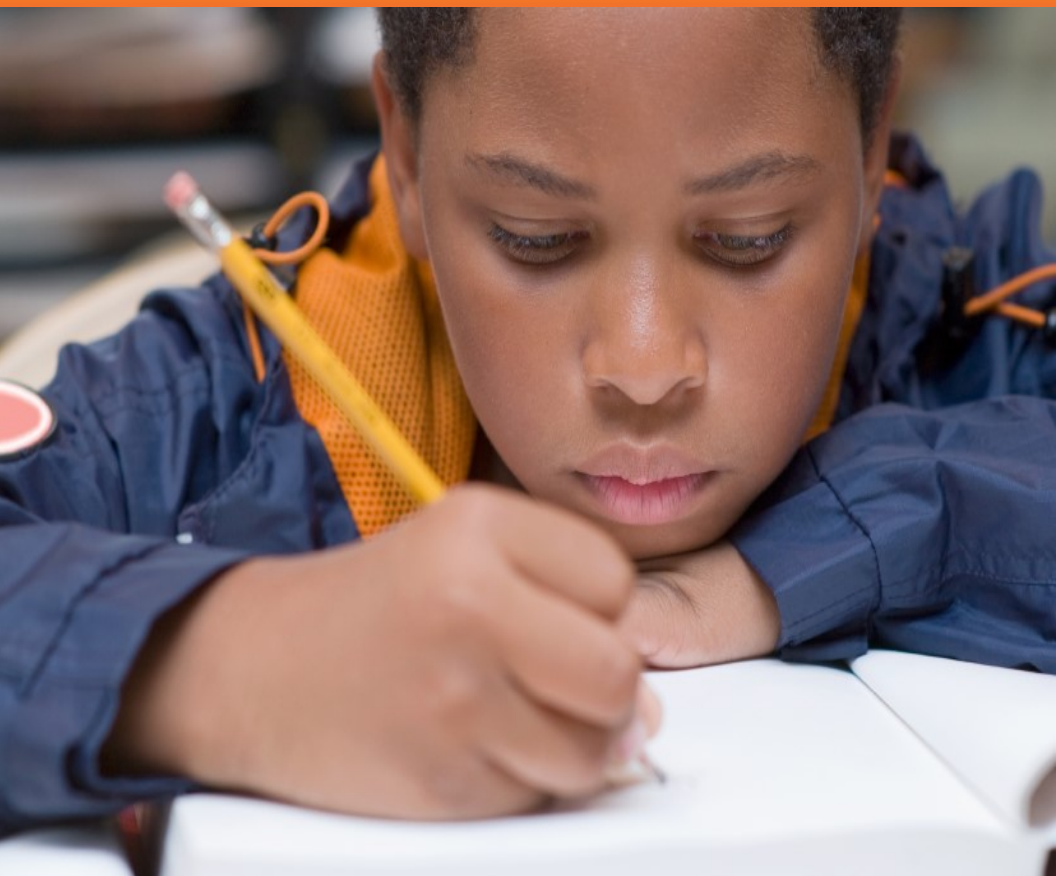




# Caribbean Primary Exit Assessment



**HANDBOOK  
FOR  
PUPILS**

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

## **HANDBOOK FOR PUPILS**

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# Introduction

This document is written to encourage pupils at the primary level who are preparing for the Caribbean Primary Exit Assessment (CPEA™) and to initiate conversations on one aspect of CPEA™, namely, pupils' active participation in their learning. As a pupil, you play an important role in your academic achievement. By taking steps to get involved in your education, you can 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 connection between pupils' active participation in their own learning and their academic achievement. This involvement has a positive effect on you and by extension, your school, teachers, and parents.

The research-based tips in this publication provide both practical guidance and valuable information that will help you become an active participant in your own learning. We hope that you will find the information in this booklet helpful, as you prepare for the CPEA™ and for a rewarding life of continuous learning.

# Overview

This *Pupils' Handbook* is designed for pupils at the primary level who are preparing for the Caribbean Primary Exit Assessment (**CPEA™**). The purpose of this handbook is to assist pupils to work effectively with the teachers and their parents during the learning process to enhance their performance. The handbook also provides suggestions on preparing for the examinations and strategies for learning.

The handbook is divided into four parts:

**Part A** provides an **overview** of and the rationale for the **CPEA™**

**Part B** provides details about the **CPEA™ Assessment Model**.

**Part C** provides information on how to prepare for the **CPEA™ Examination**.

**Part D** provides **strategies** to help you learn.

## Your Guide through this Handbook



**Part A**  
Introducing the  
CPEA™  
Assessment



**Part B**  
CPEA™  
Assessment  
Learning Model



**Part C**  
Preparing for  
the CPEA™  
Examination



**Part D**  
Strategies to  
help you learn

## 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. 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™

### How will I be assessed in the CPEA™?

The **CPEA™** is based on solid educational principles and includes formative (internal) and summative (external) assessment activities.

