



CARIBBEAN
EXAMINATIONS
COUNCIL

CARIBBEAN PRIMARY EXIT ASSESSMENT (CPEA™)

STANDARDS AND PERFORMANCE CRITERIA

Effective for Examinations from May-June 2028



CPEA™

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

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CARIBBEAN PRIMARY EXIT ASSESSMENT (CPEA™)

CPEA™ Framework

Primary education is concerned with developing fundamental knowledge and skills in literacy and numeracy, as well as ensuring secondary socialisation. It should foster in children an awareness of themselves as members of a society and provide them with opportunities to cooperate with others in their social environment. This education should cater to the holistic development of children without compromising their individuality. It should promote life-long learning, prepare them for higher levels of education, and sensitise them to learning as a continuous process. On completion, learners should acquire the *desired* knowledge, skills, competencies, values and attitudes.

All **CXC®** Participating Countries have existing national programmes at the primary level, *with the Council involved in the examination process for three of these countries*. The Caribbean Examinations Council (**CXC®**), in consultation with policy makers and educators at *the regional level*, recognised that a regional primary exit examination would have several benefits, including improved efficiency, cost-effectiveness, standard-setting, portability of certification and regional and international recognition. **CXC®** responded and through its consultative processes, developed the Caribbean Primary Exit Assessment (**CPEA™**) *on the principle that a sound primary education is imperative for further education and training and preparation for life*. A sound primary education is *also* seen as the starting point of healthy democracies, sustainable development, and a necessity for the economic survival of the small states of the region.

Preparation for *the CPEA™* will assist students *in completing* critical areas of the school curriculum as they transition to secondary education. The knowledge, skills, attitudes, values and attributes that the programme will assess are fundamental literacies that *span* all subjects. The assessment *therefore* focuses on *these* critical literacies, with a sharp emphasis on skills and competencies. **CPEA™** *focuses on four core literacies namely Language, Mathematics, Social Studies and Science, while also integrating* technological, aesthetic and personal literacies.

In developing this primary level *assessment*, **CXC®**, working with its partners, took into consideration the cultural context and the aspirations of regional governments to meet the targets set for social, economic and *environmental* development as enshrined in the CARICOM document, *“The Ideal Caribbean Person (2000)”*. *As such, it is envisioned that the Ideal Primary School Graduate is someone who:*

1. *is imbued with respect for human life, cultural heritage and ethnic, religious and other diversities;*
2. *is emotionally secure with a high level of self-confidence, self-esteem and self-awareness;*
3. *is aware of the importance of living in harmony with the environment;*
4. *has a strong appreciation of family and kinship values, community cohesion, and moral issues;*
5. *demonstrates multiple literacies as well as independent and critical thinking;*
6. *demonstrates a positive work ethic;*
7. *values and displays creative imagination;*

8. *has developed the capacity to create and take advantage of opportunities to control, improve, maintain and promote physical, mental, social and spiritual well-being and to contribute to the health and welfare of the community and country; and,*
9. *nourishes in him/herself and in others, the fullest development of each person's potential without stereotype and with respect for diversity.*

*The UNESCO Pillars of Learning that are embedded in the **CPEA™** are also fundamental principles for reshaping education. These include the individual's ability to learn to know, do, be, live together and transform self and society.*

CPEA™ Assessment Overview

*The **CPEA™** comprises two components: an Internal Assessment and an External Assessment.*

Internal Assessment

The Internal Assessment (School-Based Assessment [SBA]) consists of a series of structured activities that contribute to the students' overall mark for the programme. This component is designed to capture students' ongoing performance, application of skills, and engagement in authentic learning tasks. The Internal Assessment includes the following elements:

- *Project*
- *Book Report*
- *Writing Portfolio*
- *Can-Do Skills*
- *Teacher Prepared Tests*

External Assessment

The External Assessment evaluates students' mastery of the four core literacies:

- *Language*
- *Mathematics*
- *Science*
- *Social Studies*

CPEA™ Assessment Grid

	<i>Papers</i>	<i>Mathematics</i>	<i>Language Arts</i>	<i>Science</i>	<i>Social Studies</i>	<i>Total</i>	<i>(%)</i>
<i>External</i>	<i>Multiple Choice</i>	50 (75)	50 (75)	50 (75)	50 (75)	200 (300)	60
<i>Internal</i>	<i>Project</i>	10	10	10	10	40	40
	<i>Book Report</i>	-	10	-	-	10	
	<i>Writing Portfolio</i>	-	10	-	-	10	
	<i>Can-do Skills</i>	10	10	10	10	40	
	<i>Teacher-prepared Tests</i>	25	25	25	25	100	
	TOTAL	120	140	120	120	500	100

MATHEMATICS

Mathematics Literacy is the ability to understand mathematical concepts and procedures and apply them to solve problems in a variety of contexts. It involves reasoning, using numbers and operations, interpreting data, recognising patterns, and selecting appropriate strategies and tools to make decisions and solve real world problems.

