



Caribbean Primary Exit Assessment



HANDBOOK FOR ADMINISTRATORS

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

HANDBOOK FOR ADMINISTRATORS

Introduction

This document is written to encourage all persons involved in the implementation of the Caribbean Primary Exit Assessment (**CPEA™**), to initiate conversations on the aspects of **CPEA™** that pertain to administrators. As an administrator, you play an important role in your students' academic achievement which will ensure that they succeed in learning and in life.

Part of the development and structure of the **CPEA™** is supported by research which has indicated that there is a direct correlation between teacher interaction with students when they provide good feedback, pupils active participation in their learning, and parental involvement on students' achievement. These three interactions have a positive effect on students and by extension, the school.

The research-based tips in this publication provide both practical guidance and valuable information about how good feedback by teachers, pupils active participation in their learning and parental involvement can successfully support students and the school in attaining their goals. This handbook also contains other important information that you need to know as an administrator. We hope that you will find the contents of this booklet helpful, as you prepare students for the **CPEA™** and for a rewarding life of continuous learning.

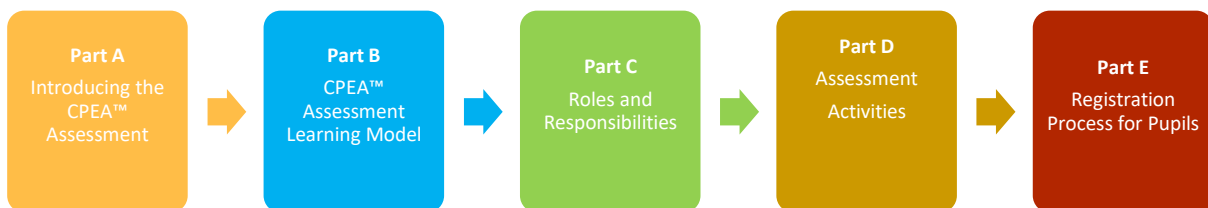
Overview

This *Administrator's Handbook* is designed for primary school administrators whose teachers are preparing pupils for the Caribbean Primary Exit Assessment (**CPEA™**). The objective of this handbook is to assist administrators to work effectively with teachers, pupils and parents in guiding learning and enhancing the performance of pupils in the **CPEA™**. It also provides information on the registration process for the **CPEA™**.

The handbook is divided into five parts:

- **Part A** provides an **overview** of and the rationale for the **CPEA™**
- **Part B** provides details about the **CPEA™ Assessment Model**.
- **Part C** outlines your **roles and responsibilities** as a key partner in ensuring pupils' success.
- **Part D** provides a description of the **CPEA™ assessment activities**.
- **Part E** provides information on the registration process for the **CPEA™**.

Your Guide through this Handbook



Part A: Introducing the CPEA™

What is the CPEA™?

The Caribbean Primary Exit Assessment (**CPEA™**) is an assessment of the key literacies possessed by all pupils exiting the primary school system. The **CPEA™** focuses on a set of literacies which are common to all primary curricula and are necessary for pupils to optimise achievement in life and at the next level 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.

Why the CPEA™?

As a regional assessment offered by CXC®, the **CPEA™** will provide the foundation for a seamless transition to secondary education and facilitate portability of qualifications across the Caribbean Region. It will:

1. assist with the quality measures in the primary education system;
2. offer a common measure across schools and territories in the region;
3. respond to the calls for a regional assessment at the primary level.



Part B: Assessment Model for the CPEA™

What do we know about the assessment?

1. Pupils' active participation in their own learning improves performance.
2. Teacher interactions with pupils' by providing feedback improves pupils' performance.
3. Parental involvement in pupils' learning improves the pupils' performance.

Main Features of the CPEA™ Assessment Model

Assessment for learning	Assessment of learning	Assessment as learning
<ul style="list-style-type: none"> • Data source is internal • Data collected over time • Data used to enhance learning 	<ul style="list-style-type: none"> • Data source is external • Data collected one time • Data used to measure learning 	<ul style="list-style-type: none"> • Data source is pupil generated • Data is analyzed by pupils • Testing as learning

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 pupils' 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.

