

BEDOK GREEN PRIMARY SCHOOL



ASSESSMENT INFORMATION BOOKLET 2023

NOTE TO STUDENTS AND PARENTS

- This booklet contains essential information and instructions on assessment matters in Bedok Green Primary School.
- You are advised to read the information carefully.
- If you have any queries, please contact the form or subject teacher for clarification.

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1. OVERVIEW OF ASSESSMENT APPROACH IN P1 AND P2

In line with MOE's direction to reduce over-emphasis on academic assessment results, to minimise excessive peer comparison and to promote joy of learning, there are no weighted assessments¹ in Primary One and Primary Two. This means that there will be no weighted tests, assignments or projects, with marks or grades that will accumulate towards a year-end overall result for each subject.

Instead, to gather information about the student's learning progress, the school uses a variety of non-weighted tests and formative assessments² such as bite-sized tasks and daily work. Bite-sized tasks and daily work may include class quizzes, short writing and reading assignments, show and tell, class presentations and discussions, in-class work, homework etc. Teachers will diagnose each student's learning progress from these tests, tasks and daily work. As these are formative in nature, parents/ guardians should not overstress your children with unnecessary preparation. Instead of marks and grades, each student will be given feedback on their learning progress in the form of four levels of Qualitative Descriptors (QD) (see table below) for each of the Learning Outcomes³ (LO) identified for each subject.

Qualitative Descriptors	What it Means
Accomplished	Strong understanding and application of concepts and skills Thorough understanding of all or nearly all key concepts and skills and routinely makes connections/ or demonstrates them
Competent	Good understanding and application of concepts and skills Understands most key concepts and skills and often makes connections to them/ or demonstrates them
Developing	Basic understanding and application of concepts and skills Understands some key concepts and skills and occasionally makes connections to them/ or displays them in action
Beginning	Minimal understanding and application of concepts and skills Displays very little understanding of basic concepts and skills and rarely makes connections to them/ or displays them in action

These Qualitative Descriptors reflect the individual student's mastery level and learning for each of the Learning Outcomes as assessed by the teachers. They are non-comparative in nature. Parents and students should use these descriptors as a form of feedback on the learning areas for each subject that students may need more attention in.

¹ An assessment where the score forms part of the computation of a student's overall results in a subject for the year. It can be class tests, practical tests, performance tasks etc.

² Formative assessments are processes that are carried out during teaching and learning so that teachers and students can gather evidence for the purpose of improving learning.

³ Learning Outcomes are provided by MOE. They are closely aligned with and reflect the syllabus outcomes for P1 and P2. For example, learning outcomes for P1 in Mathematics include "Understand numbers up to hundred", "Tell time to the hour/ half hour" etc. LOs will be reported in the Holistic Development Report at Mid-Year and End of Year.

To help parents better understand their child's learning progression, all Primary One and Primary Two students will have individual portfolio files. These files will collect the best 3 to 4 pieces of completed work of each student, for each subject each year.

During Parent-Child-Teacher-Conferencing (PCTC)⁴, students will discuss their individual mastery levels and learning progress for the different learning outcomes in each subject with their parents and form teacher. Students will reference the work that is showcased in these portfolio files to illustrate their learning. This process will provide parents with a more holistic overview of their child's academic mastery.

Besides academic mastery, the school also focuses on nurturing Learning Dispositions in students. For more information on Learning Dispositions, please refer to Students' Handbook.

⁴ Parent-Child-Teacher-Conferencing in BGPS focuses on giving the child the opportunity to communicate his/ her own learning progress. During the session, the child will be sharing his/ her learning to his/ her parents and teacher during the meeting. Guidance will be provided by his/ her subject teacher prior to the meeting.

2. OVERVIEW OF ASSESSMENT APPROACH FROM P3 TO P6

To promote joy of learning and holistic assessment, besides End-of-Year Examinations (EYE)⁵, the school uses a variety of other modes of formative assessments⁶ in the form of Weighted Assessments (WA) and non-weighted bite-sized tasks to evaluate students' learning. The table below shows the school's assessment structure from P3 to P6.