Target	Standard	Performance Criteria
Target 1 – Number and Operations (a) <i>Recognizing and using numbers and number concepts.</i> (b) <i>Understanding and using fractions, percentages, proportions and decimals.</i>	(i) Know the value of numerals, associate them with their names (nominal and ordinal), and use real life situations and examples to demonstrate expression of these values.	1. <i>Differentiate among face value, place value and total value of each digit in a number.</i> 2. <i>Use a variety of tools and models to round numbers to the nearest tens, hundreds and thousands.</i> 3. <i>Create real life problems involving ordinal and nominal numbers.</i> 4. <i>Solve problems in different contexts involving nominal and ordinal numbers.</i>
	(ii) Develop an understanding of numbers, the relationship among numbers and the number systems.	1. <i>Use various strategies to read, write, count, expand and compare numbers up to seven digits.</i> 2. <i>Demonstrate ways to construct, describe, complete and extend whole number patterns.</i>
	(iii) Understand and use fractions, decimals, proportions and percentages.	1. <i>Read, represent, compare, classify, simplify, interpret and convert fractions, decimals, proportions and percentages.</i> 2. <i>Round numbers to the nearest tenths and hundredths utilizing a variety of tools and models.</i>

MATHEMATICS CONT'D

Target	Standard	Performance Criteria
Target 1 – Number and Operations cont'd	(iv) <i>Develop the skill to perform computations accurately and make reasonable estimates.</i>	1. <i>Perform calculations involving addition, subtraction, multiplication or division as well as combined operations on whole numbers, decimals and fractions.</i> 2. <i>Use various strategies to determine reasonable estimates in different contexts.</i>
	(v) <i>Demonstrate an understanding of different types of numbers such as square, prime, composite, odd, even, factor and multiple.</i>	1. <i>Classify numbers using concepts such as square, prime, composite, odd, and even.</i> 2. <i>Determine the factors and multiples of given numbers.</i>
	(vi) <i>Develop proficiency in solving mathematical problems using the four basic operations.</i>	1. <i>Use various strategies to solve problems involving addition, subtraction, multiplication or division, as well as combined operations.</i>
	(vii) <i>Develop proficiency in solving mathematical problems involving scale factors, ratio and proportion.</i>	1. <i>Solve mathematical problems involving scale factors, ratio and proportion.</i>
Target 2 – Measurement and Geometry	(i) <i>Develop an in-depth understanding of linear measurement, area, perimeter, time, mass and capacity.</i>	1. <i>Define the concepts of length, area, perimeter, time, mass and capacity.</i> 2. <i>Use appropriate units to measure length, area, perimeter, time, mass and capacity.</i> 3. <i>Read digital and analogue time using 12 and 24-hour systems.</i>
(a) <i>Applying mathematical concepts, facts and algorithms related to numbers, money, measurement and geometry (space and shape).</i>		

MATHEMATICS CONT'D

Target	Standard	Performance Criteria
Target 2 – Measurement and Geometry cont'd	(ii) <i>Demonstrate an understanding of the use of non-standard units, standard units and tools to measure length, area, perimeter, mass, capacity, temperature and time.</i>	1. <i>Use various standard and non-standard units and tools to measure length, mass and capacity.</i> 2. <i>Measure the temperature in various contexts.</i> 3. <i>Calculate the area, perimeter and volume of shapes.</i> 4. <i>Calculate elapsed time in the 12 and 24-hour systems.</i>
	(iii) <i>Understand and use formulae to find the perimeter and area of simple polygons.</i>	1. <i>Use appropriate formulae to calculate the area and perimeter of polygons.</i>
	(iv) <i>Understand and use a variety of strategies to solve problems involving measurements.</i>	1. <i>Apply appropriate strategies to solve problems involving length, area, perimeter, mass, capacity, temperature and time.</i>
	(v) <i>Develop an understanding of two and three - dimensional shapes, their properties and application in real-world contexts.</i>	1. <i>Classify two and three-dimensional shapes according to their attributes.</i> 2. <i>Solve real-world problems involving two and three-dimensional shapes.</i>
	(vi) <i>Demonstrate an understanding of the concept and use of money.</i>	1. <i>Represent amounts of money in a variety of ways.</i> 2. <i>Calculate total cost to determine change received.</i> 3. <i>Use exchange rates to convert amounts between given currencies.</i>