How are pupils assessed differently in the CPEA™?

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

- Formative assessment when used by teachers raises the levels of performance of all students, even more so for low-achieving students.
- 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 students in self and peer assessment, and linkages between the home and school.

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 curriculums across the region.

How is the final grade for the CPEA™ determined?

As illustrated in figure 1 above, the final grade for your child is determined by summing final scores of all the external examination and School-Based Assessment, and expressing this score as a percentage of the total score.

How is the grade reported?

This final grade is reported as a final percentage for the overall performance of your child.

What does the external examination look like?

The external examination will assess the three core literacies namely English, Mathematics, and Science.

Mathematics

- Duration = 75 minutes
- Number of questions = 50
- Types of questions = Multiple Choice
- Administration of exam = One day
- Month of administration = May
- Time of administration = 9:00 a.m.

Language Arts

- Duration = 75 minutes
- Number of questions = 50
- Types of questions = Multiple Choice
- Administration of exam = One day

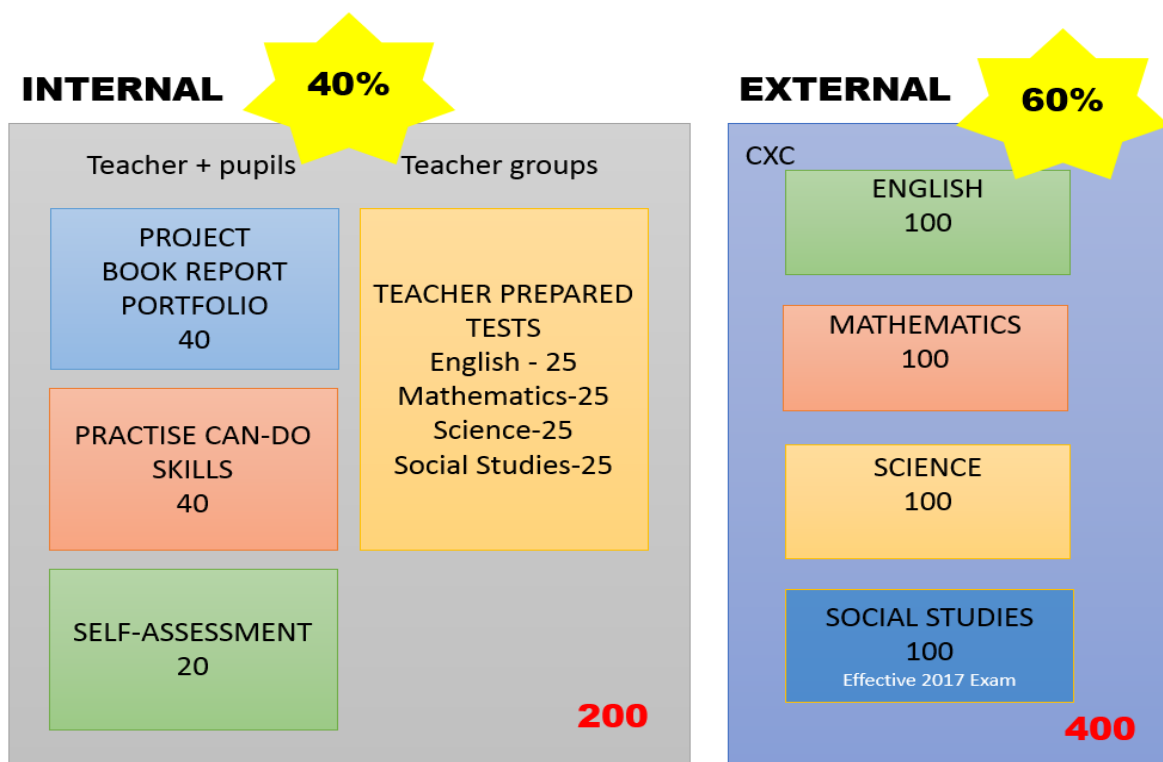
- Month of administration = May
- Time of administration = 10:45 a.m.

Integrated Science

- Duration = 75 minutes
- Number of questions = 50
- Types of questions = Multiple choice
- Administration of exam = One day
- Month of administration = May
- Time of administration = 12:45 p.m.