Level	Term 1	Term 2	Term 3	Term 4
Primary 3 to 5	Weighted Assessment (WA1)	Weighted Assessment (WA2)	Weighted Assessment (WA3)	EYE
Primary 6			Preliminary Examination	PSLE
For all levels, non-weighted bite-sized tasks will be routinely assigned to students.				

- Non-weighted bite-sized tasks are not scored or graded. They are on-going and tend to be formative in nature to help the teacher assess students' learning. They can include class quizzes, short writing and reading assignments, show and tell, class presentations and discussions, in-class work, homework, mini-projects, etc.
- Weighted Assessments (WA) are scored and graded and can take various modes similar to bite-sized tasks including review tests, short writing, reading and performance tasks, presentations and others. They are conducted during subject lessons under non-examination conditions. WA provide students with appropriate opportunities to demonstrate their learning, experience success and build their confidence and desire to learn.
- End-Of-Year Examinations (EYE) are standardised written examinations conducted at the end of each year for P3 to P5 students. There are also oral and listening components for both English Language and Mother Tongue Languages. The scope of EYE is mainly work done for the whole year and may also include topics taught in previous years.

These assessments aim to gauge students' learning and some may be diagnostic in purpose. They provide teachers with a deeper understanding of students' learning gaps so that students can be given specific feedback to act on to improve their learning. Hence, we advise parents/ guardians not to overstress your children with unnecessary preparation. Details and scope of these assessments will be given to students by the respective Year Head/ Assistant Year Head and subject teachers.

⁵ Standardised Examinations are generally higher stakes assessments (oral, listening, written) carried out under formal examination conditions. All students take these assessments at the same stipulated timing and schedule, within a fixed duration. Such assessments include End-of-Year Examinations, Preliminary Examinations and PSLE.

⁶ Formative assessments are carried out for teachers and students to gather evidence to improve learning.

3. ASSESSMENT WEIGHTING AND SCHEDULE (P3 TO P6)

	Term 1	Term 2	Term 3	Term 4
Primary 3 and 4				
English Language	WA1 (10%)	WA2 (15%)	WA3 (15%)	EYE (60%)
Mother Tongue Language				
Mathematics				
Science				
Primary 5				
English Language / Foundation English Language	WA1 (10%)	WA2 (15%)	WA3 (15%)	EYE (60%)
Mother Tongue Language / Foundation Mother Tongue Language				
Higher Mother Tongue Language				
Mathematics / Foundation Mathematics				
Science / Foundation Science				
Primary 6				
English Language / Foundation English Language	WA1 (0%)	WA2 (0%)	Prelim (100%)	PSLE
Mother Tongue Language / Foundation Mother Tongue Language				
Higher Mother Tongue Language				
Mathematics / Foundation Mathematics				
Science / Foundation Science				

EYE for English Language/ Foundation English Language and Mother Tongue Language/ Foundation Mother Tongue Language comprise oral, listening comprehension and written papers. The marks for Higher Mother Tongue will not be computed into the overall results.

Assessment Schedule

The detailed schedule, modes, format and scope of assessment will be given to parents by the respective Year Heads for each semester via Parents Gateway. The assessment schedule can also be found in the online school calendar. Do note that the assessment schedule is subject to changes and you can refer to our school website for any updates.

4. DEVELOPING GOOD HABITS IN ASSESSMENT PREPARATION

To prepare sufficiently for on-going assessments, students should develop good habits to learn and study in class as well as on their own. The school encourages students to:

Be Proactive

- Take responsibility for own learning
- Always complete homework in time. Do not leave them until the last moment.
- Revise what is taught in class daily. Read class notes, handouts, textbooks and complete assignments given.
 - Read carefully to understand the content.
 - Make own notes to summarise learning.

Begin With The End In Mind

- Plan a personal schedule for revision. The schedule should include what subjects to study and the time to be spent on each subject, with short breaks in between.
- Set up a study area in a quiet place, away from distractions such as noise, the television and the bed. It would be best to study at a proper study table.