MATHEMATICS CONT'D

Target	Standard	Performance Criteria
Target 3 – Statistics and Probability (a) Collecting, recording and analysing data.	(i) Demonstrate an understanding of the collection, recording, representation and analysis of data using tables, charts and diagrams.	1. Collect data on an area of interest. 2. Illustrate data using appropriate tables, graphs and charts. 3. Interpret information given in data and diagrams. 4. Determine the mode, mean and median for a set of data.
	(ii) Develop skills in using the basic principles of probability.	1. Use basic principles of probability to make predictions about simple events.
Target 4 – Problem Solving (a) Problem solving and inquiry using age appropriate and authentic situations.	(i) Develop skills to solve worded problems in real-life situations.	1. Use various strategies to solve worded problems in real-life situations.

LANGUAGE ARTS

Language literacy refers to the ability to understand and use language to communicate effectively. It includes the skills required to listen, speak, read, view and write with clarity, purpose and critical awareness in order to construct meaning, evaluate information and express ideas appropriately in diverse contexts.

Target	Standard	Performance Criteria
Target 1 – Listening (a) <i>Listening with a high degree of understanding to instructions, descriptions, explanations and narrations in Standard English, presented in a familiar accent with age-appropriate vocabulary and sentence structures.</i>	(i) <i>Demonstrate the ability to actively listen to identify main ideas, cause and effect and sequential order of points presented.</i>	1. <i>Present information showing main ideas, appropriate sequencing of ideas and cause and effect.</i>
	(ii) <i>Develop the skill to discriminate between Creole and Standard English usage according to place and circumstance.</i>	1. <i>Use language appropriately in different contexts to respond effectively making use of meaning, style and comprehension.</i> 2. <i>Explain the language variations used in oral presentations, discussions and conversations in different contexts.</i>
	(iii) <i>Develop an appreciation of other perspectives and cultures through listening.</i>	1. <i>Examine the differences in perspectives and cultures from various sources and forms of media.</i>
	(iv) <i>Demonstrate the ability to listen critically and to constructively evaluate other points of view.</i>	1. <i>Evaluate the points of view of others by asking and answering appropriate or relevant questions.</i> 2. <i>Assess information to determine relevance and biases.</i> 3. <i>Paraphrase the points of view of others to reflect the main idea.</i>

LANGUAGE ARTS CONT'D

Target	Standard	Performance Criteria
Target 1 – Listening cont'd	(v) <i>Acquire effective listening and comprehension skills to aid in the integration of ideas from across a variety of sources.</i>	1. <i>Present information, supporting ideas from various sources to include but not limited to oral presentations, discussions, storytelling and songs.</i> 2. <i>Respond accurately to questions to show understanding of ideas from a variety of sources.</i> 3. <i>Ask questions to obtain clarification on information presented from a variety of sources.</i> 4. <i>Summarize information from oral presentations.</i>
Target 2 – Speaking		
(a) <i>Speaking by using age-appropriate words precisely to communicate thoughts and feelings.</i>	(i) <i>Demonstrate knowledge of language and language conventions when speaking to communicate effectively and confidently.</i>	1. <i>Choose words and phrases for effect and to convey ideas precisely.</i> 2. <i>Speak confidently in different contexts and situations for a variety of purposes.</i>
(b) <i>demonstrating spontaneity in speaking in a variety of situations.</i>	(ii) <i>Understand the use of different varieties of English (such as dialects) used in literary works including but not limited to stories, plays, poems and songs.</i>	1. <i>Engage in asking and answering questions based on information presented in a variety of English used in literary works.</i>
	(iii) <i>Use appropriate features of Standard English in formal contexts.</i>	1. <i>Present information orally using Standard English in formal contexts.</i>
	(iv) <i>Know features of language used for a specific purpose.</i>	1. <i>Present information and ideas in a variety of forms to persuade, inform or entertain.</i>

