



# **CARIBBEAN PRIMARY EXIT ASSESSMENT (CPEA)**

## **HANDBOOK FOR PUPILS**

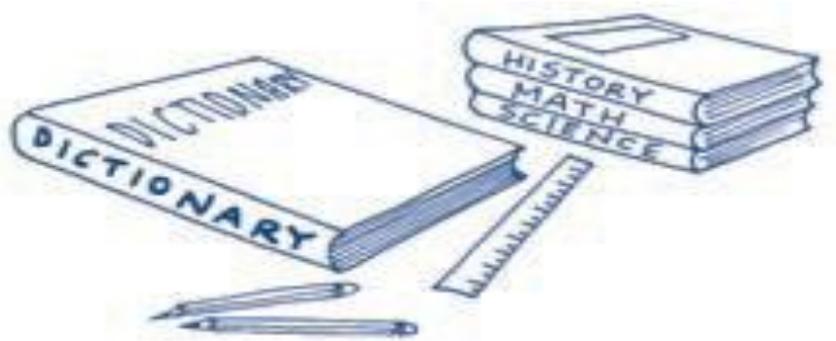


## PLANNING MY SUCCESS

I want to succeed in school. I can start by thinking about the following questions.

What can I *do* to ensure that I succeed?

What must I *have* in order to succeed?



How must I *behave*?

What *attitudes* must I have?

What rules and regulations must I *obey*?

Who can I ask for *help*?

How can I be a *successful* student?

How do I develop good working relations with my *peers*, my *teachers*, my *principal* and my *parents*?

## PLANNING FOR MY SUCCESS

1. **At the end of each school day, I will ask myself the following questions:**
  - ❖ What did I learn today?
  - ❖ What did I like doing today?
  - ❖ What did I not like doing today?
  - ❖ What do I want to find out?
  
2. **I will keep a portfolio of my work. It will contain:**
  - ❖ copies of my work/tests;
  - ❖ copies of my answer sheets;
  - ❖ copies of the right answer.
  
3. **At the end of each task I will ask myself the following questions.**
  - ❖ How did I perform on the task my teacher gave me?
  - ❖ What did I get on the test?
  - ❖ What words and phrases in the test or task did I not understand?
  - ❖ What part of the task or what questions on the test did I find difficult?
  - ❖ What part of the task or what questions on the test did I find easy?
  - ❖ What must I do differently to do better on my next assignment or test?
  - ❖ What specific goals should I set for myself in order to perform better the next time?
  - ❖ What should I master for the next time?

## ASSESSING YOUR LEARNING STYLE

Which answer do you prefer, A or B or C? Put an x to show your answer.

**1. I learn best when I**

- A. see what I am learning
- B. hear what I am learning
- C. use my hands working with what I am learning

**2. For pleasure and enjoyment, I love to**

- A. read books and comments
- B. listen to music and tapes
- C. play games or work in the garden

**3. At school, I like**

- A. looking at pictures and drawings
- B. listening to stories
- C. going on field trips

**4. I am a person who likes to**

- A. think about things I have done
- B. talk a lot about things around me
- C. do things with my hands

**5. To remember a telephone number, I like to**

- A. write it down many times
- B. say it out loud many times
- C. draw it on any piece of paper

**6. In a classroom, I learn best when**

- A. I have a good textbook
- B. the teacher is interesting and clear
- C. I take part in doing activities

**7. When I study for a test,**

- A. I look over my notes and write a summary
- B. I read my notes aloud and talk to others
- C. I study with my friends and make charts

**8. I like to**

- A. look carefully at the details of my work

- B. tell stories and jokes
- C. build things and be active

**9. I often**

- A. remember faces but not names of persons
- B. remember names but not faces of persons
- C. remember events but not names or faces of persons

**10. I plan how to spend my first week in school by**

- A. making a list of things I wish to do
- B. talking about it with someone
- C. creating a calendar on my computer

**11. When preparing for a Mathematics test, I like to**

- A. write out the formula on pieces of paper
- B. repeat aloud and talk aloud the formula
- C. practice doing problems using formulas

**12. I remember best**

- A. when I read what to do
- B. when I listen to what to do
- C. when I use trial and error to do the activities

**13. When visiting a new section of the city, I prefer**

- A. to get a map and find my own way
- B. to stop and get directions from someone
- C. to walk around and find out for myself

**14. When I give directions, I might say**

- A. turn right at the yellow house and left by the mango tree. Do you see what I mean?
- B. turn right, pass three streets, and left at the market place. Do you hear what I am saying?
- C. follow me, after giving directions

## **TAKING CONTROL OF MY SUCCESS**

One way I can take control of my success is to engage in *self-assessment activities*.



