept	Shows a thorough understanding of the concept and extends understanding to other concepts beyond the topic
Able to demonstrate understanding of the concept with much guidance	Able to demonstrate understanding of the concept with some guidance	Able to demonstrate understanding of the concept with no guidance	Able to demonstrate understanding of the concept independently with confidence
Able to demonstrate at least one of the skills required with accuracy	Able to demonstrate some of the skills required with accuracy	Able to demonstrate most of the skills required with accuracy	Able to demonstrate all of the skills required with accuracy
Able to apply the concept at least once	Able to apply the concept sometimes	Able to apply the concept most of the time	Able to apply the concept consistently

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English Language				
Learning Outcomes	Evidences of Learning/Tasks			
	Term 1	Term 2	Term 3	Term 4
<u>Listening</u> 1. Listen attentively and identify relevant information.	- Teacher observations - Listening Activities & Learning sheets		- Teacher observations - Listening Activities & Learning sheets	
<u>Speaking</u> 2. Speak clearly to express thoughts, feelings and ideas.		- Show-and-tell - Class and group discussions		
<u>Speaking</u> 3. Build on others' ideas in the conversations or discussions respectfully.			- Teacher observations - Group discussions	
<u>Reading</u> 4. Read multi-syllabic words accurately.	- Word study lessons - Shared book lessons			
<u>Reading</u> 5. Read aloud Primary 2 texts with accuracy, fluency and expression.		- Read aloud a familiar book - Shared book lessons		- Moo-O presentation - Shared book lessons
<u>Reading</u> 6. Understand Primary 2 texts and are able to identify big ideas in the texts and recall sequence of main events.				- Post-reading activities - Learning sheets
<u>Writing</u> 7. Apply basic spelling strategies using knowledge about phonic elements and spelling rules.		- Spelling exercises - Guided writing tasks		
<u>Writing</u> 8. Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately.			- Writing activities - Guided writing tasks	

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Mathematics				
Learning Outcomes	Evidence of Learning / Tasks			
	Term 1	Term 2	Term 3	Term 4
<u>Number and Algebra</u>				
1. Understand numbers up to thousand.	a. Teacher observations b. Mathematics Workbook c. Numbers in real life			
2. Solve mathematical problems involving addition and subtraction.	a. Teacher observations b. Mathematics Workbook c. Representing problems using models		a. Teacher observations b. Mathematics Workbook c. Creating Story Problems	
3. Multiply and divide numbers within multiplication tables.		a. Teacher observations b. Mathematics Workbook a. Making number stories	a. Teacher observations b. Mathematics Workbook c. Making Multiplication book	
4. Understand fractions.			a. Teacher observations b. Mathematics Workbook c. Creating story problem	
<u>Measurement and Geometry</u>				a. Teacher observations b. Mathematics Workbook c. Creating 3D shape pattern
5. Identify, name, describe and sort shapes and objects				
6. Tell time to 1 minute.		a. Teacher observations b. Mathematics Workbook c. Create word problem		
7. Compare and order objects by length, mass or volume.	a. Teacher observations b. Mathematics Workbook c. Measure lengths of objects in metres	a. Teacher observations b. Mathematics Workbook c. Measure mass in grams		a. Teacher observations b. Mathematics Workbook d. Estimate 1 litre
<u>Statistics</u>				a. Teacher observations b. Mathematics Workbook c. Create picture graphs with scales
8. Read and interpret picture graphs with scales.				

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Mother Tongue Languages				
Language Skills	Term 1	Term 2	Term 3	Term 4
Listening 1. Listen attentively to short, simple spoken content related to daily life, identify the main idea and some details.	Appropriate response to listening stimulus (e.g. sentences & passages) – MCQs			Appropriate response to listening stimulus (e.g. sentences & passages) – MCQs
Speaking 2. Speak with correct pronunciation using vocabulary and sentence structures from Primary 2 texts.		Everyday conversations based on the themes in textbook 2A		
Speaking 3. Participate in short conversations related to daily life with some guidance.			Simple conversation based on graphic stimulus	
Reading 4. CL: Recognise characters taught in Primary 2 ML: Recognise words taught in Primary 2 TL: Recognise letters and words taught in Primary 2	Recognise and pronounce characters / words / letters from textbook 2A			
Reading 5. Read aloud Primary 2 texts with accuracy and fluency.		Read aloud a short prose / paragraph / passage		
Reading 6. Understand Primary 2 texts and are able to identify some details with guidance.			Reading of short passage and respond to simple questions.	
Writing 7. Write short simple sentences about daily life with guidance.		Write simple sentences based on given graphic stimulus and helping words given		Write simple sentences based on given graphic stimulus and helping words given