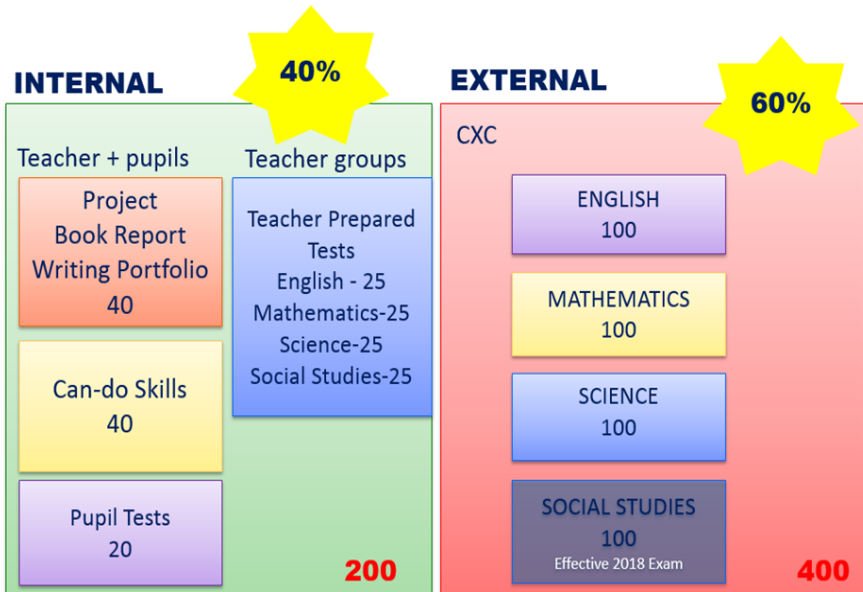
- ◆ The formative assessment activities will be conducted in class to help improve your performance.
- ◆ The summative assessment activities will help to provide information about how far you have reached in your learning journey.



The **CPEA™** assessment model, formative assessment (assessment *for* learning and assessment *as* learning) and summative assessment (assessment *of* learning) are carefully balanced. It also provides information in multiple ways on different aspects of your knowledge, skills and abilities obtained under a variety of conditions from a variety of sources. The formative and summative aspects jointly involve you, CXC®, and your teacher and parents.



## What are the kinds of activities that will be included in the CPEA™?



The information collected from activities listed under **INTERNAL** will be used by your teacher to help improve your performance in school. CXC® will carry out assessment in the literacies listed under **EXTERNAL** to provide information about how far you have reached in your learning journey.

## Will the curriculum change for the CPEA™?

Your teacher will not be required to teach a new curriculum. The curriculum followed by your school would be that which is used. The internal (formative) assessment will be based on these curricula while the external (summative) assessment will be based on those literacies that are common in the various curricula across the region.

## Part C: Preparing for the CPEA™

How do I prepare for the CPEA™?

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*?



**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?

**I will keep a portfolio of my work. It will contain copies of:**

- ◆ my work/tests
- ◆ my answer sheets
- ◆ the correct answers to my tests

**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 score 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 skills must I spend more time practicing?

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

### 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 ...



**Note to Self:**

*I will record and track my progress*

**What kind of learner am I? How do I learn best?****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





## Part D: Strategies for Learning

Activities that I can engage in

### Write-Draw-Tell

Name:

Date:

Topic:

List key words about the topic:

Draw a picture that tells about the topic:

*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:**

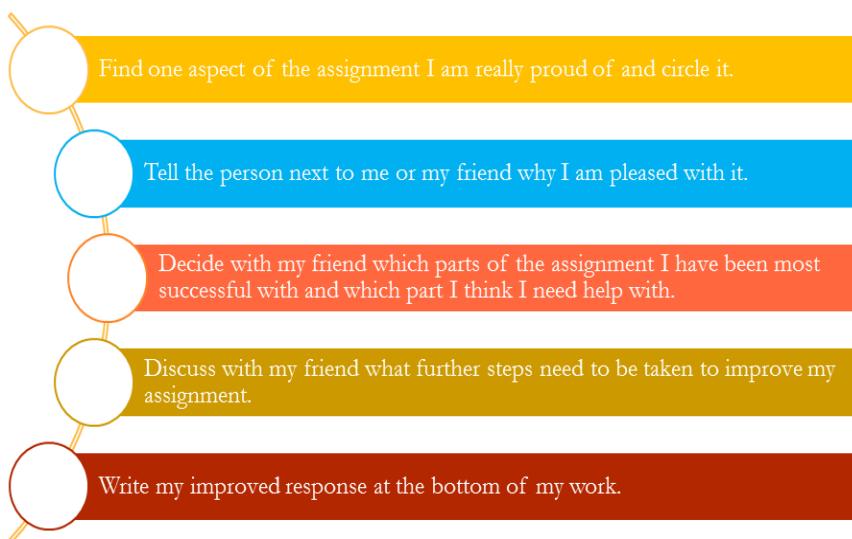
Key words	Draw it	Write it

## 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.



## 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:
Let my partners do all the Work.	Let my partners do some of the work.	Did all of my work.
Did not help my partners.	Only helped my partners when they asked me.	Helped my partners.
Did not listen to my partners' ideas.	Had trouble quietly listening to ideas.	Listened to my partners' ideas.
Did not share my ideas.	Shared one idea.	Shared my ideas.
Did not help the group solve problems.	Waited for my group to solve most problems	Helped my group solve problems.
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