When I reflect on my own work, understand my strengths and weaknesses and plan how to move forward I am engaging in self-assessment.

Self assessment is critical to overall success in school. You will find that when you assess your own work it helps you to understand what you need to do to improve your performance. This is called taking an active part in your learning.

This strategy of self-assessment will help me to plan and monitor my progress.

In order to engage in self-assessment successfully I must know:

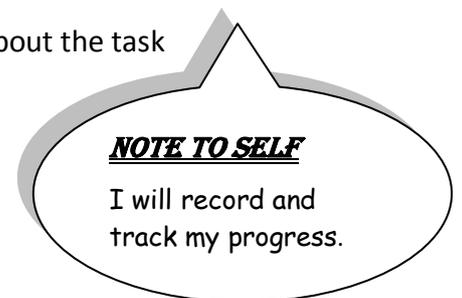
- ❖ what the question or assignment is asking me to do
- ❖ how the marks will be distributed

### Analysing my test performance

Question Number	My Response	Correct Response	Reason for Selecting my Response	Do I Understand why my Response was Right/Wrong

On this assignment/task, I **learnt best** when I got a chance to:

- ❖ listen to my teacher/other pupils/my parents talk about the task
- ❖ talk about the assignment/task
- ❖ read information related to the task
- ❖ write what I understand about the task
- ❖ do or perform exercises related to the task
- ❖ see an example of what I should do



I would have performed better in my test/task/assignment if the question had asked me to do ... instead of ...

## Write-Draw-Tell

Name _____	Date _____
Topic _____	

<u>List keywords about the topic:</u>	<u>Draw a picture that tells about the topic:</u>
Write two or three sentences that tell what you learnt about the topic. Use the key word listed above. In your sentences, draw a line under the key words.	

## How do I record what I have learned

Seventeen ways:

- ✓ Bullet points key words
- ✓ mind maps
- ✓ diagrams
- ✓ written questions and answers
- ✓ flow chart
- ✓ diary
- ✓ table or chart
- ✓ list
- ✓ audio-recording
- ✓ video recording
- ✓ photographs
- ✓ flash cards
- ✓ completed worksheets
- ✓ report
- ✓ file card summaries
- ✓ posters

## Recording what I have learned

Name \_\_\_\_\_

Date \_\_\_\_\_

Topic \_\_\_\_\_

Key words	Draw it	Write it

## WORKING AND SHARING

When I review my work with my friends and when I review my friend's work I am engaging *in peer-assessment*. Peer-assessment enables me to give my friend and enables my friend to give me valuable feedback on the work so that we learn from and support each other. We

get the opportunity to talk, discuss, explain and challenge each other to achieve beyond what we can learn and do by ourselves.



Moreover, when we discuss our school work with each other it helps me to better review my own work. It helps me develop my self-assessment skills. In this way I am being responsible for my own learning and progress in school.

The next time I get my assignment from my teacher I will try out the following activity.

- ❖ Find one aspect of the assignment I am really proud of and circle it.
- ❖ Tell the person next to me or my friend why I am pleased with it.
- ❖ Decide with my friend which parts of the assignment I have been most successful with and which part I think I need help with.
- ❖ Discuss with my friend what further steps need to be taken to improve my assignment.
- ❖ Write my improved response at the bottom of my work.

## WORKING WITH MY CLASSMATES



After you have worked with your classmates, complete the following table.

As a team member I:	As a team member I:	As a team member I:
<input type="checkbox"/> let my partners do all the work.	<input type="checkbox"/> let my partners do some of the work.	<input type="checkbox"/> did all of my work.
<input type="checkbox"/> did not help my partners.	<input type="checkbox"/> only helped my partners when they asked me.	<input type="checkbox"/> helped my partners.
<input type="checkbox"/> did not listen to my partners' ideas.	<input type="checkbox"/> had trouble quietly listening to ideas.	<input type="checkbox"/> listened to my partners' ideas.
<input type="checkbox"/> did not share my ideas.	<input type="checkbox"/> shared one idea.	<input type="checkbox"/> shared my ideas.
<input type="checkbox"/> did not help the group solve problems.	<input type="checkbox"/> waited for my group to solve most problems	<input type="checkbox"/> helped my group solve problems.
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