All examinations are scheduled for the same day, during the third week of May.

Which tasks will be assessed internally and which will be assessed externally?



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 C: Roles and Responsibilities

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

1. teachers, pupils and parents to participate in developing pupil's ability to learn, to learn how to learn and to learn about learning;
2. teachers to play critical roles in collecting evidence about the development of pupils as learners and teaching under a formative assessment model;
3. pupils to accept and practise leadership roles by conducting self-assessment and peer assessment and by defining the way they behave, what it means to learn and how to learn;
4. parents (or guardians) to 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.

How can I help teachers effectively prepare for the CPEA™?

The following are some ways in which you can support teachers as they engage pupils in the CPEA™.

Be a coach	<ul style="list-style-type: none"> • Help teachers identify their strengths and weaknesses. • Encourage them to establish goals and identify the best strategies for achieving these goals. • Provide teachers with resources required to help them succeed.
Build a community of practice	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Establish systems and programmes that foster community and parental involvement in the school. • Have high expectations of both your 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.

	<ul style="list-style-type: none"> • Have conversations with teachers and promote an environment where teachers feel free to talk with you.
Spend time in the classroom	<ul style="list-style-type: none"> • By spending time in the classroom, you are aware of what is going on and this gives you an opportunity to provide assistance to teachers regarding their instructional efforts. • 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	<ul style="list-style-type: none"> • By knowing what happens in your school, you will be better able to identify and allocate resources to meet your teachers and pupils’ specific needs.
Solicit feedback	<ul style="list-style-type: none"> • Provide opportunities to interact with teachers about the learning process. • Interact frequently with them and devise strategies which will assist them in improving their teaching. • Solicit feedback from teachers as this will allow you to become more aware of the challenges and success they encounter daily and will provide you with data needed to improve the instructional process. • Communicate with parents.

How can I help pupils succeed in the CPEA™?

Your pupils are key partners in their learning and should play an active role in the learning process. Provide them with opportunities to take charge of and responsibility for their own learning. Being actively engaged in the learning process will impact their success in the CPEA™.

Encourage your pupils 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 their performance improves if they participate in:

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

How can administrators engage parents in the learning process?



Pupils do better where there is strong parental involvement in their learning.

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

Strategies for involving parents

A different kind of PTA

Clearly articulate your expectations of parents and communicate regularly with them about what children are learning. You should make suggestions to parents about what they can do to help. Involve parents in the day-to-day activities of the school by making explicit the school's homework policies and communicate your expectations of how they can support their children's learning. PTA is the inclusion of a forum where members meet, discuss and explore educational issues associated with the growth and development of pupils in primary schools

You should also provide opportunities for parents to talk with you about their role in their children's education.

A number of strategies can be used to foster this dialogue:

- Organised home visits
- Family nights held at the school or at a parent's residence
- Well-planned parent-teacher conferences
- After-school activities for parents and their children

Home-school communication

- Communicate frequently with parents to let them know how their children are doing in school. You should also tell parents about the school curriculum and solicit their feedback on curriculum-related decisions and activities
- Inform parents of the specific achievements of their children. For example, if a child is nominated class prefect, send a personalized communication to the parents informing them of this accomplishment.

Involve parents in homework programmes

- Indicate to parents early the nature of the homework assignments pupils will be required to complete.
- Ask parents to work out with their children specific schedules for completing their homework assignments.
- Encourage parents to carefully select and discuss with children television programmes that they watch, newspaper articles that they read and so on to develop their critical thinking and problem-solving skills thereby increasing pupils' awareness of what is happening around them.

Part D: Assessment Activities for 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.

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:



Project

Project work teaches and assesses 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 an extended period of time for pupils to move from gathering and organizing information to presenting it in a coherent form.