LANGUAGE ARTS CONT'D

Target	Standard	Performance Criteria
Target 2 – Speaking cont'd	(v) <i>Develop the skill to discriminate between Creole and Standard English usage according to place and circumstance.</i>	1. <i>Explain the importance of using language appropriately in different contexts.</i> 2. <i>Determine the appropriate context for using Creole and Standard English.</i> 3. <i>Alternate between Standard English and Creole language in a conversation according to audience and purpose.</i>
	(vi) <i>Understand how to engage collaboratively in discussion on a range of issues.</i>	1. <i>Express ideas clearly and elaborate on the ideas of others.</i> 2. <i>Contribute effectively to an oral discussion.</i>
	(vii) <i>Know how to follow predetermined, agreed-upon rules for communication including tone and diction.</i>	1. <i>Use the predetermined rules of communication effectively to engage in discussions.</i>
Target 3 – Reading and Viewing		
(a) <i>Reading effectively and for varied purposes across a range of print and electronic media.</i>	(i) <i>Demonstrate the ability to read and respond to literary and informational pieces.</i>	1. <i>Respond accurately to comprehension questions on literary and informational pieces.</i>
	(ii) <i>Understand how to identify and use ideas and Information at various comprehension levels.</i>	1. <i>Answer comprehension questions at the literal level, inferential level and critical level.</i> 2. <i>Justify responses to comprehension questions at the literal, inferential and critical levels.</i>

LANGUAGE ARTS CONT'D

Target	Standard	Performance Criteria
Target 3 – Reading and Viewing cont'd (b) <i>Responding sensitively to varied and meaningful literature and other forms of art at the appropriate level.</i>	(iii) <i>Develop the skills to read in order to collect and interpret data, facts and ideas from multiple sources.</i>	1. <i>Identify relevant data, facts and ideas from multiple sources.</i> 2. <i>Use data presented from multiple sources to respond to questions.</i>
	(iv) <i>Understand organizational formats/structures/patterns and the role they play in the comprehension of information.</i>	1. <i>Use text features to aid comprehension.</i> 2. <i>Differentiate among the features of the different text structures.</i>
	(v) <i>Develop skills to read to generalize logical inferences and justify conclusions that are supported by specific textual evidence.</i>	1. <i>Make logical inferences, generalisations and draw conclusions based on texts read.</i> 2. <i>Use textual evidence to support conclusions.</i>
	(vi) <i>Develop the ability to read, view and interpret literary texts from a variety of genres.</i>	1. <i>Interpret literary texts from various genres.</i>
	(vii) <i>Understand main ideas (themes) from literary pieces and show evidence of how the writer develops these themes.</i>	1. <i>Identify the main idea or theme in the text.</i> 2. <i>Use textual evidence to support the theme or main idea of literary pieces.</i>
	(viii) <i>Know how to interpret words and phrases used in written pieces.</i>	1. <i>Use a variety of strategies to determine the meaning of words and phrases in written pieces.</i> 2. <i>Differentiate between literal and figurative language used in literary pieces.</i>
	(ix) <i>Develop the ability to distinguish among characters and events in a story, by making reference to specific textual details.</i>	1. <i>Identify the elements of a story.</i> 2. <i>Analyse characters and events in literary pieces by making reference to specific details.</i>

LANGUAGE ARTS CONT'D

Target	Standard	Performance Criteria
Target 3 – Reading and Viewing cont'd	(x) <i>Understand how to use various forms of visual media to gain and interpret information.</i>	1. <i>Interpret information from various forms of visual media.</i>
Target 4 – Writing (a) <i>Expressing oneself legibly and accurately in different forms of writing.</i>	(i) <i>Demonstrate the appropriate use of different forms of writing.</i>	1. <i>Create expository, persuasive, descriptive and narrative pieces of writing.</i>
	(ii) <i>Develop the skill to use basic sentence structures and spell common multi-syllable words accurately.</i>	1. <i>Differentiate among simple, compound and complex sentence structures.</i> 2. <i>Write simple, compound and complex sentences using correct grammar.</i> 3. <i>Use different strategies to spell multi-syllabic words accurately.</i>
	(iii) <i>Know how to use punctuation marks accurately in writing.</i>	1. <i>Punctuate accurately using full stops, capital letters, question marks, commas, exclamation marks, colons, apostrophes and inverted commas/ quotation marks.</i>
	(iv) <i>Demonstrate understanding of the writing process.</i>	1. <i>Produce writing pieces showing evidence of the stages of the writing process.</i>
	(v) <i>Understand how to use technological support ethically to enhance simple documents.</i>	1. <i>Use technology ethically to revise work, refine ideas and improve sentences for clarity.</i>
	(vi) <i>Develop the ability to effectively use Twenty-First Century Skills for writing.</i>	1. <i>Show creative, critical and constructive skills in writing.</i> 2. <i>Collaborate with others to enhance written pieces.</i> 3. <i>Communicate ideas effectively to enhance writing.</i>

SCIENCE

Science Literacy is the ability to understand basic scientific concepts, processes and the relationship among science, technology, society and the environment. It includes observing, classifying, formulating hypotheses, analysing data, applying scientific knowledge to everyday situations, and making informed decisions as reflective citizens.

