



**CARIBBEAN PRIMARY
EXIT ASSESSMENT
(CPEA)**

**HANDBOOK FOR
TEACHERS**

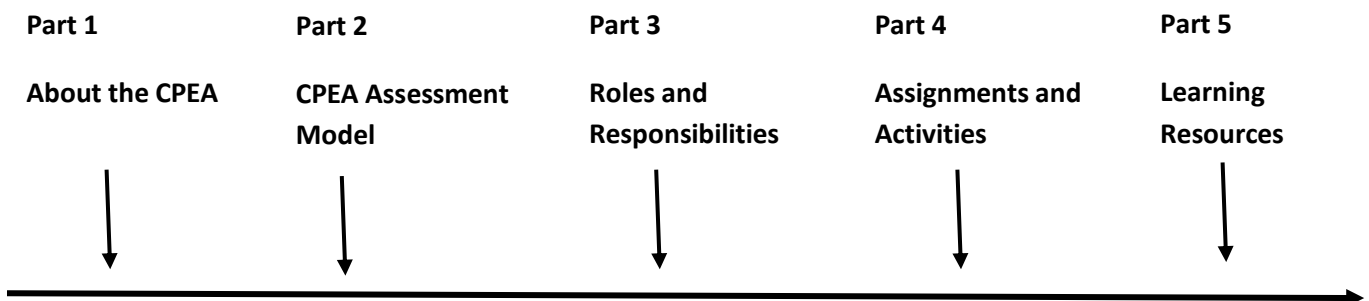
Introduction

This *Teacher's Handbook* is designed for teachers at the primary level who are preparing pupils for the Caribbean Primary Exit Assessment (CPEA). The objective of this handbook is to assist teachers to work effectively in guiding learning and thereby enhancing the performance of pupils and also in producing useful data for grading pupils. It attempts to provide suggestions on how the formative and summative aspects of learning can be facilitated in the classroom.

The handbook is divided into five parts; the first part provides an overview of the CPEA and offers a rationale for the CPEA. The second part of the handbook provides details about the Assessment Model employed in the CPEA. Part three outlines your roles and responsibilities as a key partner in ensuring pupils' success in the CPEA. Part four provides a description of the assessment activities for the CPEA. Finally, the section on learning resources offers a wealth of suggestions, options, and materials that teachers can use to efficiently prepare their pupils for the CPEA. These include sample lesson plans, suggestions for projects and activities, activity sheets and so on.

The manual will also include a short video clip that provides a quick reference guide to the CPEA. This video can also be found on the CXC website at www.cxc.org

Your Guide/Map through this Handbook



Part 1 – About the CPEA

Key Questions:

1. What is the CPEA?
2. What is the rationale for the CPEA?

Section A: What is the CPEA?

The Caribbean Primary Exit Assessment (CPEA) is an assessment of the literacies required by all pupils exiting the primary school system. The focus of this assessment is on a set of literacies which are common to all primary curricula across the region and are necessary for pupils to achieve at higher levels of education. These include mathematical, language, civic and scientific literacies, all of which are solidly grounded in learning theories espoused by Piaget, Bruner and Vygotsky among others. The CPEA will therefore focus on the assessment of literacies and not individual subjects as is the case with traditional end-of-primary examinations.

Section B: Why the CPEA?

It is anticipated that the CPEA, as a regional assessment offered by CXC, will provide the foundations for a seamless transition to secondary education and facilitate portability of qualifications across the Caribbean Region and should:

1. assist with the quality measures in the primary education system;
2. offer a common measure across schools and territories in the region.

Part 2 – Assessment Model for the CPEA

Key Questions:

1. How will my pupils be assessed in the CPEA?
2. Will teachers be required to teach a new curriculum?
3. Which tasks will be assessed internally and which will be assessed externally?
4. What are the main features of the CPEA Assessment Model?

Section A: How are pupils assessed differently in the CPEA?