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, you or jointly by both you 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
- Using 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 you)
- Identifies the materials and resources
- Collects data from a variety of sources
- Completes aspects of the project as assigned by the group or you
- 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

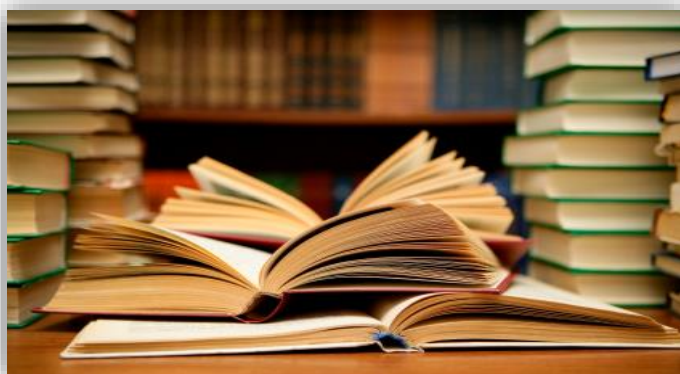
Activities for various Literacies

Mathematics	Science (how things are made)	Civic	Language
Tables	(focus on the scientific process)	Research origin of festival/celebration	Speeches
Charts and graphs	Classify materials according to type and property	Customs	Interviews
Calculations	Criteria for selecting materials for different things	Practices	Developing listening, speaking, writing & reading skills
Shapes	Making costumes, instruments etc.		

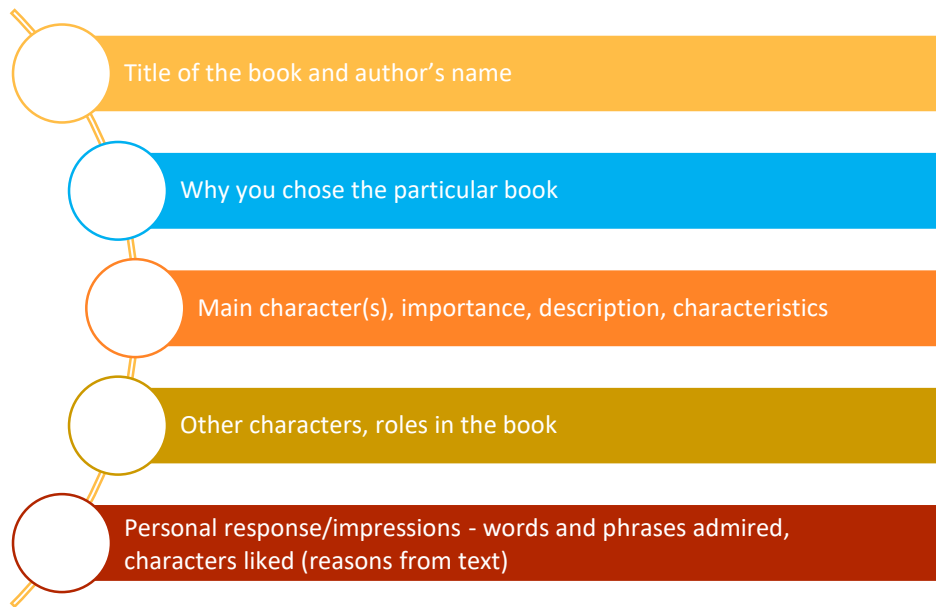
Examples of the kinds of projects that pupils can complete are in Part E: Learning Resources for the **CPEA™** of this handbook as well as on the CXC® website. You are free to modify these as required to meet the specific learning needs of pupils.

1. 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.....



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.

2. 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

3. "Can-Do" Skills

Can-Do Skills refer to key concepts (*what students should know*) and skills (*what students should be able to do*) related to the content and the specific literacies (*Language, Science, Mathematics and Social Studies*) in the curriculum. Students must show mastery of these concepts and skills in tangible and measurable ways.

Can-Do Skills:

- are tests (tasks) designed under a formative assessment framework
- are used to collect evidence of skills pupils have mastered
- are planned, designed and constructed by you the classroom teacher
- enable pupils to use the vocabulary of the specific subject literacies
- provide regular practise of key skills
- identify aspects of a topic that pupils find difficult
- assess varying levels of skills
- help to identify what you should do next to enhance the progress of the pupil
- identify what the pupil should do next to enhance his or her progress, competence and confidence

You are required 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, you are required to immediately provide feedback to the pupils.