Target	Standard	Performance Criteria
Target 1 – Science, Technology and the Environment. (a) Relating science and technology to the society and the environment.	(i) Understand how to use the knowledge of science and technology to inform decision making and to solve everyday problems.	1. Identify the basic scientific processes. 2. Use knowledge of scientific processes to make decisions and solve simple problems.
	(ii) Know how to effectively engage in discussions about science-related issues to make informed decisions as a reflective citizen.	1. Engage actively in discussions about science-related issues to make informed decisions as a reflective citizen.
	(iii) Develop an appreciation for the society and the environment that will foster a better quality of life.	1. Identify available resources and their importance to humans and other living things in the environment. 2. Demonstrate sustainable use or management of available resources. 3. Explain the effects of human actions on the environment.

SCIENCE CONT'D

Target	Standard	Performance Criteria
Target 2 – Problem-solving and communication Skills and Strategies (a) Developing skills and strategies for problem-solving and the effective communication of information.	(i) Know how to use the senses to observe and classify organisms and objects.	1. Examine objects and organisms to observe their characteristics. 2. Record observations about objects and organisms. 3. Classify organisms and objects based on observations.
	(ii) Demonstrate how to use the scientific process to solve problems.	1. Formulate and test hypotheses. 2. Measure using appropriate units and instruments. 3. Design procedures to collect information. 4. Analyse data from a variety of sources. 5. Communicate findings accurately using a variety of strategies.
Target 3 – Utilising Scientific Knowledge (a) Understanding fundamental concepts in science and technology.	(i) Demonstrate an understanding of scientific knowledge.	1. Use scientific vocabulary appropriately. 2. Explain scientific concepts. 3. Apply knowledge of science and technology in real-life contexts.

SOCIAL STUDIES

Social Studies Literacy refers to the ability to understand culture, governance and the wider society. It includes appreciating diversity, understanding roles and responsibilities, practising good citizenship, examining economic and environmental issues, and demonstrating attitudes and skills needed to participate meaningfully in local, regional and global communities.

Target	Standard	Performance Criteria
Target 1 – Diversity of Human Existence (a) Appreciating diversity as the basis of human existence.	(i) Encourage respect for diversity among individuals and groups.	1. <i>Display respect for diverse heritage, cultures, lifestyles, beliefs, abilities and ethnicities within local, regional and global communities.</i> 2. <i>Describe ways in which one can display a positive attitude towards diversity and encourage inclusion.</i>
	(ii) Develop an appreciation for one's own cultural heritage and cultivate tolerance for the cultural heritage of others.	1. <i>Describe behavioural practices which demonstrate value for one's own culture.</i> 2. <i>Demonstrate behavioural practices consistent with valuing the cultural heritage of others.</i>
	(iii) Accept responsibility and be accountable for the effects of personal decisions and actions on self, others and the environment.	1. <i>Evaluate the impact of one's actions, decisions and behaviour on self, others and the environment.</i> 2. <i>Demonstrate responsibility for the effects of personal actions, decisions and behaviour on self, others and the environment.</i>
	(iv) Understand major social issues at local, regional, and global levels.	1. <i>Identify major social issues in the local, regional and global community.</i> 2. <i>Discuss the causes and effects of major social issues at a local, regional and global level.</i>

SOCIAL STUDIES CONT'D

Target	Standard	Performance Criteria
Target 2 – Government and Governance		
(a) Understanding governance, government structures and the responsibility of citizens.	(i) <i>Comprehend the systems of governance as well as the creation, maintenance and change of government in the territory/country and region.</i>	1. <i>Distinguish among the systems of government in the region.</i> 2. <i>Describe how governments are created, maintained and changed under each system of government.</i>
	(ii) <i>Understand sources of power and authority within a territory/country.</i>	1. <i>Describe the sources of power and authority in territory or country.</i> 2. <i>Discuss the branches of government and their role in the administration of a territory/country.</i>
	(iii) <i>Understand how governments can be kept responsive to citizens.</i>	1. <i>Discuss the characteristics of good governance.</i> 2. <i>Present ways that citizens may be empowered about their rights, roles and responsibilities.</i> 3. <i>Propose ways citizens may keep the government responsive to their needs.</i> <i>Describe the role of international and regional organizations in supporting the development of the territory.</i>
	(iv) <i>Demonstrate a sense of commitment to the development of the community.</i>	1. <i>Describe ways in which citizens may contribute to the development of the community.</i> <i>Demonstrate ways in which citizens may show commitment to community development.</i>