The CPEA is predicated on the following two principles of assessment:

1. Formative assessment when used by teachers raises the levels of performance of all pupils, even more so for low-achieving pupils.
2. Strong gains in examination scores are obtainable when pupils are involved in their own assessment (self-assessment) and the assessment of others (peer assessment) and are given opportunities to use these skills and associated knowledge. In addition, pupils perform better when their parents are involved in their education.

In the CPEA, formative assessment (assessment *for* learning) and summative assessment (assessment *of* learning) are carefully balanced in the assessment model. These two aspects complement and integrate a view of assessment as part of the natural learning environment of a classroom. It also provides multiple measures which tap different aspects of a pupil's knowledge, skills and abilities obtained under a variety of conditions from a variety of sources. The formative and summative aspects are jointly operationalised by teachers, pupils, parents and CXC. The curriculum is defined not in terms of subjects but as literacies achieved or standards reached.

This assessment model is based on solid educational and psychometric principles. It therefore means that the CPEA should include opportunities for formative as well as summative

assessment, the involvement of pupils in self and peer assessment, and linkages between the home and school.

Section B: Will teachers be required to teach a new curriculum?

Teachers will not be required to teach a new curriculum. The curriculum followed by the schools would be that which is pursued. The internal assessment will be based on these curricula while the external assessment will be based on those literacies that are common in the various curricula across the region.

Section C: Which tasks will be assessed internally and which will be assessed externally?

