

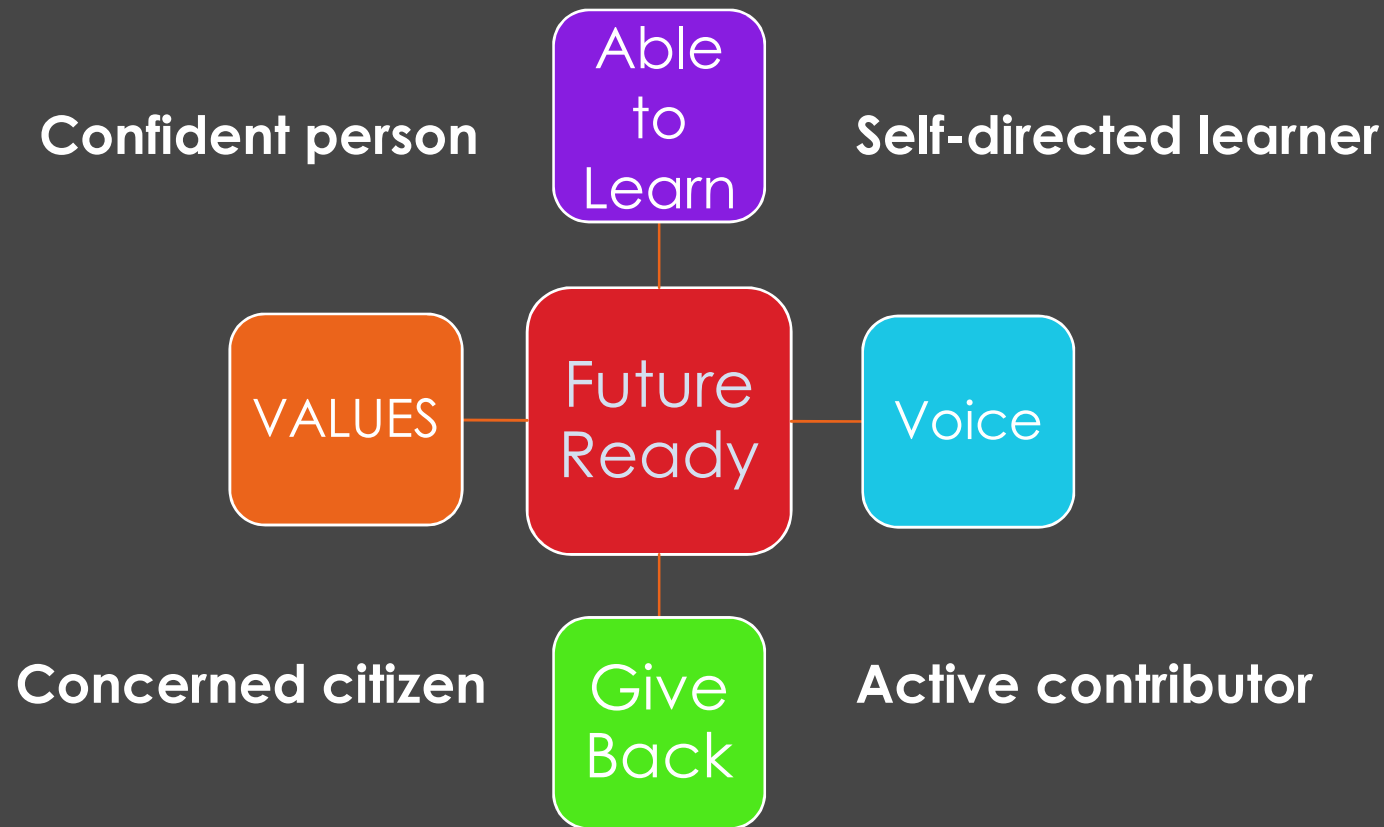
Cohort Briefing for P2 Parents 2022

Partnering Parents

24 January 2022

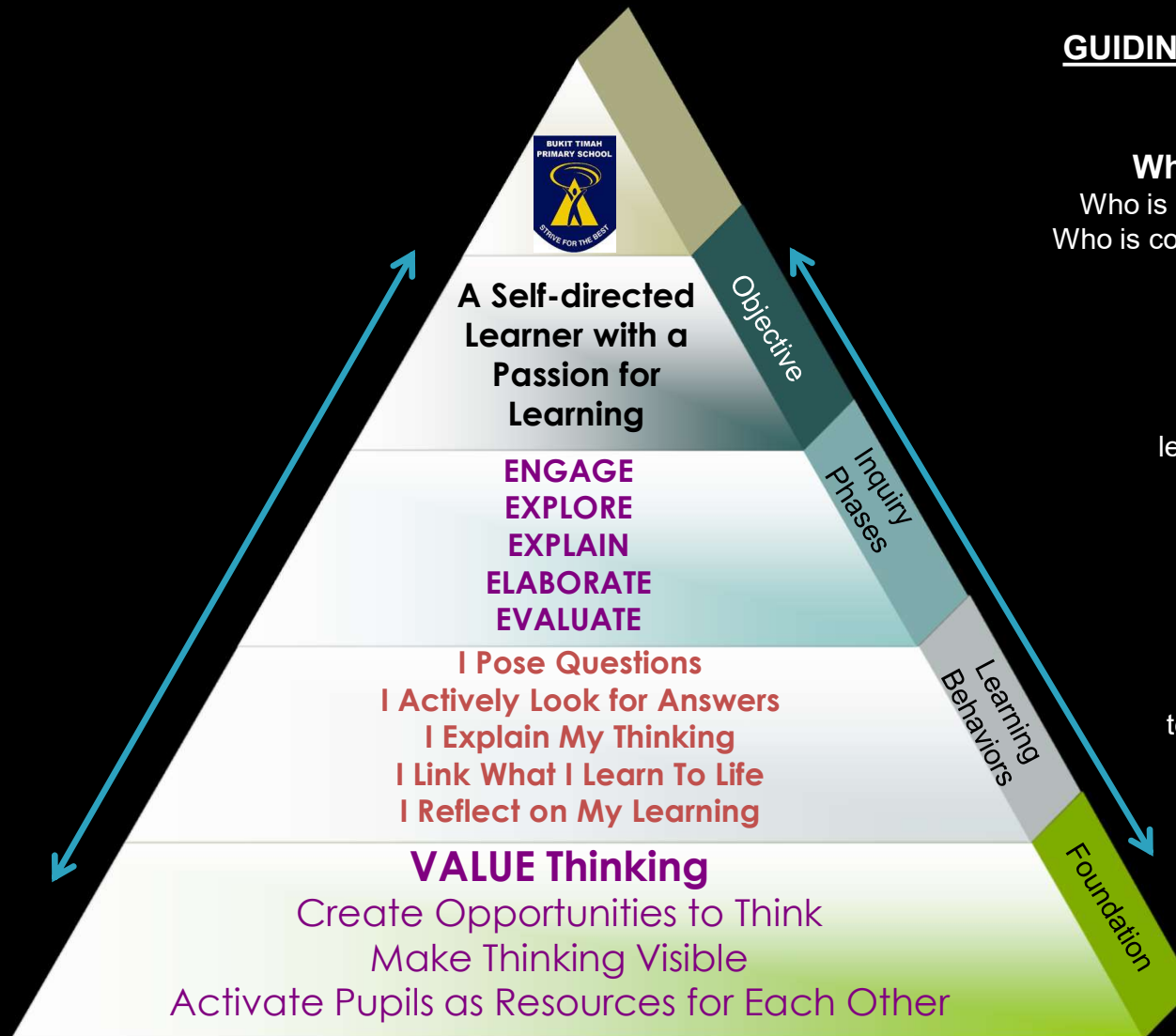


Fuels the Hearts and Minds of the BTPS child to be Future Ready



I STRIVE FOR THE BEST. I TAKE CHARGE OF MY LEARNING!