Put First Things First

- Put tasks in order of priority. Do the more important and urgent tasks first.
- Be focused on completing the prioritised tasks.

Sharpen The Saw

- Take regular breaks e.g. take a 15-minute break after every 45 minutes of study.
- Have sufficient sleep daily – at least eight hours every night.
- Stay healthy by exercising regularly.
- Every day, have a good breakfast before coming to school.

5. ASSESSMENT REGULATIONS

Assessments such as P6 Preliminary Examinations and End-of-Year Examinations will be administered on the stipulated dates stated in the assessment schedule. Students are to attend school following the usual school curriculum hours on assessment days. They will not be allowed to come earlier or later to take an assessment. Students who are late for these assessments will not be given extra time to complete it.

Students will **not be allowed** to take the assessment if they are:

- i. late by 15 minutes or more for papers with duration of 1 hour or less, or
- ii. late by 30 minutes or more for papers with duration of more than 1 hour.

Before the start of the assessment

Students are to:

- bring all materials needed for the assessment. They include pens, 2B pencils, erasers, rulers, sharpeners, mathematical instruments and any other materials as advised by the teacher,
- listen carefully to the instructions given by the teacher/ invigilator conducting the assessment,
- read carefully the instructions on the question booklets/ answer booklets, and
- raise their hands if they have questions to ask the teacher/ invigilator.

During the assessment

Students are to:

- use dark blue or black ballpoint pen to write answers legibly. This is to reduce possible smudging and to ensure clarity of writing. Only selected students are to use pencils for writing.
- complete answering all questions within the duration of each assessment paper. No extra time will be given for questions unanswered.
- ensure that no correction fluid/ tape or highlighters should be used when writing the answers. If answers are to be changed, cross them out and re-write the answers.
- write all answers in the answer booklets in the correct spaces provided. Answers that are written on the question booklets will not be marked.
- use a soft-lead 2B pencil to shade answers for multiple choice questions (MCQs) if an Optical Answer Sheet (OAS) is provided. If answers on the OAS need to be changed during the assessments, students are to use a soft eraser to erase the answers completely before shading the ovals.

- read all questions carefully. No marks will be awarded for information that is not asked for in the questions.
- manage their time well. Do not spend too much time on a few questions, leaving no time for others.
- remain seated and raise their hand to inform the teacher/ invigilator if they feel unwell or need to go to the washroom urgently. Students are not encouraged to go to the washroom in the first and last 15 minutes of the paper.

Students must **not**:

- cheat or assist in cheating. They should always face the front and not turn or look around during the examination as this may be perceived as cheating.
- bring bags, books, papers, notes, mobile phones, smart watches or other unauthorised electronic belongings into the classroom. They must be placed outside the classroom or a place identified by the teacher/ invigilator. Any student found to be in possession of any unauthorised material is liable to the same penalty as those who are caught cheating during the assessment.
- talk or communicate (verbally or non-verbally) with other students during the assessment.
- leave the classroom even if they have completed the assessment before the given time has ended.
- remove any used or unused writing paper, question booklet, answer booklet or OAS from the classroom.

At the end of the assessment

Students are to:

- stop writing immediately when told to do so by the teacher/ invigilator, and
- remain seated quietly until the question booklets/ answer booklets/ OAS have been collected.

6. CHEATING AND MISCONDUCT DURING ASSESSMENT

Cheating, attempting to cheat or assisting in cheating is a serious assessment offence. If a student is found guilty of the misconduct during assessment, he or she may not be allowed to continue with the assessment. As a consequence, part of the marks attained for the affected assessment papers may be forfeited and disciplinary actions will be taken against the student.

7. USE OF DICTIONARIES DURING ASSESSMENT

Students are allowed to use a monolingual dictionary for the Mother Tongue, Higher Mother Tongue and Non-Tamil Indian Languages (NTIL) Paper 1 (Composition).