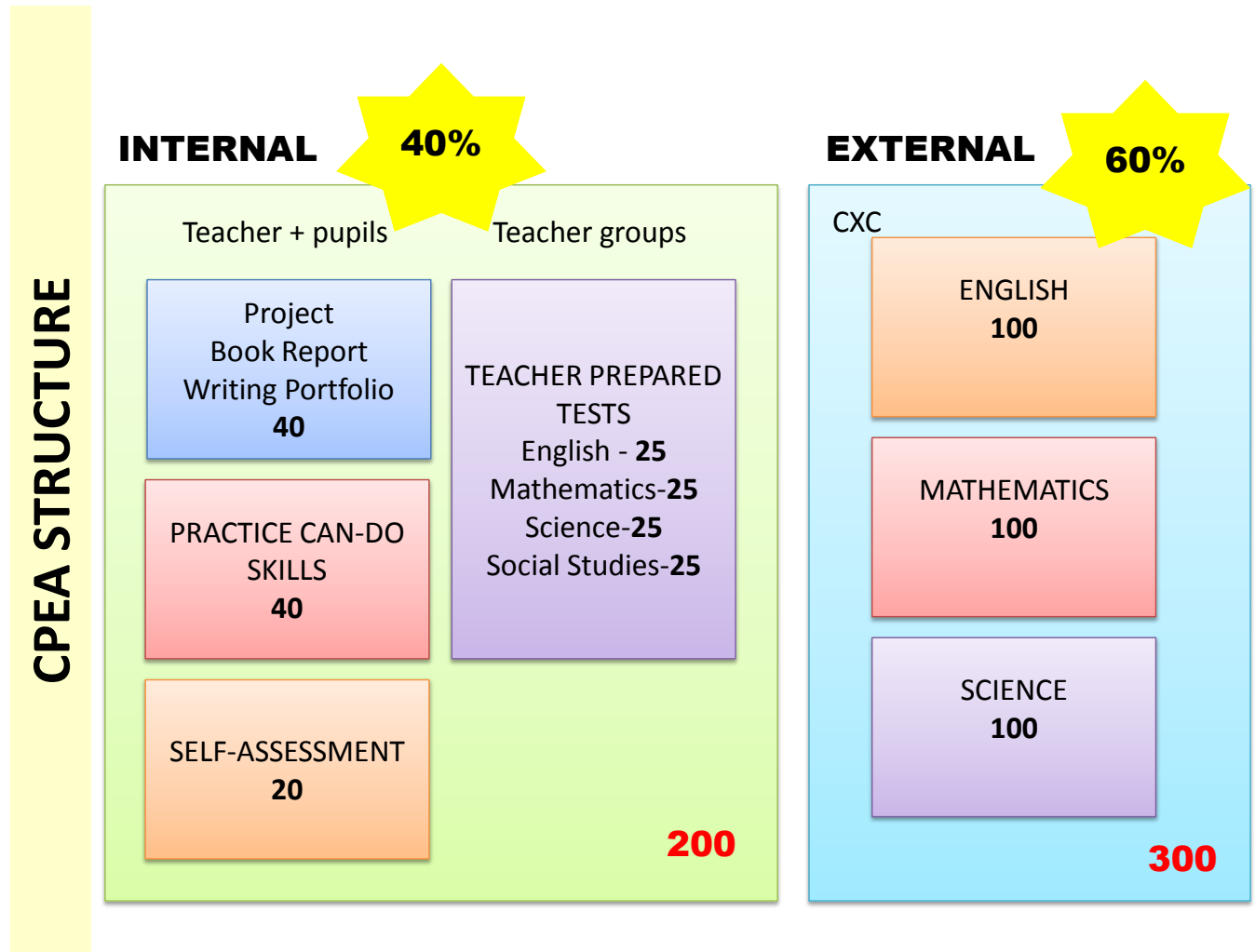


Figure 1: CPEA Structure

Section D: What are the main Features of the CPEA Assessment Model?

1. Developing among pupils, teachers and parents a shared vision of *why* assess in the primary schools, *what* to assess and *how* to assess.
2. Making the assessment process within each school participatory, dynamic and flexible.
3. Viewing assessment as composed of two main facets; formative assessment as assessment for learning and summative assessment as assessment of learning.
4. Using assessment results with a well-defined feedback process to ensure that all pupils have the opportunity to achieve their potential.
5. Aligning assessment with curriculum and instruction.
6. Giving pupils multiple opportunities to demonstrate their competencies.
7. Basing inferences on multiple sources of evidence.
8. Assessing holistically pupils' competence in language arts, mathematics, science and social studies.
9. Giving credence and recognition to teachers' informed judgement about pupil's performance.
10. Viewing pupils as active participants in the assessment process.
11. Establishing inferences from test scores to include at least three domains: curricular domain, cognitive-meta-cognitive domain and real world domain.
12. Viewing teachers as critical leaders of the assessment process.

Part 3 – Roles and Responsibilities

Key Questions:

1. What are my roles in preparing my pupils for the CPEA?
2. What are my pupils' roles?
3. How do I engage parents?
4. What are the roles of school administrators?

The Assessment Model for the CPEA assumes a number of roles for teachers, pupils and parents and requires:

teachers, pupils and *parents* to participate in developing pupil's ability to learn, to learn how to learn and to learn about learning;

teachers to play critical roles in collecting evidence about the development of pupils as learners and teaching under a formative assessment mode;

pupils accept and practice leadership role in conducting self-assessment and peer assessment and in defining the way they behave, what it means to learn and how to learn; and

parents (or guardians) participate in the activities of the PTA where members discuss educational issues associated with the growth and development of pupils and seek to support relevant learning experiences at home.

Section A: What are my roles?

For the CPEA to be effective, it requires teachers who believe that ongoing assessment and adjustment are key to improving pupils' performance. So while you will be teaching the same curriculum, there will be some fundamental changes to the way you teach and organise your classroom activities.