PHASES of INQUIRY	ENGAGE	EXPLORE	EXPLAIN	ELABORATE	EVALUATE
Learning BEHAVIOURS	I Pose Questions	I Actively Look for Answers	I Explain my Thinking	I Link What I Learn to Life	I Reflect on My Learning
THINKING ROUTINES	Question Starts	<ul style="list-style-type: none"> • Think Pair Share • I See, I Think, I Wonder • Think Puzzle Explore 	<ul style="list-style-type: none"> • What Makes You Say That • Claim Support Question 	<ul style="list-style-type: none"> • Connect Extend Challenge • Mind Maps • Step Inside 	<ul style="list-style-type: none"> • I Used to Think, Now I Think • Ladder of Feedback



GUIDING QUESTIONS

Who is Thinking?

Who is posing questions?
Who is collecting evidence?
Who is 'doing' the explaining?

How do we plan learning sequences that emphasise understanding?

What behaviors must we develop to enable thinking?

How do we motivate our learners to think?

NO Weighted Assessments

NO End of Year Examination

Holistic Assessment

- Building child's confidence and desire to learn
- Assessment focus more on information on learning progress
- Richer feedback on your child's development

Learning Outcomes – provided by MOE

- English
- Mathematics
- Mother Tongue
- Physical Health Education
- Music
- Art
- Social Studies

English Language

- Listening
 - Listen attentively and identify relevant information
- Speaking
 - Speak clearly to express their thoughts, feelings and ideas
 - Build on others' ideas in the conversations or discussions respectfully
- Reading
 - Read multi-syllabic words accurately
 - Read aloud Primary 2 texts (eg. STELLAR texts) with accuracy, fluency and expression
 - Understand Primary 2 texts (eg. STELLAR texts) and are able to identify the big ideas in the texts and recall sequence of main events
- Writing
 - Apply basic spelling strategies using knowledge about phonic elements and spelling rules
 - Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately

Mother Tongue Language

- Listening
 - Listen attentively to short, simple spoken content related to daily life, identify the main idea and some details
- Speaking and Spoken interaction
 - Speak with correct pronunciation using vocabulary and sentence structures from Primary 2 texts
 - Participate in short conversations related to daily life with some guidance
- Reading
 - Recognise characters taught in Primary 2
 - Read aloud Primary 2 texts with accuracy and fluency
 - Understand Primary 2 texts and are able to identify details with some guidance
- Writing
 - Write short sentence(s) about daily life with some guidance

Mathematics

- Understand numbers up to thousand
- Solve mathematical problems involving addition and subtraction
- Multiply and divide numbers within multiplication tables
- Identify, name, describe and sort shapes and objects
- Tell time to 5 minutes
- Compare and order objects by length, mass or volume
- Read and interpret picture graphs with scales
- Understand fractions

Social Studies

- Knowledge Outcomes
 - Identify the different ethnic communities living in Singapore
 - Recognise that a common identity unites the people of Singapore
- Skills Outcomes
 - Ask questions to collect information/data
 - Process information/data with the help of the teacher
- Values Outcomes
 - Appreciate different customs and traditions that are practised by the diverse communities in Singapore

Art

- Identify simple visual qualities in what they see around them
- Ask questions about what they see
- Draw from their imagination and observation
- Play with a variety of materials and tools to make art
- Share their imagination, thoughts and feelings through art making
- Show interest in looking at a variety of artworks
- 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

- Perform Music (eg. 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
- Create Music (eg. Short rhythmic and melodic phrases) in both instrumental and vocal settings, individually and in groups
- Listen and respond to music
- Appreciate Music from local and global cultures
- Understand musical elements and concepts

Physical Education

Games and Sports

- Demonstrate a range of motor skills in catching, dribbling, and striking a variety of objects

○ Gymnastics

- Perform a gymnastic sequence of two different movements with smooth transition, and different start and end body positions.

○ Dance

- Perform a structured dance to the music 'Ode to Joy', and repeat with modifications to timing (ie. Mirror, match, lead/follow)

○ Outdoor Education

- Move to landmarks in school safely and confidently, and apply knowledge about weather conditions and their effects on oneself

○ Physical Health and Fitness

- Acquire a range of safety practices while playing, using the road, and in public places
- Demonstrate good health practices (oral care and disease prevention) and habits (make healthier food choices), and participate in regular physical activities

Allocation of Pupils after P2 (P3 2023)

- Random mix into 5 classes

For MT classes, mixed-ability based

Offer of Higher Mother Tongue (CL, ML & TL)

Revised PSLE Scoring System



What the NEW PSLE aims to do . . .