SOCIAL STUDIES CONT'D

Target	Standard	Performance Criteria
Target 2 – Government and Governance (cont'd)	(v) Exhibit good citizenship practices in local and regional contexts.	1. <i>Investigate good citizenship practices in local and regional contexts.</i> 2. <i>Display behavioural practices that reflect good citizenship.</i> 3. <i>Analyze media sources to determine how bias and different points of view influence citizen practices and participation in local and regional contexts.</i>
	(vi) Develop a sense of national and regional identity and pride.	1. <i>Demonstrate ways in which one can be patriotic to one's nation, territory and region.</i>
Target 3 – Life Skills <i>Developing life skills for productive and reflective participation in society.</i>	(i) Display appropriate attitudes and behaviour in the conduct of interpersonal relationships.	1. <i>Demonstrate positive attitudes and conduct while relating to others.</i> 2. <i>Evaluate one's action in relating with others and make appropriate choices in the conduct of personal relationships.</i>
	(ii) Demonstrate the ability to work collaboratively in groups.	1. <i>Practice the established rules of engagement while working in groups.</i> 2. <i>Show respect for the contributions of other group members.</i> 3. <i>Display responsibility and accountability as a group member.</i>
	(iii) Demonstrate the ability to communicate effectively.	<i>Use appropriate language and media to communicate effectively.</i>
	(i) Develop <i>critical thinking and problem-solving skills.</i>	1. <i>Engage in behavioural practices that reflect critical thinking.</i> 2. <i>Solve problems in authentic contexts.</i>

SOCIAL STUDIES CONT'D

Target	Standard	Performance Criteria
<i>Target 4 – Economy and Sustainability</i> (a) Understanding the major economic activities and their impact on the environment.	(i) Develop an awareness of the major economic activities within the region.	1. <i>Discuss the major economic activities within the region.</i> 2. <i>Assess the value of the major economic activities.</i>
	(ii) Understand the impact of the major economic activities of the region on the environment.	1. <i>Evaluate the positive and negative impact of major economic activities on the environment.</i> 2. <i>Examine strategies to reduce the negative impact of economic activities on the environment.</i>
	(iii) Appreciate the need to engage in activities to promote sustainable development.	1. <i>Discuss ways in which one can show value for the environment</i> 2. <i>Suggest ways to leave a positive environmental footprint.</i>

**CARIBBEAN EXAMINATIONS COUNCIL
CARIBBEAN PRIMARY EXIT ASSESSMENT™
INTERNAL ASSESSMENT GUIDELINES**

1. BOOK REPORT

The book report helps to develop students' reading skills as well as helps them organise their thoughts. The book report gives students the opportunity to *analyse and* summarise the book they have read as well as *share* their reaction to the book. For the **CPEA™**, students will be required to read a book at *their reading level* and prepare a report for that book. *The book report must include both a written report and an oral presentation as shown below.*

Presentation of the Book Report

Written report

A written report that summarises the key themes of the book and may include creative visuals that support and illustrate the analysis. This report must include the following:

- (a) name of the book;*
- (b) author;*
- (c) summary/ what the book is about;*
- (d) favourite part of the book with justification;*
- (e) interesting words or phrases-at least three with justification;*
- (f) description of one main character;*
- (g) Description of favourite character with justification;*
- (h) recommendation (To whom would you recommend OR not recommend the book? Give at least one reason for your answer); and,*
- (i) my personal response (This should reflect student's thoughts, feelings, and opinions in a creative and expressive way and make connections to their world, experiences and self).*

Oral presentation

The oral presentation must contain the main ideas of the book and present the students' analysis. Students are encouraged to use visual aids to enhance their presentation. It is recommended that the presentations have a duration of between 3-5 minutes, and must include:

- (a) name of the book;*
- (b) author;*
- (c) summary/ what the book is about;*
- (d) favourite part of the book with justification; and,*
- (e) recommendation (To whom would you recommend OR not recommend the book? Give at least one reason for your answer).*

Some suggested ways to respond to the book

- (a) Write a poem that captures the voice, feelings, or experience of a character from the book.*
- (b) Perform a dramatization of a poem or a speech inspired by the book read.*
- (c) Create and stage a short play of 3-5 minutes with 2-5 classmates that reflects key moments or themes.*