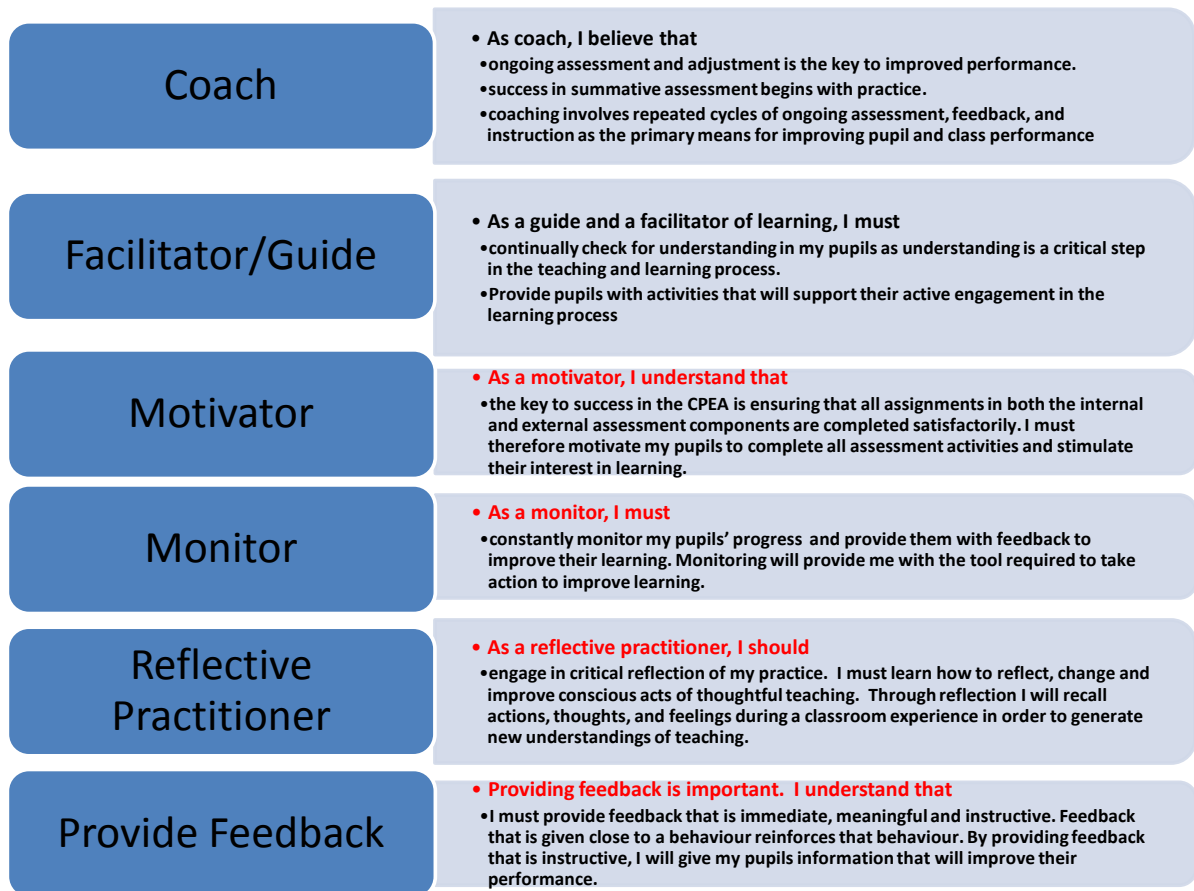


Figure 2: Teachers' roles

Providing Effective Feedback

Given the critical role that feedback plays in the formative assessment process, we will spend some time looking in detail at the role of feedback in assessment for learning.

- Giving good feedback goes hand in hand with clear learning targets, clear lessons, clear assignments and guidance on how to achieve the targets.
- Good feedback gives pupils information they need so they can understand where they are in their learning and what to do next. Once pupils feel they understand what to do and why, most of them develop a feeling that they have control over their own learning.
- Good feedback contains information that a pupil can use, which means that the pupil has to be able to hear and understand it.

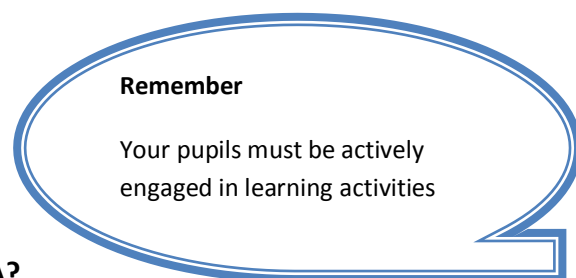
The nature of the feedback and the context in which it is given is significant to the learning process. In this section of the handbook, we will provide some guidance on how to provide good feedback to pupils as they learn and as they engage in formative activities.