- Reduce fine differentiation of students at a young age based on exam scores.
- Recognise a student's level of achievement in each subject, regardless of how his peers have done.



Students with the similar scores in each subject will be grouped into the same Achievement Level

- There will be 8 Achievement Levels (ALs), with AL1 being the best.
- A student's AL for each subject will reflect his level of achievement, rather than how he has performed relative to his peers.

PER SUBJECT
AL 1 (BEST)
AL 2
AL 3
AL 4
AL 5
AL 6
AL 7
AL 8 (UNGRADED)

Why 8 Achievement Levels?

- This offers a good balance.
- It reduces fine differentiation between students while still giving parents and educators a gauge of a student's progress at the end of primary school.
- Students can then be matched to suitable academic programmes in secondary schools.

PER SUBJECT
AL1
AL 2
AL 3
AL 4
AL 5
AL 6
AL 7
AL 8 (UNGRADED)

Reference Raw Marks Range

- To guide school-based assessments, we will provide reference raw mark ranges for each AL.
- These are based on learning objectives of the curriculum.

Considerations:

- To have educationally meaningful differentiation of students.
- At the top ALs, the ranges are narrower as the PSLE is designed to show what students can do – on average, about half of the students will score AL4 or better.

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

4 subjects added to form PSLE Score

- The PSLE Score replaces the T-score Aggregate.
- The PSLE Score ranges from 4 to 32, with 4 being the best.
- Compared to the T-score Aggregate, students are less finely differentiated.



ENGLISH	AL3
MOTHER TONGUE	AL2
MATHEMATICS	AL1
SCIENCE	AL2

PSLE SCORE: 8

Students will be streamed by their PSLE Score

- Students will continue to be placed in the appropriate Secondary School courses – Express, Normal (Academic), Normal (Technical) or option bands.

PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) option	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26 – 30, with AL7 or better in both EL <u>and</u> MA

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WHAT IS THE NEW PASSING MARK, SINCE AL6 SPANS ACROSS 45-64?

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

The PSLE is a placement exam, thus there is no passing or failing mark. It determines how ready students are to access the curriculum at the next level, and the most appropriate course for them.

A student who has scored **at least an AL 7 in English Language and Mathematics can progress** to the N(T) course.

Similar to today, students who do not qualify for Express, N(A) or N(T) have to repeat the PSLE, or progress to a specialised school such as NorthLight School or Assumption Pathway School.



SCORING FOR MTL-EXEMPT AND STUDENTS STUDYING AN ASIAN LANGUAGE/ FOREIGN LANGUAGE (AsL/FL) IN LIEU OF AN MTL



SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- For students who are exempted from MTL or take an AsL/FL in lieu of an official MTL, their PSLE result slip will only reflect the three subjects they have taken.
- However, for the purposes of Secondary 1 posting, these students will need an assigned MTL score so that they have a PSLE score comprising four subjects
 - To determine the assigned MTL score, reference is made to MTL scores of other students who have achieved similar scores in English, Mathematics, and Science.
 - This is the same approach taken in today's T-score system.

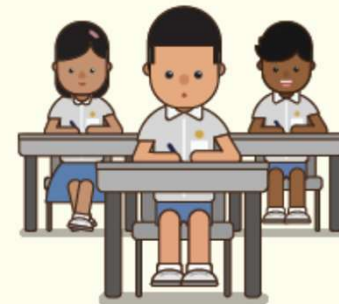


SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- In reviewing the score assignment for these students under the new PSLE scoring system, we needed to strike a balance between:
 - Acknowledging that students have valid reasons for seeking MTL exemption or taking an AsL/FL, and
 - Ensuring some parity between scoring for exemption, Foundation and Standard MTL.

SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- Under the new scoring system, the assigned MTL score will:
 - Take reference from peers with similar scores for English, Mathematics and Science;
 - While maintaining parity of treatment with students who take Foundation MTL (who will score between AL 6 to 8).
- Hence, students will receive an assigned MTL score between AL 6 to 8 in PSLE.



Communication with Teachers

- BT Kit
- Email
- Phone call

My Email

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Thank You