



# Caribbean Primary Exit Assessment



**HANDBOOK  
FOR  
TEACHERS**

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

**HANDBOOK FOR TEACHERS**

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# 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 teachers, especially on *promoting richer feedback* to enhance their pupils' primary school education. As a teacher, you play an important role in your pupils' 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 pupils by providing good feedback, and pupils' achievement. This involvement has a positive effect on your students and by extension, the school.

The research-based tips in this publication provide both practical guidance and valuable information about how good feedback can successfully support students and the school in attaining their goals. We hope that you will find the information in this booklet helpful, as you prepare students for the **CPEA™** and for a rewarding life of continuous learning.

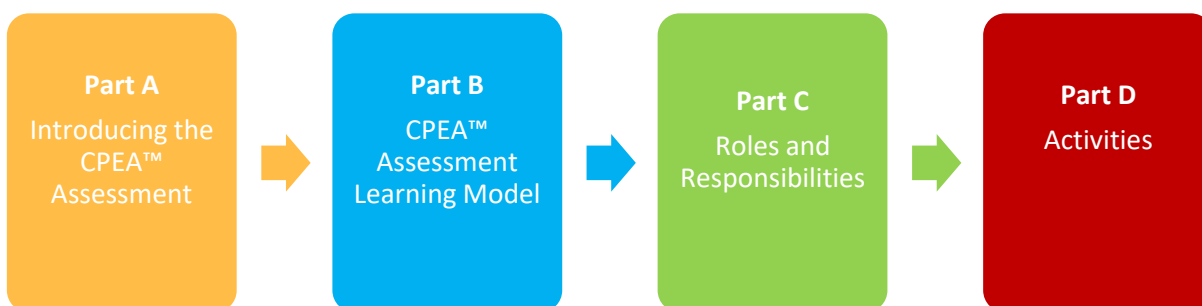
# Overview

This *Teachers' Handbook* is designed for teachers at the primary level who are preparing pupils for the Caribbean Primary Exit Assessment (CPEA™). The purpose 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. The handbook also provides suggestions on how the formative and summative aspects of assessment can be facilitated in the classroom.

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**.

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

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 will my pupils be assessed in the CPEA™?

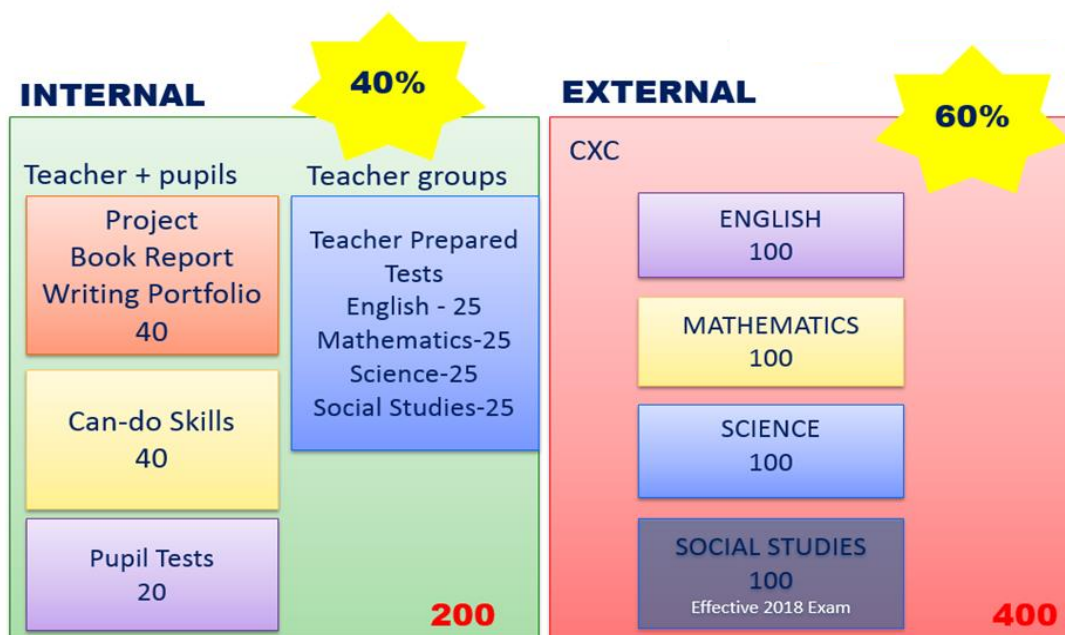
The **CPEA™** is based on solid educational and psychometric principles and includes formative and summative assumptions.