Table 1: Feedback Strategies

Feedback Strategies Can Vary in...	In These Ways ...	Recommendations for Good Feedback
Timing	<ul style="list-style-type: none"> • When given • How often 	<ul style="list-style-type: none"> • Provide immediate feedback for knowledge of facts (right/wrong). • Delay feedback slightly for more comprehensive reviews of pupil thinking and processing. • Never delay feedback beyond when it would make a difference to pupils' learning. • Provide feedback as often as is practical, for all major assignments.
Amount	<ul style="list-style-type: none"> • How many points made • How much about each point 	<ul style="list-style-type: none"> • Prioritize – Choose the most important points. • Choose points that relate to major learning goals. • Consider the pupil's developmental level.

Mode	<ul style="list-style-type: none"> • Oral • Written • Visual/demonstration 	<ul style="list-style-type: none"> • Select the best mode for the message. • Interactive feedback is best when possible. • Given written feedback on written work. • Use demonstration if “how to do something” is an issue or if the pupil needs an example.
Audience	<ul style="list-style-type: none"> • Individual • Group/class 	<ul style="list-style-type: none"> • Individual feedback says, “The teacher values my learning.” • Group/class feedback works if most of the class missed the same concept on an assignment, which presents an opportunity for re-teaching.

Source: Bookhart, 2008



Section B: What are my pupils’ roles in preparing for the CPEA?

Your pupils are key partners in the learning process and will play a more active role in the learning process. They must be provided with opportunities to take charge of and responsibility for their own learning. Pupils will play a number of critical roles which will impact their success in the CPEA. They should be encouraged to:

- complete assignments on time and according to established standards and specifications;
- participate in both formative and summative assessment tasks;
- work closely with teachers, peers, parents and community in completing assigned tasks;
- engage in self-assessment and peer assessment.

Self-Assessment and Peer Assessment

One of the guiding principles of the CPEA is that pupils should engage in self-assessment and peer assessment. This is based on the premise that pupils' performance improves if they participate in:

1. analysing their responses to questions, assignments or tests;
2. developing assessment tasks for themselves and others;
2. setting goals to be achieved over time;
3. reflecting on specific challenges of the work;
4. displaying their performance graphically.

Section C: How will Parents be engaged in the learning process?

Fundamental to the assessment model employed in the CPEA is that pupils do better where there is strong parental involvement in their learning. Involving parents in their children's education improves parent-child relationships. In addition, a strong relationship between the school, family and the larger community has a powerful positive impact on pupil achievement. It means therefore that it is critical that parents are engaged in the learning process and that you employ a number of strategies to enlist parents' support.

Allow parents to ask you questions about their children's performance and what they can do to participate more fully in their children's education.

How do I engage parents in their child's learning?

There are a number of ways to engage parents in the learning process.

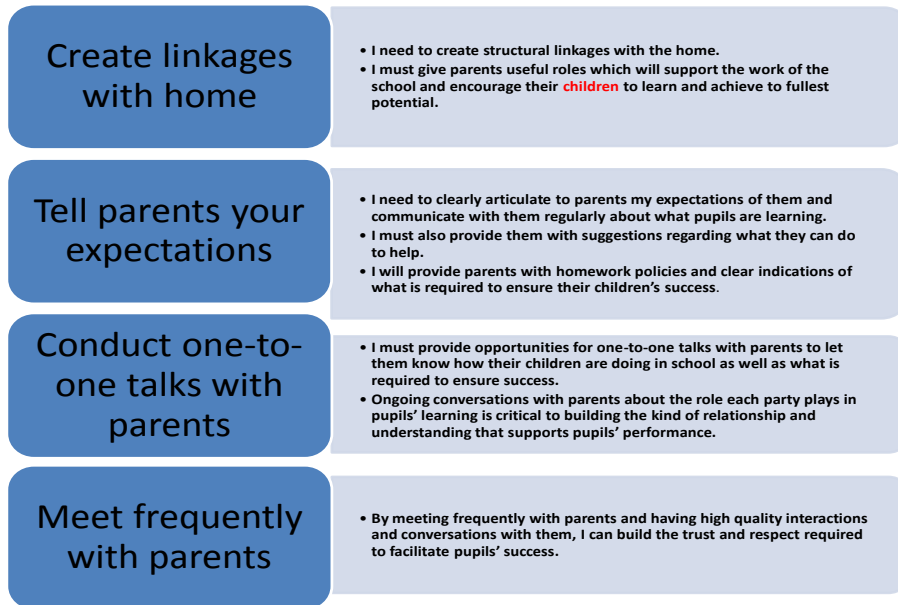
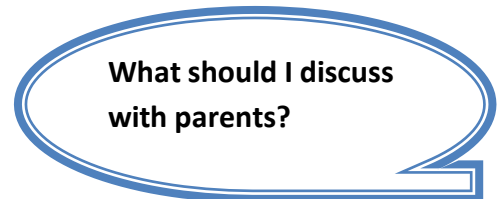