- (d) *Rewrite a favourite scene as a play script.*
- (e) Create a timeline to sequence the *major* events of the story, including the time and place of each event.
- (f) Draw a picture for each *major* event and write a one or two-sentence summary *explaining what happened and why it is important.*
- (g) Design a cover *or digital poster* to show aspects of book e.g. setting, character, title, author.
- (h) Create a soundtrack and *design a multimedia cover that creatively represents and explains the story.*
- (i) Work in pairs to conduct an interview with a character. Prepare questions to ask the character, have your partner ask the questions, and respond in the role of the character using information from the text.
- (j) Record a video of an interview with a character.
- (k) Use a book you have read to create a comic book, use text and the spoken word from the book.
- (l) Pretend to be a reporter and report live from a scene in a book, create a video of yourself.
- (m) Cast family and friends as characters in the book and interview them.
- (n) Write a newspaper article reporting a major event from the book, including details about the event and the characters involved.

Assessment

The book report is assessed by the teacher, using the approved rubrics. The final grade will be calculated using a weighting of 60 percent for the written component and 40 percent for the oral component.

2. WRITING PORTFOLIO

The writing portfolio is a tool that integrates the skills of listening, speaking, thinking, reading, viewing and writing. Through its completion, students will understand that the various strands are linked. It is a collection of a student's work that demonstrates their skills, style and progress as a writer and helps students keep track of their own progress. The compilation of the writing portfolio can begin in grade 5, however the pieces for submission or published pieces must be done in grade 6.

Presentation of the Writing Portfolio

The portfolio must contain:

- (a) *A table of contents.*
- (b) *Introduction.*
- (c) *Written samples, including the planning page, demonstrate the student's understanding of the writing process and growth over time.*

- (d) One submission per genre, with a minimum of two drafts for each piece to show development and revision.
- (e) One reflective piece on the process.
- (f) Self-Assessment checklists specific to each genre.
- (g) Rubrics for each genre and the writing portfolio.

Assessment

- (a) The writing portfolio is assessed by the teacher, using the approved rubric.
- (b) All submitted drafts, including the final or published piece for each genre, must be presented in continuous prose (for example, letters, essays, speeches).
- (c) The final or published piece for each genre (descriptive, expository, narrative and descriptive) is assessed by the teacher, using the approved rubric.
- (d) For each genre in the Writing Portfolio, the marks allocated for the public piece must be recorded in the Content section of the rubric. Teachers should follow the steps below to determine the Total Content Marks:

Calculating Content Marks for the Writing Portfolio:

- (i) Add the raw scores for all four genres: Descriptive, Expository, Narrative, and Persuasive.
- (ii) Divide the total raw score by five to convert it to the weighted score.
- (iii) Round the result to the nearest whole number to obtain the final Total Content Marks.

Calculation Example- Total Marks 20

Genre	Marks Allocated
<i>Descriptive</i>	18
<i>Expository</i>	22
<i>Narrative</i>	13
<i>Persuasive</i>	20

STEP 1: Add total scores- $18 + 22 + 13 + 20 = 73$

STEP 2: Total score divided by 5- $73 \div 5 = 14.6$

STEP 3: Round to the nearest whole number- 15

3. PROJECT

*The project requires groups of 5-7 students to conduct their own investigations such as problem solving, scientific and experimental explorations into a specific area or theme. Students must work collaboratively to explore areas of interest and analyse as well as present results as they apply critical thinking, creativity and communication skills. All **four** literacies **must** be included in the project and cross-curricular integration is encouraged. The project should be practical and feasible for the grade level.*

Specific Learning Outcomes for Projects

Students should be able to:

- (a) analyse real world experiences and find answers to related questions/problems;
- (b) work in teams and to collaborate with persons of similar interests;
- (c) practise interpersonal and intrapersonal behaviours as observed among good citizens;
- (d) *research*, report and present opinions, information and findings; and,
- (e) acquire knowledge and skills as defined by the appropriate literacies.

Presentation of the Project

Students will be required to present their project report using the following formats:

- (a) Oral Presentation
 - Main ideas and key findings
- (b) Written report:
 - (i) Cover page;
 - (ii) Table of contents;
 - (iii) Introduction (statement of the problem background, research questions and objectives/goals/purpose);
 - (iv) Methodology;
 - (v) Data Collection Instruments;
 - (vi) Presentation and analysis of data (results are presented and explained);
 - (vii) Recommendations;
 - (viii) Conclusion;
 - (ix) References/sources of information (name of the author, title of the book/article, publisher, date of publication, online- URL, and information of resource persons (with permission) where applicable); and,
 - (x) Appendix (rubric, project web and outline, sample instruments, peer evaluation form and other relevant materials).