4. Self-Assessment /Pupil Tests

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. Pupils must be given guidelines on the:

- types of test items that are acceptable (for example, multiple choice, short answer.)
- content to be covered

Pupil tests are to be:

- discussed with students
- collated by the teacher



Pupils are to be told how the pupil test will be used by you.

5. Teacher-Prepared Tests

Teacher-prepared tests are another component of the internal assessment of the **CPEA™**. They provide data that can be used by you to adjust and enhance your teaching.

You should develop a wide range of tests to include selected and constructed response type items.

(a) *Selected response*

Pupils select their answers from options provided. These include:

- Multiple choice
- True-false
- Matching items

(b) *Constructed Response*

Pupils generate a response. These include:

- Fill in the blank
- Short answer
- Essays
- Performance assessment

Assembling a Test

In assembling a test, you should:

- develop a table of specifications
- provide clear instructions
- avoid unintended clues
- arrange items to encourage student performance
- use appropriate vocabulary

Part E: Registering for the CPEA™

Registration for the **CPEA™** is to be done on the Online Registration System (ORS). The ORS application was developed for use with the examinations offered by **CXC®**. The ORS is a web-based application that operates with browsers Internet Explorer 6 (or later versions) and Mozilla Firefox. The data keyed in the ORS are forwarded by the Centre to **CXC®** via the Ministry. The data files are then loaded by **CXC®** into its Examining Processing System (EPS). The processed files are copied back to the ORS and may be accessed through the various reports available in the ORS.

1.0 Logging on as an Administrator

The administrator of the **CPEA™ Online Registration System** has certain rights and privileges. The assigned Administrator can create new users, edit existing users and set up registration fees. The new administrator will be issued with a **User Id** and a **Password** from the Local Registrar within the territory.

To access the application, log on to the internet and type
<http://www.cxc.org/examinations/cpea/>

Click on 'Online Registration System'

← → ⓘ www.cxc.org/examinations/cpea/

subjects, as is the case with traditional end-of-primary examinations.

Help or Feedback?

LINKS

- Support
- Blog
- Vacancies
- Contact Us

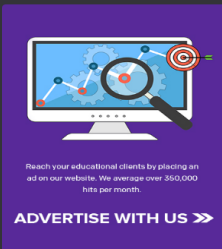
POLICIES

- Accessibility Statement
- Terms Of Use
- Intellectual Property Policy
- Privacy Policy

OTHER CXC SITES

- CPEA Registration System
- CXC Store
- Docushare
- Examiner's Portals
- Notesmaster
- Online Registration System**
- Student Portal

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LINKS TO MINISTRIES AND INSTITUTIONS

- Ministry of Education, Anguilla
- Ministry of Education, Antigua
- Ministry of Education, Barbados
- Ministry of Education, Belize
- Ministry of Education, Virgin Islands
- Ministry of Education, Cayman Islands
- More....

RELATED LINKS

- Links to Ministries and Institutions
- Chartered Institute of Personnel and Development
- International Leadership Association
- Society for Human Resource Management
- The Association for Talent Development
- World at Work

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Join our mailing list to receive the latest news and updates from our team.

Email **SUBSCRIBE!**

You will be presented with the **Login** screen as shown in **Figure 1** below.



Enter User Id

Enter Password

Period

[I can't access my account](#)

Figure 1: Login Screen

1. Enter the **User Id**.
2. Enter the assigned **Password**.
3. Select the **Period** for which the registrations are being entered.
4. Click the button to logon to the application.
5. At any time if there is a need to change your password, select button.

After completing the login process, the MAIN MENU window is shown in Figure 2 below.



Figure 2: The Main Menu Window

2.0 Main Menu

The main menu consists of two options; these are:

2.1 User Maintenance: Provides access to the **Add User** and **Edit User** options.

2.2 Logout: Select this option to exit the application.

2.1 User Maintenance

2.1.1 Add User

The Add User option is used to create new user(s) and issue password(s) to those persons who will be required to use the application.



Figure 3: Selection of Add User Option

As shown in **Figure 3** above, on selecting the **User Maintenance** menu you will be presented with two options: **Add User** and **Edit User**.

On selection of the **Add User Option**, the screen displayed in **Figure 4** below is shown.