- Formative assessment improves the performance of students, especially low achieving students.
- Summative assessment provides information about how far students have reached in the learning journey.

In 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 multiple measures of 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.

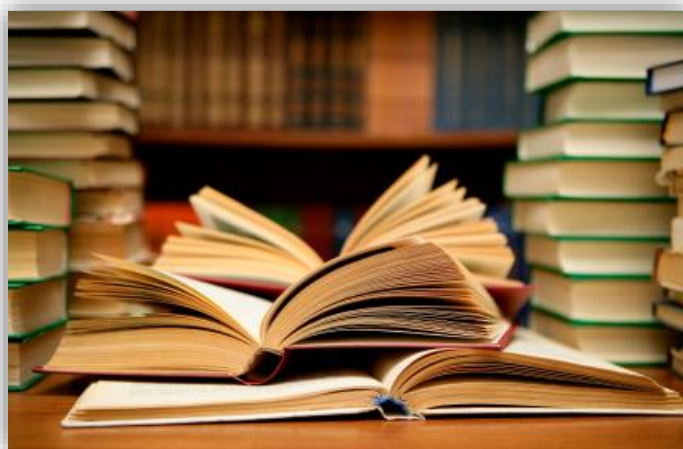


Which tasks will be assessed internally and which will be assessed externally?



Will I be required to teach a new curriculum?

You 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.



## 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.

### What are my roles in preparing my pupils for the CPEA™?

For the **CPEA™** to be effective, you are required to engage your pupils in ongoing assessment to improve their performance. So while you will be teaching the same curriculum, you will need to make some fundamental changes to the way you teach and organise your classroom activities.

Your roles will include:

#### **COACH**

As a coach, I believe that:

- Ongoing assessment and adjustment are key to improved performance.
- Success in summative assessment begins with practice.
- Coaching involves repeated cycles of ongoing assessment, feedback, and instruction as the primary means for improving pupil and class performance.

**FACILITATOR/GUIDE**

As a guide and a facilitator of learning, I must:

- continually check for understanding in my pupils as understanding is a critical step in the teaching and learning process;
- provide pupils with activities that will support their active engagement in the learning process;
- facilitate parent involvement and linkages with home and community;
- create and maintain accurate and accessible records of pupils' learning experiences.

**MOTIVATOR**

As a motivator, I understand that:

- the key to success in the **CPEA™** is ensuring that all assignments in both the internal and external assessment components are completed satisfactorily. I must therefore motivate my pupils to complete all assessment activities and stimulate their interest in learning.

**MONITOR**

As a monitor, I must

- constantly monitor my pupils' progress and provide them with feedback to improve their learning. Monitoring will provide me with the tool required to take action to improve learning.

**REFLECTIVE PRACTITIONER**

As a reflective practitioner, I should:

- engage in critical reflection of my practice. I must learn how to reflect, change and improve conscious acts of thoughtful teaching. Through reflection I will recall actions, thoughts, and feelings during a classroom experience in order to generate new understandings of teaching.

## FEEDBACK SOURCE

Providing feedback is important. I understand that:

- I must provide all stakeholders (pupils, parents, administrators and other teachers) with feedback that is timely, meaningful, instructive and relevant to the activity. Feedback that is given close to a behaviour reinforces that behaviour. By providing feedback that is instructive, I will be giving my pupils information that will improve their performance.

## What is feedback?

Feedback are comments in the form of opinions about and reactions to something, intended to provide useful information for future decisions and development

Feedback is an essential part of education as it helps learners to maximise their potential, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

## 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 the **CPEA™**.
- 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, you will be provided with some guidance on how to provide good feedback to pupils as they learn and as they engage in formative assessment tasks.

**Table 1: Feedback Strategies**

Feedback Strategies Can Vary in...	In These Ways ...	Recommendations for Good Feedback
Timing	When given How often	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 Provide feedback as often as is practical, for all major assignments.
Amount	How many made points about How much each point	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"> <li>◆ Oral</li> <li>◆ Written</li> <li>◆ Visual/demonstration</li> </ul>	<ul style="list-style-type: none"> <li>◆ Select the best mode for the message.</li> <li>◆ Interactive feedback is best when possible.</li> <li>◆ Give written feedback on written work.</li> </ul>
		◆ Use demonstration if “how to do something” is an issue or if the pupil needs an example.
Audience	<ul style="list-style-type: none"> <li>◆ Individual</li> <li>◆ Group/class</li> </ul>	<ul style="list-style-type: none"> <li>◆ Individual feedback says, “The teacher values my learning.”</li> <li>◆ Group/class feedback works if most of the class missed the same concept on an assignment, which presents an opportunity for re-teaching.</li> </ul>

Source: Bookhart, 2008

### What are my pupils' roles in preparing for 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 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.