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Social Studies				
Learning Outcomes	Term 1	Term 2	Term 3	Term 4
#1 Identify at least one custom and tradition practised by an ethnic group in Singapore.	<u>New Boy On The Block & Celebrating Festivals</u> Big Book: <i>New Boy On The Block</i> <ul style="list-style-type: none"> Identify festivals celebrated in Singapore and provide reasons behind the practices at least 2 festivals celebrated in Singapore. <u>Task</u> - Workbook: Pages 4 & 5			
#2 Show respectful and acceptable behaviour towards people of different ethnic and religious groups.				
#3 Select relevant information to meet the objectives of a task, with teacher guidance.		<u>Feelings</u> Big Book: <i>Don't Forget Your Thermometer!</i> <ul style="list-style-type: none"> Understand how people of Singapore rallied together to overcome the SARS crisis. <u>Task</u> - Workbook: Pages 9 & 10	<u>Let's Play Food Bingo & Ask Your Friend</u> Big Book: <i>Experiences That Unite!</i> <ul style="list-style-type: none"> Ask questions and collect information correctly to achieve a group task. <u>Task</u> - Workbook: Pages 12 & 13	<u>The Athlete We Admire</u> Big Book: <i>Ready, Get Set, Go!</i> <ul style="list-style-type: none"> Work in groups to ask questions and process information. <u>Task</u> - Workbook: Pages 18 & 19
#4 Work together with other group members towards a common goal, with teacher guidance.		<u>My Exit Pass</u> Big Book: <i>Don't Forget Your Thermometer!</i> <ul style="list-style-type: none"> Understand that one's actions affect others and have the awareness that one has a part to play to achieve a common goal. <u>Task</u> - Workbook: Page 21		
#5 State ways to contribute at home, in class, in school and in the neighbourhood.				

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Social Studies				
Learning Outcomes	Term 1	Term 2	Term 3	Term 4
#6 Identify the six National Symbols of Singapore.			<u>Common Experiences That Unite Us</u> Big Book: <i>My Country, My Pride</i> <ul style="list-style-type: none"> • Identify all the national symbols correctly. <u>Task</u> - Workbook: Page 16 & 17	

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Music				
Learning Outcomes	Term 1	Term 2	Term 3	Term 4
#1 Perform Music in both instrumental and vocal settings, individually and in groups, focusing on simple rhythm, pitch, tempo and dynamics.	<u>Task</u> - Perform songs in-tune using a natural singing voice.	<u>Task</u> - Perform a song accompanied by body percussion or classroom instruments.	<u>Task</u> - Perform a song accompanied by classroom instruments.	
#2 Create Music in both instrumental and vocal settings, individually and in groups.				<u>Task</u> - Create a simple rhythmic or vocal ostinato to accompany a familiar song.
#3 Listen and respond to Music.	<u>Task</u> - Perform music with sensitivity to dynamics and tempo.			
#4 Appreciate Music from local and global cultures.				<u>Task</u> - Perform a song with vocal and instrumental timbre specified by the students.
#5 Understand musical elements and concepts.		<u>Task</u> - Able to read visual representations of beat, meter, sound or silence, rhythm and pitch.	<u>Task</u> - Able to read visual representations of beat, meter, sound or silence, rhythm and pitch.	