Figure 4: Add New User Window

1. Enter the user's **First Name**.
2. Enter the user's **Last Name**.
3. Enter the user's **Email address** (if known).
4. Enter the user's **Cell phone number**.
5. Select the **Add User** button.

You will be prompted that the user has been added successfully. Select **OK** as shown in **Figure 5** below.



Figure 5: New User Added Successfully

On selecting **OK** a screen is shown populated with a listing of centres as shown in **Figure 6** below.

NB: The listing of centres shown will depend on what has been assigned by the CXC®'s Administrator.



Figure 6: Selection of Centre Code Window

1. Select the centre that the user will be assigned to by clicking on the check box.

As shown in **Figure 7** below:

2. Type the Password in the password field.

NB: Passwords should be at least 8 characters in length including 1 upper, 1 lower, 1 digit & 1 special character. Example: JohnDA3\$

3. Re-type the password for confirmation.
4. Select the Group that the user will be assigned to by clicking on the drop down box.

NB: The groups are as follows:

Super User	Can register a candidate as well as enter assessment data and forward information to Ministry.
Additions	Can add candidates only.
Teacher	Can enter assessment data only.
Admin	<ul style="list-style-type: none"> • Can add, edit and delete users as well as assign passwords. • Assign teachers to candidates.

5. If the user is a **Teacher**, select the check box.

<input type="checkbox"/>	180103	TURKS & CAICOS PRIVATE 180103
<input type="checkbox"/>	180104	TURKS & CAICOS PRIVATE 180104
<input type="checkbox"/>	180105	T C I COMMUNITY COLLEGE
<input type="checkbox"/>	180106	TCI COMMUNITY COLLEGE (PROVID)
<input type="checkbox"/>	180107	MARANATHA HIGH SCHOOL PRIVATE
<input type="checkbox"/>	190000	ST. MAARTEN MINISTRY
<input type="checkbox"/>	190001	ST MAARTEN ACADEMY
<input type="checkbox"/>	190003	ST DOMINIC HIGH SCHOOL
<input type="checkbox"/>	190101	ST MAARTEN PRIVATE

Password:
 Re-type Password:
 Group: Additions
 Teacher?: ☐
 Subject:

Figure 7: Assigning a User to a Group

6. To save the record, select the button.
7. Select to close the window and return to the Main Menu.

The following window is shown:

User Maintenance Logout
User Details
 User Id: AYoung3

Select	Centre Code	Cent
<input type="checkbox"/>	000000	CXC
<input type="checkbox"/>	010000	ANTI
<input checked="" type="checkbox"/>	010001	ALL S
<input type="checkbox"/>	010002	ANTIGUA GIRLS HIGH

Message from webpage

User details have been saved!

Figure 8: Saving the user details

8. Select **OK** when prompted to save the user details.
9. Select **Close** to close the screen.

The following screen is shown with a listing of all users that have been previously created.

2.12 Edit User

User Maintenance eSupport Logout

User Maintenance

User ID: Last Name: First Name: Teacher: ☐ Search:

User ID	Last Name	First Name	Teacher?	Enabled?	Select
030001ADMIN	ADMIN	030001	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0ADMIN36	ADMIN	030001	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
AFoster	Foster	Avonda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AGooding	Gooding	Andrea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AGreaves5	Greaves	Amalda	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BSeale	Seale	Balfour	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BWilliams2	Williams	Bettyann	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DHope	Hope	Don	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DSpringer	Springer	Debra	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
EBurrowes	Burrowes	Ellsworth	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
FSpringer	Springer	Fiona	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
JTimberlak	Timberlake	Justin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KGreaves	Greaves	Kirk	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KJones3	Jones	Kim	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MBurrowes	Burrowes	McLester	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MCatling	Catling	Marcelle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MCrichlow2	Crichlow	Marilyn	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MMarshall3	Marshall	McDonald	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MRock	Rock	Maria	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
NSmith3	Smith	Natalie	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
RClarke11	Clarke	Ryan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SAdmin9	Admin	School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SPollard	Pollard	Shurla	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TBlake	Blake	Tom	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Reset Password Edit Disable/Enable Group Subjects Close

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Figure 9: Listing of Users

1. Select the User by clicking the check box in the select column.
2. Click the edit button.

The screen is **Figure 10** is shown:

User Maintenance Setup eSupport Logout

Edit User

User ID SAdmin10

First Name School

Last Name Admin

Teacher? ☐

Select	Centre Code	Centre Name
<input checked="" type="checkbox"/>	030001	ALEXANDRA SECONDARY SCHOOL

Update Close

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Figure 10: Edit a User

3. The Administrator can change the **First Name**, **Last Name** or select another centre for the User.
4. Select button to save the changes.
5. Select to close the screen.