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

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

Create linkages with Home	<ul style="list-style-type: none"> <li>• I need to create structural linkages with home.</li> <li>• I must give parents useful roles which will support the work of the school and encourage their children to learn and achieve to fullest potential.</li> </ul>
Tell parents your expectations	<ul style="list-style-type: none"> <li>• I need to clearly articulate to parents my expectations of them and communicate with them regularly about what pupils are learning.</li> <li>• I must also provide them with suggestions regarding what they can do to help.</li> <li>• I will provide parents with homework policies and clear indications of what is required to ensure their children's success.</li> </ul>
Conduct one-to-one talk with parents	<ul style="list-style-type: none"> <li>• I must provide opportunities for one-to-one talks with parents to let them know how their children are doing in school as well as what is required to ensure success.</li> <li>• Ongoing conversations with parents about the role each party plays in pupils learning is critical to building the kind of relationship and understanding that supports pupils' performance.</li> </ul>
Meet frequently with parents	<ul style="list-style-type: none"> <li>• By meeting frequently with parents and having high quality interactions and conversations with them, I can build the trust and respect required to facilitate pupil's success.</li> </ul>





**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.

**What role will School Administrators play?**

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

<b>Be a coach</b>	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.
<b>Build a community of practice</b>	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.
<b>Be an instructional leader</b>	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.
<b>Spend time in the classroom</b>	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.
<b>Provide resources</b>	School administrators should allocate resources to meet your needs and pupils' specific needs.
<b>Solicit feedback</b>	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 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:

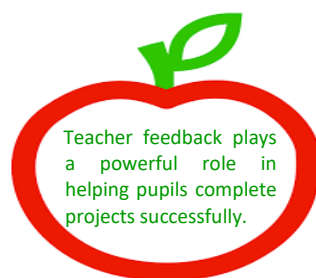


## Project

Project work teaches and 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 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.		

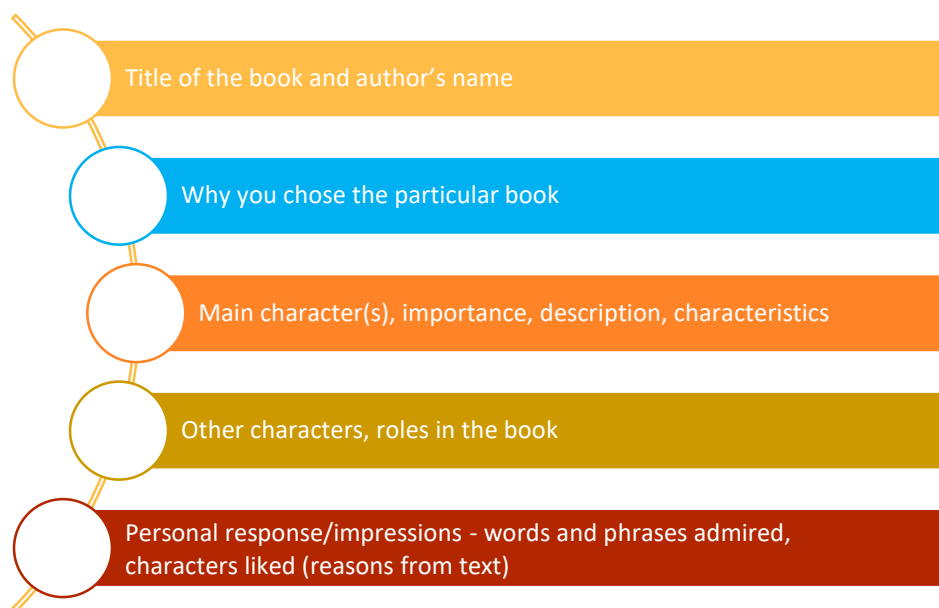
Examples of the kinds of projects that pupils can complete are in Part E: Learning Resources for the **CPEA™** of this handbook as well as on the CXC® website. You are free to modify these as required to meet the specific learning needs of pupils.

#### 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