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Art				
Learning Outcomes	Term 1	Term 2	Term 3	Term 4
	Artwork: Portrait: My Loved One	Artwork: Animal Collage	Artwork: Diorama	Artwork: Core Draw
#1 Identify simple visual qualities in what they see around them.	<u>Task</u> - Identify primary and secondary colours.			<u>Task</u> - Describe and explore the use of lines, colours, shapes, patterns and texture.
#2 Ask questions about what they see.			<u>Task</u> - Ask questions and gather information to understand the way of life in old Singapore.	
#3 Draw from their imagination and observation.		<u>Task</u> - Draw from their imagination and observation the background of their artwork.	<u>Task</u> - Draw from their imagination and observation the environment around a neighbourhood.	
#4 Play with a variety of materials and tools to make art.	<u>Task</u> - Interpret and experiment with different colours and materials which are associated with feelings.	<u>Task</u> - Use a variety of tools to make textures and patterns on paper to create a collage of an animal in its home.		
#5 Share their imagination, thoughts and feelings through art making.	<u>Task</u> - Create a portrait that represent their loved one.			
#6 Show interest in looking at a variety of artworks.			<u>Task</u> - Show interest in friends' artworks through Gallery Walk.	<u>Task</u> - Show interest in friends' artworks through Gallery Walk.
#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.		<u>Task</u> - Present artwork using art vocabulary.		<u>Task</u> - Share and talk about their experience using various art materials.

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Physical Education				
Domains	Term 1	Term 2	Term 3	Term 4
<p>Gymnastics LO1: Perform a gymnastic sequence of two different movements with smooth transition and different start and end body positions.</p>	<p><u>Evidences of learning/Task</u></p> <ul style="list-style-type: none"> - Perform a sequence with a starting pose (e.g. standing, kneeling, etc.) and executing a travelling action (e.g. running, sliding, etc.) to a rotating action (e.g. rolling, etc) before finishing with a pose (e.g. sitting, balancing, etc.). 		<p><u>Evidences of learning/Task</u></p> <ul style="list-style-type: none"> - Perform a sequence with a starting pose (e.g. standing, kneeling, etc.) and executing a travelling action (e.g. over a low beam, under a pole, etc.) to a rotating action (e.g. spinning on one leg, etc.) before finishing with a pose (e.g. sitting, balancing, etc.). 	
<p>Games & Sports LO2: Demonstrate a range of motor skills in catching, dribbling, and striking a variety of objects.</p>		<p><u>Evidences of learning/Task</u></p> <ul style="list-style-type: none"> - Throw using the overhand movement pattern, a variety of small objects towards a stationary partner between 6 to 10 metres away, who will catch with one and two hands. - Dribble with dominant and non-dominant hand while moving through space for a sustained period with control. - Push using a long-handled implement, a ball to a target on the ground. 		<p><u>Evidences of learning/Task</u></p> <ul style="list-style-type: none"> - Dribble a ball using the inside of the foot of the dominant leg. - Kick using the instep of the foot a stationary ball from a stationary position to a wall at least 6 metres away. - Strike using the 2-handed sidearm movement a ball from a tee/cone.

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<p>Dance LO3: 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>Evidences of learning/Task</u> - Moving to follow rhythm of multiple beats (tempo) mirroring and leading a partner</p>		<p><u>Evidences of learning/Task</u> Perform a mass dance in full to the song “Ode to Joy”.</p>
<p>Outdoor Education LO4: Move to landmarks in school safely and confidently, and apply knowledge about weather conditions and their effects on oneself.</p>	<p><u>Evidences of learning/Task</u> - Move safely and confidently within the school compound. - Complete a checklist of identifying hazards in school</p>		<p><u>Evidences of learning/Task</u> - Apply knowledge about weather conditions and the effects when planning a walking route - Map out 1 walking route from home to school, 1 walking route in a park)</p>	
<p>Physical Health & Fitness LO5: Acquire a range of safety practices while playing, using the road, and in public places. LO6: Demonstrate good health practices (oral care and disease prevention) and habits (make healthier food choices), and participate in regular physical activities.</p>		<p><u>Evidences of learning/Task</u> - Complete the activity in “An Active and Healthy Me” on the topics: ▪ “Road Safety to prevent Accident” ▪ “Staying Safe in Public Places” - Do a poster on personal safety.</p>		<p><u>Evidences of learning/Task</u> - Complete the activity in “An Active and Healthy Me” on the topics: ▪ “Regular Exercise” ▪ “Prevention of the spread of illness and diseases” ▪ “Goof Eating Habits” - Complete a checklist for reflection of personal habits and practices.</p>