Students are also allowed to use a hand-held electronic Chinese Language dictionary for the Chinese and Higher Chinese Paper 1 (Composition).

Dictionaries and electronic dictionaries must conform to the following requirements:

- i. only monolingual dictionaries are allowed;
- ii. dictionaries used must not have any annotations e.g. tagging pages with stickers, highlighted text and/ or written text etc. on any of the pages;
- iii. electronic dictionaries must be silent and battery-operated. Earpieces are not permitted; and
- iv. only approved dictionaries in the list below may be used.

The list of approved Mother Tongue Dictionaries and e-Dictionaries for use in assessments and daily lessons can be found on Singapore Examinations and Assessment Branch's (SEAB) website at:

<https://www.seab.gov.sg/home/examinations/approved-dictionaries>

Students who are still using previously approved dictionaries can continue to use them for national examinations unless there is a change in policy, syllabus or examination format.

For students offering Non-Tamil Indian Languages (NTIL), there is no approved list of dictionaries. They can bring in any dictionary as long as it is monolingual with no annotations on any of the pages.

Students are not allowed to borrow any dictionary from other students during the assessment. Students are advised to bring along a spare set of batteries for their electronic dictionary as no extra time will be given if their dictionary fails to function during the assessment.

Any unauthorised material or unapproved dictionary found in students' possession during the assessment will be confiscated.

** All previously approved dictionaries, including those that no longer appear on the current approved list, can continue to be used for the national examinations unless there is a change in policy, syllabus or examination format. Under any of these situations, the Singapore Examinations and Assessment Board (SEAB) may withdraw the approval for use of these dictionaries in the examinations.*

#Stylus that comes with these approved e-dictionaries can be used in examinations.

8. USE OF SCIENTIFIC CALCULATORS DURING ASSESSMENT

Students are allowed to use a scientific calculator for Mathematics/ Foundation Mathematics Paper 2. The following guidelines are to be adhered to in the use of scientific calculators during assessment.

- a. The calculator must be silent, with a visual display only.
- b. The working condition of the calculator is the student's responsibility and a fault in a calculator cannot be used as a reason for seeking special considerations for the user.
- c. Calculators must not be borrowed from other students during assessment for any reason, unless permitted by the teacher/ invigilator.
- d. No unauthorised materials, e.g. instructional leaflets, formulae printed on the lid or cover of a calculator or similar materials, must be in students' possession during the assessment.
- e. The following calculators are not allowed:
 - programmable calculators,
 - calculators with permanent features of a programmed kind,
 - calculators with the capability of remote communication features, and
 - calculators with capabilities for storing and displaying visual and verbal information.

The list of approved calculators for use in assessments and daily lessons can be found on Singapore Examinations and Assessment Branch's (SEAB) website at: <https://www.seab.gov.sg/home/examinations/approved-calculators>

Students who are still using previously approved calculators can continue to use them for national examinations unless there is a change in policy, syllabus or examination format.

9. STUDENTS WHO ARE UNWELL ON DAY OF ASSESSMENT

On the day of assessment, if a student is unwell and/ or has a temperature above 37.6°C, the school will contact his/ her parents to fetch him/ her home. While waiting, the student will be brought to the sick bay.

Students who are on medical leave should not come to school to take the assessments. It is also in the student's best interest not to be in school when he/ she is unwell. He/ She will not be able to focus and do well for the assessments he/ she is taking them due to illness. He/ She needs to be resting and recovering. The marks he/ she scores may not be a fair reflection of his/ her true ability. The school requests that parents co-operate and assist in this matter. Insisting that a student comes to or remains in school when he/ she is unwell may mean that he/ she is exposing other students in the class to the infection he/ she has contracted.

10. ABSENCE FROM ASSESSMENT

Students who are absent for Preliminary Examinations or End-of-Year Examinations will be given the assessment papers **as practice** and the marks **will not** be included in the overall mark computation.