Figure 3: Engaging Parents



Talk to parents about:

1. Academic/social/interpersonal/expectations for their children
2. How their children are doing in school and what needs to be done to improve their children's performance
3. What they need to know about their children
4. Challenges that they face in participating fully in their children's schooling

Section D: What role will school administrators play?

School administrators are key partners in the learning process and will play a number of roles.

Be a Coach	Help you identify your strengths and weaknesses and encourage you to establish goals and identify the best strategies for achieving these goals. School administrators will also provide you with resources required to help you succeed.
Build a community of practice	Build a community of practice where teachers are encouraged to plan together and share ideas. Establish common planning time at specific time periods during the day/week and get teachers from specific grade levels to work together to plan their lessons and prepare their tests.
Be an instructional leader	Have high expectations of both teachers and pupils. Provide opportunities for teacher professional development. Encourage teachers to use data from formative tasks to evaluate their pupils' progress. Communicate directly and often with teachers about teaching and learning and about their pupils' needs. Have conversations with teachers and promote an environment where teachers feel free to talk with you.
Spend time in the classroom	Spend time in your classroom to ensure they are aware of what is going on so they can provide assistance regarding your instructional efforts. School administrators should do an occasional "walk-thru" to observe the level of teacher-pupil and pupil-pupil interactions and make suggestions about how teaching can be improved.
Provide resources	School administrators should allocate resources to meet your needs and pupils' specific needs.
Solicit feedback	Interact frequently with you and devise strategies which will assist you in improving their teaching. By soliciting your feedback, administrators will become more aware of the challenges and success you encounter daily.

Part 4 – Assessment Activities for the CPEA

Key Question:

1. What kinds of activities will pupils be required to complete for the internal assessment component of the CPEA?

The activities that form the internal assessment component of the CPEA are based on the following guiding rules for constructing the primary curriculum.

- The programme in primary schools should be grounded in the search for meaning through social, affective and cognitive interactions such as between two or more pupils, between the teacher and the pupil, and between the pupils and the cultural objects of interest.
- Pupils should be engaged in activities which help them to formulate an understanding of themselves and how the world around them emerges and evolves under the guidance of teachers or the compelling curiosity of the children or the loving pride of the parent.

Section A: What kinds of activities will pupils be required to complete for the internal assessment component of the CPEA?

The internal assessment component of the CPEA will comprise a number of activities which will contribute to pupils' overall mark for the CPEA. The internal assessment structure of the CPEA is as follows:

<ul style="list-style-type: none">• Project• Book report• Writing Portfolio	<ul style="list-style-type: none">• Practice in Can-Do-Skills	<ul style="list-style-type: none">• Self Assessment	<ul style="list-style-type: none">• Teacher Prepared Tests
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Project

Project work teaches and tests higher cognitive skills. It allows pupils a measure of choice and responsibility for their learning and, as a consequence, is a great motivator. This method gives the pupil great scope for following his or her own interests. He or she has more control of the learning process and, as a result, many pupils get very involved and their motivation for learning increases.