2.1.3 Searching For a Candidate

The administrator can search by **User Id**, **Last Name** or **First Name** by typing in the appropriate field. Select **Search** by clicking on the button.

User Id Last Name First Name Teacher Search

For example: Results on a Search on **Last Name** Timberlake and **First Name** Justin is shown in **Figure 10** below.

User Maintenance Setup eSupport Logout

User Maintenance

User ID: Last Name: First Name: Teacher: ☐

User ID	Last Name	First Name	Teacher?	Enabled?	Select
JTimberlak	Timberlake	Justin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Figure 11: Search for a Specific User

The administrator can now edit this profile.

Reset Password - Select this option to reset the user's password.

Edit - Select this option to update the user's record.

Disable/Enable - Select this option to activate or deactivate a user's record.

Group - Select this option to assign users to a group.

Subjects - This option shows the components for CPEA™.

Close - Select this option to close the screen.

3.0 Reset Password

On selection of the **Reset Password** button the following screen is shown:

Figure 12: Reset Password

1. Type a **New Password**.
2. Confirm the Password by re-typing the same password.
3. Select **Save** to save the amended password.
4. Select **Close** to return to the main menu.

4.0 Disable/Enable User Account

1. Select the User.
2. Select the **Disable/Enable** button.
3. At the prompt as shown in **Figure 13**, select OK.
4. To enable the account restart at number 2 above.