Only the following are considered as **valid reasons for absences** during assessments:

- Medical reasons supported by a medical certificate (MC) from a doctor
- MCs from Traditional Chinese Medicine (TCM) practitioners are not accepted unless the TCM clinic is under the purview of a hospital.
- Bereavement of family members
- Officially excused by the school
- Other reasons deemed valid by the school

A medical certificate or a copy of the death certificate has to be given to the form teacher when the student returns to school to support his/ her absence. Parents' letters will not be accepted without any valid reasons for absence.

Students who are absent for an assessment **without a valid reason** will be given a **zero mark for that assessment** and this assessment mark will be included in the computation of the subject and overall total.

11. ASSESSMENT MAKE-UP

Make-up assessment will be conducted for WA and for absentees with medical certificates or other valid reasons only. They will be conducted during classroom lessons and within a reasonable timeframe to allow time for results processing and for teachers to give timely feedback to the rest of the students. The details for make-up assessments for absentees will be provided by Form/ Subject teachers on a case-by-case basis.

12. COMPUTATION OF SUBJECT TOTALS FOR ABSENT STUDENTS

When a student is **absent with a valid reason for a paper that constitutes less than 30% of the total weighting of the assessment (Weighted Assessment, Preliminary Examinations and EYE)**, that paper will not be included in the calculation of the subject total for that assessment. The subject total will be re-based to the sum of the rest of the papers that the student had sat for.

Scenario 1: Primary 5 English Language EYE

A student is absent for Paper 1 which has a weighting of less than 30% of the paper.

Component	Weighting	Attendance	Computation
Oral	15%	Present	15%
Listening Comprehension	10%	Present	10%
Paper 1 (<i>Situational and continuous writing</i>)	27.5%	Absent with valid reason	Not included
Paper 2 (<i>Language use and comprehension</i>)	47.5%	Present	47.5%
Total	100%		72.5% computed to 100%

When a student is **absent with a valid reason for a paper that constitutes 30% or more of the total weighting of the assessment (Weighted Assessment, Preliminary Examinations and EYE)**, the affected assessment will not be included in the overall subject total for the year.

Scenario 2: Primary 5 Mathematics EYE

A student is absent for Paper 1 which has a weighting of 40% (more than 30%) of the total weighting for the EYE.

Component	Weighting	Attendance	Computation
Paper 1	40%	Absent with valid reason	Not computed
Paper 2	60%	Present	60%
Total	100%	The report book will reflect VR (valid reason) for this assessment	No total marks awarded. This assessment will not be included in the overall subject total for the year.

13. QUALIFYING FOR END OF YEAR AWARDS

School-Based Achievement Awards

Achievement Awards are presented to students at all levels to recognise them for outstanding achievements in academic as well as non-academic areas. The eligibility criteria will take into consideration students' strong academic performance, conduct and learning dispositions.

The table below shows a summary of the awards.

Level	Awards/ Certificates
Primary 1 & 2	<ul style="list-style-type: none">• Certificates of Accomplishment• Top Performers Awards
Primary 3 to 6	<ul style="list-style-type: none">• Top Performers Awards• Best in Subject Awards
Primary 6	<ul style="list-style-type: none">• Pinnacle Awards

Certificates of Accomplishment

Certificates of Accomplishment are given to Primary 1 and 2 students who have attained 'Accomplished' levels in all or most of the learning outcomes for the subject.

Top Performers Awards

The awards are given to Primary 3 to 6 students who have attained the top overall score for English Language/ Foundation English Language, Mother Tongue/ Foundation Mother Tongue, Mathematics/ Foundation Mathematics and Science/ Foundation Science in class. For Lower Primary, the awards are given to students who have attained 'Accomplished' in all or most of their subjects (English Language, Mother Tongue, Mathematics, Social Studies, Physical and Health Education, Art and Music).

Best in Subject Awards

Best in Subject awards are given to Primary 3 to 6 students who have attained the highest score for a specific subject in the level.

Students who are exempted from Mother Tongue are only eligible for Best in Subject awards for English, Mathematics and Science. The school does not have a Best in Subject Award for Non-Tamil Indian Languages (NTIL) subjects.