The increased freedom granted to pupils leads to an increase in the amount of guidance needed to help them undertake the enquiry. In classes where projects are done, the teacher takes on a different role, becoming more a facilitator, guide and advisor. Perhaps it is the ideal opportunity for parents, sisters and brothers to become involved in pupils' learning.

Asking pupils to engage in project work has its advantages and disadvantages. The student undertaking a project needs additional support, guidance and monitoring. Project work engages pupils in an enquiry process in which they collect some material and then organize and present the data. This typically involves an extended piece of work which pupils often undertake within collaborative groups. One of the primary disadvantages of engaging in projects is that it often takes a long time for pupils to move from gathering and organizing information in a coherent form.

Teacher feedback plays a powerful role in helping pupils complete projects successfully.

For the CPEA, pupils will complete a single project that integrates language, mathematical, scientific and civic literacies. The project will require pupils to investigate issues such as how things grow, how things work, different uses of things, festivals, democracy among others.

The CPEA project will have real world significance and allow pupils to be engaged in authentic (real world) tasks that are significant to them. Ideas for the projects can be generated by the pupils, the teacher or jointly by both teachers and pupils.

A project...

Is a study of a particular topic

Requires pupils to conduct their own investigations

Requires pupils to present the results

Projects enable pupils to.....

To analyse real world experiences and to find answers to related questions

To work in teams and to collaborate with persons of similar interests

To practise interpersonal and intrapersonal behaviours as observed among good citizens

To report and present opinions, information/findings in multiple ways

- Orally
- In written text
- Using diagrams, charts, pictures

In selecting a topic for your projects, ask yourself...

What are the characteristics of the pupils?

Where is the school located?

What resources do you have available?

What do the pupils know about the topic?

What do I know about the topic?

What do we want to find out about the topic?

How long will it take to complete the project?

Role of the pupils

- Selects the topic (may be in collaboration with the teacher)
- Identifies the materials and resources
- Collects data from a variety of sources
- Completes aspects of the project as assigned by the group or teacher
- Prepares a final product



Role of the teacher

- Provides feedback and guidance to pupils and parents
- Motivates the pupils to complete the tasks
- Clarifies the learning needs of the pupils and specifies the next steps
- Provides opportunities for the development of autonomy and responsibility among pupils
- Provides opportunities for the pupils to demonstrate skills that have been mastered
- Evaluates the work of the pupil



Role of parents

- Provides feedback and guidance to pupils and parents
- Motivates the pupils to complete the tasks
- Clarifies the learning needs of the pupils and specifies the next steps
- Provides opportunities for the development of autonomy and responsibility among pupils
- Provides opportunities for the pupils to demonstrate skills that have been mastered
- Evaluates the work of the pupil

Projects promote integration...

The following is an example of how projects can be used to promote integration of a number of literacies in a single project.

Topic: Festivals and Celebrations

The focus of this project is to help pupils develop an appreciation for and understanding of local culture and heritage.

Scenario

The scenario may focus on an upcoming festival. Pupils see an advertisement in the local media advertising a competition that is offering contestant prizes for best posters/costume/band/advertisement/essay/film.... Teacher asks/students volunteer to enter to win various prizes.

Literacies

Mathematical

- Understanding and using fractions, percentages, proportions and decimals
- Applying mathematical concepts, facts and algorithms related to number, money, measurement and geometry (shape and space)
- Collecting, recording and analysing data using tables, charts and diagrams

Scientific

- Using scientific vocabulary with understanding
- Observing using the senses to find out about objects or events
- Classifying based on properties
- Measuring by using instruments and appropriate units
- Collecting and recording data using tables, charts and diagrams
- Designing procedures to obtain information

Civic

- Seeing issues from another’s point of view
- Development of the will to exercise one’s civic duties, including voting and engagement in civic affairs

Language

- Language Literacies would include activities to develop students’ listening, speaking, reading and writing skills