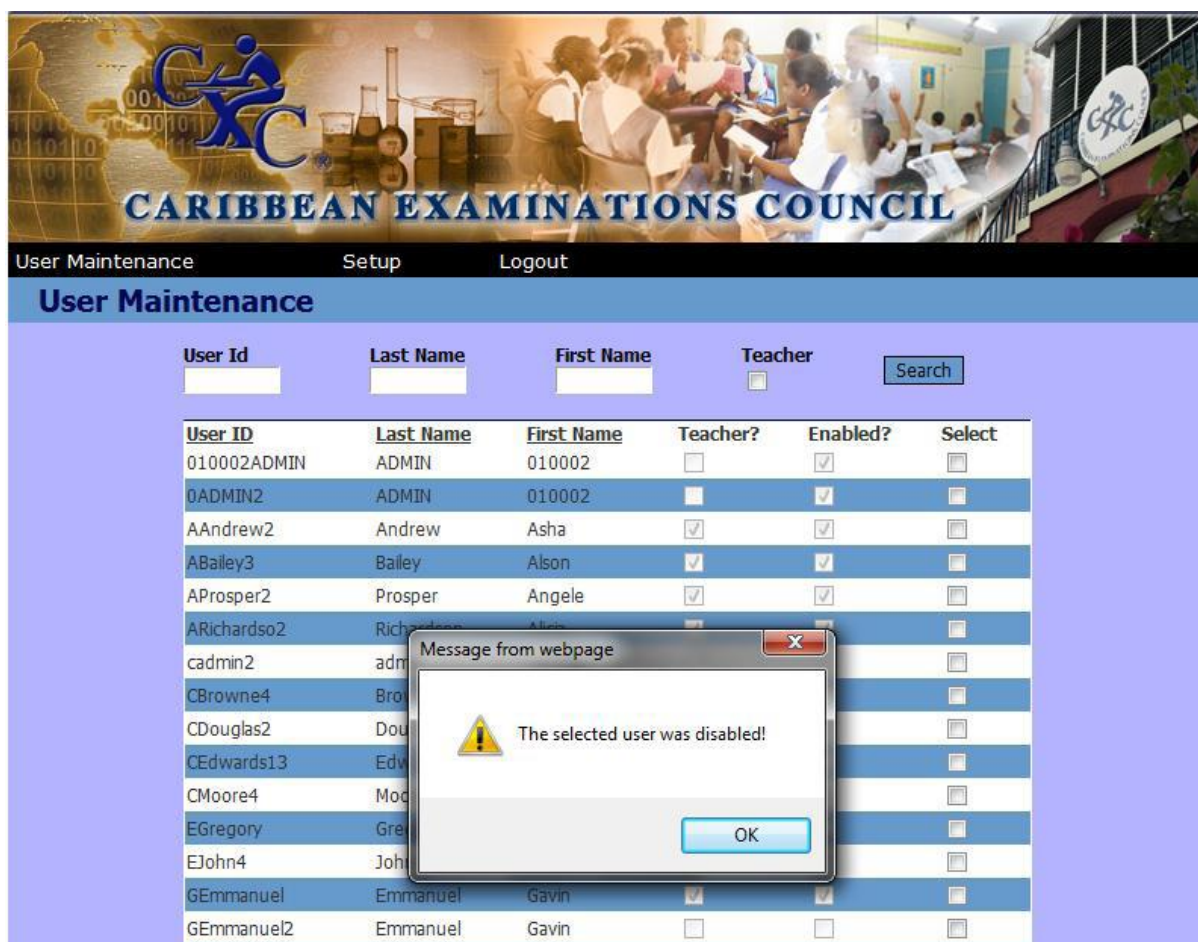


Figure 13: Enable/Disable User Account

5.0 Group

On selection of the button the screen in **Figure 14** is shown:

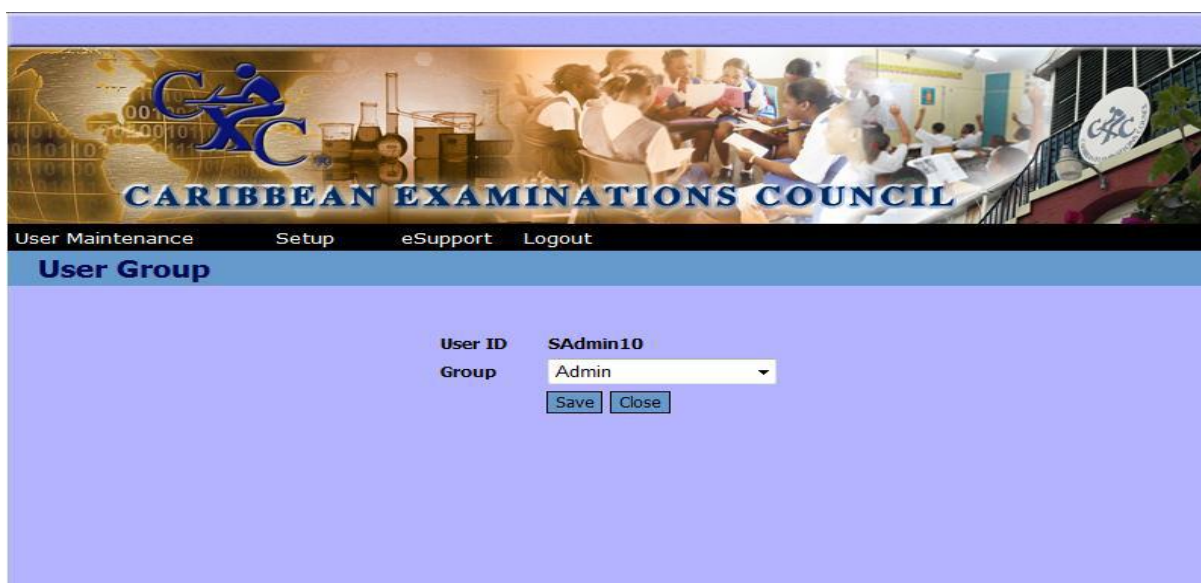




Figure 14: Selecting a User Group

1. Click on the drop down button to select a group from the list.
2. Select  to save the amended group.
3. Select  to close the window.

6.0 Logout

Select **Logout** to close the application.