Pinnacle Awards

Pinnacle Awards are prestigious awards given to Primary 6 students in recognition of their excellent contributions to the school and community in academic or co-curricular domains.

The awards are:

1. **BGPian Of The Year Award** for the all-rounded student who strongly demonstrates the BGPS values and exemplifies the school's vision of Empowered Learners, Persons of Strength and Character
2. **Leadership Excellence Award** for students who consistently demonstrate excellent leadership traits in their service to the school
3. **Academic Excellence Award** for students who consistently perform with excellence in their academic pursuits
4. **Sports Excellence Award** for students who consistently perform with excellence in their pursuits in sports
5. **Aesthetics Excellence Award** for students who consistently perform with excellence in their pursuits in the aesthetics
6. **Warrior Award** for the student who demonstrates significant resilience in his/her daily student life and surmounts challenges through perseverance without giving up

MOE Edusave Scholarships

The scholarships are applicable to students in government, government-aided and specialized schools. They are for students who are within the top 10% of their school's level and course in terms of academic performance, and have demonstrated good conduct.

MOE Edusave Merit Bursary (EMB) and Edusave Good Progress Award (GPA)

BGPS has adopted MOE's selection criteria for the EMB and GPA. The table below shows the award eligibility criteria.

Level	Award Eligibility Criteria for	
	EMB	#GPA
P1 to P6	Singaporean students in Government and Government-aided schools	Singaporean students in Government and Government-aided schools
P1	Consistently demonstrated positive learning dispositions in the course of the year	
P2		Showed the greatest improvement in learning dispositions in the course of the year
P3		
P4 to P6	Outstanding academic performance	Outstanding improvement in academic performance
P1 to P6	Students must satisfy the household income criterion, i.e. gross monthly household income does not exceed \$6,900 (or per capita income does not exceed \$1,725)	
P1 to P6	Demonstrated good conduct	

#GPA involves P2 to P6 students only.

At the lower primary levels, teachers will make daily observations and closely monitor students' learning, effort and progress during class and school activities before nominating students for the awards.

14. PROMOTION AND SUBJECT COMBINATION

From	To	Guiding Principles
Primary 1	Primary 2	Promotion is en bloc ⁸ . Students remain in the same classes.
Primary 2	Primary 3	<p>Students are placed in mixed-ability classes of approximately 40 students in each class.</p> <p>Students who demonstrate the ability and interest to develop higher levels of Mother Tongue Language proficiency and cultural knowledge will be offered Higher Mother Tongue Language.</p>
Primary 3	Primary 4	<p>Promotion is en bloc. Students remain in the same classes.</p> <p>Students who demonstrate the ability and interest to develop higher levels of Mother Tongue Language proficiency and cultural knowledge will be offered Higher Mother Tongue Language.</p>
Primary 4	Primary 5	<p>Promotion is based on the overall total of English Language, Mother Tongue Language, Mathematics and Science. All subjects have equal weighting.</p> <p>Student with excellent Mother Tongue Language performance will be offered Higher Mother Tongue Language.</p> <p>Students with subject performance not at basic level of achievement may be offered the subject at Foundation level.</p> <p>Class allocation is based on merit and subject combination.</p>
Primary 5	Primary 6	<p>Promotion is en bloc⁸. Students remain in the same classes except for those with changes in subject combinations.</p> <p>Students with subject performance not at basic level of achievement may be advised to switch to a less demanding subject combination at P6.</p>
Primary 6	Secondary 1	<p>Students are promoted to secondary schools with full subject-based banding in which students will offer each subject at a level suited to their ability.</p> <p>Students who do not meet the requirements to be promoted to secondary school are allowed to re-take PSLE with the same subject combination taken in the previous year or will be offered a less demanding subject combination based on his/ her PSLE performance. They may also be recommended by MOE to continue their post-PSLE education at Specialized Secondary Schools such as Northlight School or Assumption Pathway School.</p>

⁸ Generally, students are promoted en bloc, however some students may be moved to another class on a case-by-case basis, dependent on their learning needs.