Activities for various Literacies

Mathematics	Science (how things are made)	Civic	Language
<ul style="list-style-type: none">• Tables• Charts and graphs• Calculations• Shapes	<p>(focus on the scientific process)</p> <ul style="list-style-type: none">• Classify materials according to type and property• Criteria for selecting materials for different things• Making costumes, instruments etc.	<ul style="list-style-type: none">• Research origin of festival/celebration• Customs• Practices	<ul style="list-style-type: none">• Speeches• Interviews <p>Developing listening, speaking, writing & reading skills</p>

Examples of the kinds of projects that pupils can complete will be provided later in the handbook as well as on the CXC website. You are free to modify these as required to meet the specific learning needs of pupils.

Book Report

The book report helps to develop pupils' reading skills as well as help them organise their thoughts. The book report gives pupils the opportunity to summarise the book they have read as well as their reaction to the book. For the CPEA, pupils will be required to read a book and prepare a report for that book that was read. The content and length of the book report can vary depending on your pupils. In addition, pupils' presentation of the book report can also vary and may include oral presentation, visual presentations, or pupils may be asked to write the report. Vary the presentation mode based on the different learning styles and needs of your pupils.

Features of a Book Report.....

- Title of the book and author's name
- Why you chose the particular book
- Main character(s), importance, description, characteristics
- Other characters, roles in the book
- Personal response/impressions – words and phrases admired, characters liked (reasons from text)

Ways of presenting a Book Report.....

Write a poem about a character in a book read

Dramatize a poem or a speech about a book read

Stage a play of 3-5 minutes(2 -5 pupils)

Change a favourite scene from a book into a script for a play

Create a timeline to sequence the events of a story, include the time and place of each event

Draw a picture for each event and write a one or two - sentence summary of the event

Design a cover to show aspects of book e.g. setting, character, title, author

Create a sound track and a CD cover that explains the story

Work in pairs to interview a character- create questions to ask a character, have your friend ask the questions, answer as if you were the character

Make a video of an interview with a character

Use a book you have read to create a comic book, use text and the spoken word from the book

Pretend to be a reporter and report live from a scene in a book, create a video of yourself

Cast family and friends as characters in the book and interview them

Write a headline news story about the book, detailing the major events and the characters

Writing Portfolio

A writing portfolio is a collection of pupils' writing tasks for evaluation. The portfolio is comprised of a collection of samples of a student's writing designed to showcase writing process and progress over a period. The writing portfolio reflects the pupil's achievement and growth over time. Portfolios are useful tools to help both teachers and pupils assess the writing growth and identify the pupil's strengths and weaknesses. By compiling their writing portfolios, pupils begin to understand that reading, writing, and thinking are linked. The decision regarding the number of pieces to include in the writing portfolio should be made based on the individual classroom. For the CPEA, pupils will be required to complete a writing portfolio.

Why a Writing Portfolio?

The Writing Portfolio...

Provides specific examples of writing as a process

Allows pupils to learn about their own and each other's writing process

Measures pupils' development in writing

Serves as a tool for parent – teacher conferences

Promotes learning through reflection and self-assessment

Contents of a Writing Portfolio

Table of Contents
Objectives
Checklists
Rubrics
Work samples
Teacher's written feedback
Reflection
Self- assessment

Practice "Can-Do" Skills

Practice "Can-Do" Skills requires teachers to construct a number of tests that will be administered formatively to pupils. At the end of each test, which pupils are required to complete individually, feedback is provided immediately. Pupils will be required to complete each test individually, at the end of each, feedback should be provided immediately.

Self-Assessment

An important component of the internal assessment of the CPEA is pupils' participation in their own assessment. The self-assessment component of the CPEA engages pupils in the writing of tests for Mathematics, English and Science. These tests will be constructed by groups of pupils in a class and done by their peers individually and independently. The self-assessment activity will contribute a total of 20 marks to pupils' final score.

Part 5 – Learning Resources for the CPEA

- **Sample lesson plans**
- **Printable worksheets**
- **Sample projects**
- **Sample tests**
- **Activity sheets**
- **Audio books/files**

