



P2 End-Of-Year Assessment for Mathematics



Content



- **Rationale of Semestral Assessment at Primary 2**
- **Assessment Matters**
 - **Assessment for the year**
 - **End-of-year Examination**
- **Helping your child**



Rationale



- To ease the transition when students first enter primary school, **Semestral Assessment (SA)** will only begin from the end of P2 and not earlier.
- To prepare students for the assessment at the end of P2, there is a progressive consolidation of topics learnt throughout the academic year.



Assessment for Learning



Throughout the year, teachers monitor students' progress and provide feedback in daily lessons via the following:

- Activity-based lessons
- Written work (Workbook exercises)
- Journal Writing tasks



Assessment (Weighted)



Term 1	Term 2	Term 3	Term 4
<p><u>Maths Review 1 (10%)</u></p> <p>1) Numbers to 1000 2) Addition Within 1000 3) Subtraction Within 1000 4) Word Problems: Addition and Subtraction (One-step)</p>	<p><u>Maths Review 2 (20%)</u></p> <p>1) Numbers to 1000 2) Addition and Subtraction and word problems 3) Multiplication and Division and word problems 4) Length</p>	<p><u>Maths Review 3 (10%)</u></p> <p>1) Word Problems (1-step, 2-Parts, 2-Steps word problems for Addition and Subtraction; 1-step for Multiplication and Division) 2) Mass (including word problems) 3) Money (including word problems)</p>	<p><u>Performance Task (10%)</u></p> <p>1) Mass 2) Length</p> <p><u>Year End Assessment (50%)</u></p> <p><u>All topics (Whole of P2)</u></p>



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Assessment: Weighting by Terms



Term 1	Term 2	Term 3	Term 4
10% Review	20% Review	10% Review	60% Semestral Assessment

For Terms 1 – 3, students are given ‘bite-sized’ tasks/ assessments



End-of-Year Semestral Assessment

Weightages of Topics



Topics	Approximate Weighting (%)
Whole Numbers	40
Fractions	10
Measurement (Length, Mass, Volume, Time, Money)	30
Geometry (2D & 3D shapes, Patterns)	10
Picture Graphs	10
Total	100



End-of-Year Semestral Assessment



Item Types

Multiple-choice questions (MCQ)

- 1 to 2 marks per question
- Four options are provided of which only one is correct



End-of-Year Semestral Assessment



Short-answer questions (SAQ)

- 1 to 2 marks per question (workings are strongly encouraged)
- For 2-mark questions, students are to show workings as method marks are given.
- Marks are awarded for correct method even *if answer is wrong*



End-of-Year Semestral Assessment



Long-answer questions (LAQ) / Problem Solving

- 3 to 4 marks per question
- Workings are to be shown



End-of-Year Semestral Assessment



Assessment Format

Level	Total Marks	Total Number of questions	MCQ/SAQ		LAQ		Duration
			Number of questions	Marks per question	Number of questions	Marks per question	
P2	50	28 - 30	5 (MCQ) 16 - 18 (SAQ)	1 1-2	7	2 - 4	1h 30 min



End-of-Year Semestral Assessment



Distribution of Knowledge, Comprehension and Application & Analysis Questions

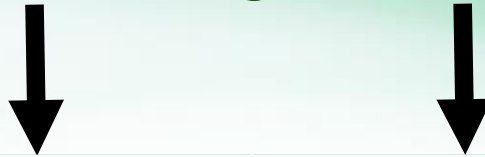
Knowledge (%)	Comprehension (%)	Application & Analysis (%)
50	45	5



A Knowledge (K) Question



Which one of the following numbers is the **smallest**?



- 1) 359
- 2) 605
- 3) 383
- 4) 631

Hundreds	Tens	Ones
3	5	9
3	8	3

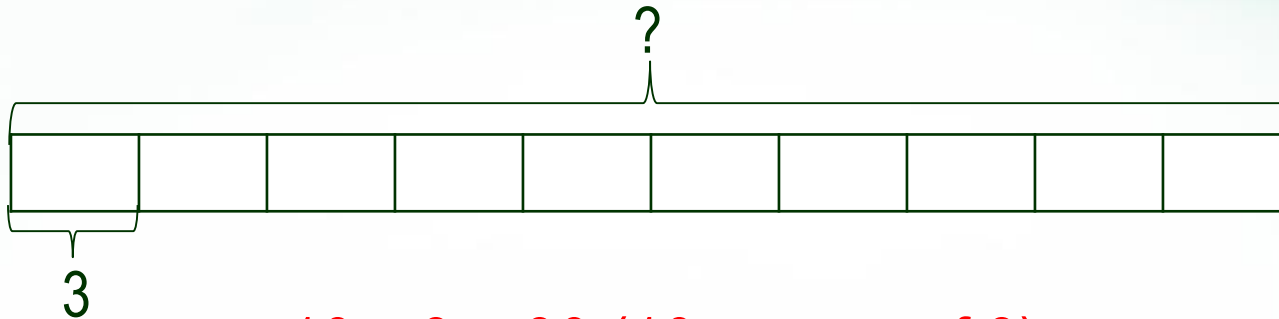
Assesses recalling of place-value concepts and the procedure for comparing numbers.



A Comprehension (C) Question



Mrs Lim bakes cupcakes for 10 children. Each child gets 3 cupcakes. How many cupcakes does Mrs Lim bake altogether?



$$10 \times 3 = 30 \text{ (10 groups of 3)}$$

$$\begin{array}{r} 10 \\ \times 3 \\ \hline 30 \end{array}$$

Mrs Lim baked 30 cupcakes altogether.

Requires making sense of the context before using/applying multiplication concept to solve the problem.

An Application & Analysis (A) Question



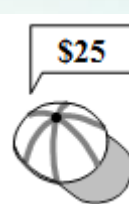
Ahmad had \$60. He bought 2 things that cost more than \$50 altogether. What did Ahmad buy?



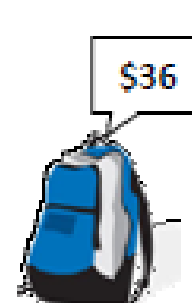
A box of coloured pencils



a box of chocolate



cap



school bag

Items bought	Cost	Answer?
Coloured pencils + chocolate	$\$5 + \$30 = \$35$	X
Cap + School Bag	$\$25 + \$36 = \$61$	X
Chocolate + cap	$\$30 + \$25 = \$55$	✓

Ahmad bought a box of chocolate and a cap.

Helping your child



1. Play games with your child:

- To master addition and subtraction facts
- To master multiplication and division facts



Helping your child



2. Build good habits

- Ask your child questions, avoid giving him/her the answers
- Emphasize quality work, clear and logical presentation of work
- Encourage your child to learn from mistakes by doing his/her corrections properly
- Encourage them to check through their work after completion (Working backwards etc)
- Encourage your child to seek and appreciate alternative solutions
- Encourage your child to persevere when he/she faces difficulties

Helping your child



3. Communicate with class Mathematics teacher



Early success builds students' confidence and motivates them to learn. This, in turn, increases the chances of further success in learning. So we need to make the first step in each journey of learning a successful one.



A red pushpin is pinned to the top edge of a white rectangular sticky note. The note is tilted slightly to the right. The words "THANK YOU" are written in a casual, handwritten black font. The background is a teal color with a subtle pattern of small, dark teal dots arranged in a grid-like fashion, with some dots missing or faded, creating a modern, digital aesthetic.

THANK
YOU