Note: Students should use visual aids such as diagrams, charts and pictures in their oral and written presentation.

Assessment

- (a) Each project is *assessed* by the teacher using the *approved* rubric.
- (b) Each student *must* complete *Section A (Self Evaluation)* of the “My Personal Contribution” template based on *his or her* contribution to the group.
- (c) *Each group must complete Section B (Peer Evaluation) of the “My Personal Contribution” template for each member.*
- (d) *Each teacher must complete Section C (Teacher Evaluation) of the “My Personal Contribution” template for each student, using feedback from a combination of teacher observation and students’ self and peer evaluations.*

4. TEACHER-PREPARED TESTS

Teacher-prepared tests are *a key* component of the internal assessment of the **CPEA™**. These *tests* provide data that can be used by *teachers* to adjust *instruction*, enhance teaching *and support student progress*. The teacher-prepared tests serve *multiple purposes* as tools for formative (continuous), diagnostic and summative assessment to ascertain students’ progress in the subject area.

Teachers are required to administer at least three teacher-prepared tests per literacy during the grade 6 academic year. These tests should reflect a broad sampling of objectives drawn from all content areas, strands and skills in the grade 6 curriculum, standards and performance criteria. The tests should be designed to assess a range of cognitive demands, including knowledge, comprehension and application.

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

(a) *Selected response*

Students select their answers from options provided. These include:

- (i) Multiple choice
- (ii) True-false
- (iii) Matching items

(b) *Constructed Response*

Students generate a response. These include:

- (i) Fill in the blank
- (ii) Short answer
- (iii) Essays

Scoring/ Grading of Students responses

- (a) *Develop a scoring rubric or mark scheme to be used to grade responses.*
- (b) *Provide an answer key/ sample answers before administration of test.*
- (c) *All students should be given opportunities to retake parallel form(s) of the tests following teacher feedback which highlights strengths, weaknesses and guidance for improvement.*
- (d) *Students' scores should reflect their highest performance across assessments.*
- (e) *Student's grade must be documented, and supporting evidence retained.*
- (f) *All tests, tables of specifications, scoring rubrics/ mark schemes, and answer keys must be maintained as part of the assessment record.*
- (g) *Students' responses along with teacher feedback, must be preserved as evidence of the assessment process.*

Assembling a Test

In assembling a test, you should:

- (a) develop a table of specifications rubric/ mark scheme, and answer key;
- (b) provide clear instructions;
- (c) avoid unintended clues;
- (d) arrange items to encourage student performance;
- (e) use appropriate vocabulary; and,
- (f) adhere to proper techniques (Font size-formatting 12, spacing 1.5-2 lines).

5. "Can-Do" Skills

Can-Do skills refer to those tasks (performance-based) that foster students' ability to use knowledge of key concepts in executing specific skills related to the core literacies (Language, Science, Mathematics and Social Studies) in the curriculum. This can be completed individually or in collaboration with peer(s) where appropriate. Students must show mastery of these concepts and skills in tangible and measurable ways.

Teachers are required to construct at least two performance-based tasks per literacy that will be administered formatively to students. At the end of each required task, feedback should be provided to the students.

Can-Do Skills:

- (a) are tasks designed under a formative assessment framework;
- (b) are used to collect evidence of skills *students* have mastered *as well as* to identify aspects of a topic or skill that *students* find difficult to determine *what should be done next* to enhance progress, competence and confidence;
- (c) *are performance-based assessments that are observable and measurable and assess varying levels of skills through **real-life or simulated situations**;*

- (d) *are fun and engaging assessments that are planned, designed and constructed by the classroom teacher to cater to divergent needs of the learners;*
- (e) *enhance and assess the creative development domain of students such as requires constructing, experimenting, creating, manipulation of concrete materials/ actual items;*
- (f) *are not pen and paper dominant; instead, they promote hands-on, practical and applied learning; and,*
- (g) *enable students to use the vocabulary of the specific subject literacies and are integrated within lessons as part of ongoing instructional activities.*

Record keeping:

The following must be maintained by teachers as part of the documentation.

- (a) *Task instructions (this must include relevant standards/specific objectives at grade 6 to show alignment to the task assigned) level, scoring rubrics/ mark schemes, and answer keys (where applicable).*
- (b) *Student evidence: Keep work samples/ evidence/ artefacts along with teacher feedback.*

Assessment

Can-do skills are assessed by the teacher using a combination of checklists and rubrics. These are designed by the teacher and must be aligned with the learning outcomes and requirements of the task.

Western Zone Office

21 August 2026

