

MINISTRY OF EDUCATION

MINISTRY PAPER #102/15

GRADE SIX ACHIEVEMENT TEST (GSAT) 2015  
PRELIMINARY REPORT

**INTRODUCTION**

Members are being asked to note the preliminary report on the performance of students on the Grade Six Achievement Test (GSAT) for 2015. The results will be available to the primary level institutions on the evening of Wednesday June 17, 2015.

**BACKGROUND**

The Grade Six Achievement Test was administered on March 26 and 27, 2015. The examination was conducted in over 1,000 schools. 38,662 students (18,399 males and 20,263 females) were eligible to sit the examination.

**Table 1** represents a breakdown of the summary statistics for 2014 and 2015:

GSAT Registration Statistics 2014 - 2015						
Data Elements	Male (2014)	Males (2015)	Females (2014)	Females (2015)	Total (2014)	Total (2015)
Number registered	19,678	18,399	21,178	20,263	40,856	38,662
Number absent	672	522	746	565	1,418	1,087
Number sitting	19,006	17,877	20,432	19,698	39,438	37,575
<b>Placement Method</b>						
Placement by choice	14,214	13,210	14,666	13,979	28,880	27,189
Placement by proximity	4,521	4,258	5,606	5,228	10,127	9,486
Manual Placement	268	408	160	491	*428	899
Excluded	1	-	-	-	-	1
<b>School Type Placement</b>						
High Schools	16,521	15,852	18,283	17,694	34,804	33,546
Technical Schools	1,744	1,587	1,547	1,590	3,291	3,177
Junior High Schools	567	430	435	406	1,002	836
All Age Schools	-	-	-	-	-	-
Special Schools	6	7	7	8	13	15
Private Institutions	-	-	-	-	-	-

**STUDENT ACHIEVEMENT**

**Table 2: Average Percentage of Student Performance from 2013 to 2015**

	2013	2014	2015	Change from 2013 to 2014	Change from 2014 to 2015
Science	63	68	69	5	1
Communication Tasks	71	72	75	1	3
Social Studies	62	63	69	1	6
Language Arts	63	63	64	0	1
Mathematics	61	60	56	-1	-4

**Table 2** shows that student average percentage scores for Language Arts, and Communication Tasks have improved; while Mathematics has decreased by 4 percentage points. Science has a marginal improvement of 1 percentage point. The change in Social Studies is 6 percentage points above last year's average.

For Mathematics, although the questions were within the scope of the curriculum, according to the design of the test, more of the questions required students to operate at a higher level. This is in keeping with the thrust to have students function as 21<sup>st</sup> century learners, not only to know, but also to understand, think, reason and apply. This is consistent with the push to reform curriculum, teaching, learning and assessment.

It must be noted that the performance of both Language Arts and Communication Tasks is on an upward trend. The schools have benefitted from Literacy Specialists since 2007. In the case of Mathematics, the coaches were only re - introduced and the programme modified in October 2014. We intend to increase the number of coaches and intensify the programme in primary schools, based on the analysis of the performance in the different areas (strands) of Mathematics.

#### **STUDENT PLACEMENT**

Of the thirty seven thousand, five hundred and seventy five (37, 575) students who sat the examination, thirty three thousand, five hundred and forty six (33, 546) were placed in High Schools; three thousand, one hundred and seventy - seven (3,177) were placed in Technical Schools; eight hundred and thirty six (836) were placed in Primary and Junior High Schools; fifteen (15) in Special Schools and none in All-Age and private institutions. Of note, is the significant decline in placements in All-Age and Primary & Junior High Schools.

Additionally, twenty seven thousand, one hundred and eighty nine (27,189) or seventy three per cent (73%) of students were placed in their preferred schools. Nine thousand, four hundred and eighty six (9, 486) or twenty five per cent (25%) of students were placed in terms of the proximity to the schools they are currently attending and eight hundred and ninety nine (899) or two per cent (2%) were placed manually, in proximity to the address they submitted.

The MoE is employing strategies to increase quality secondary school places by taking schools off shift, reducing overcrowding, and improving the quality of facilities, teaching and learning.

## GSAT 2015 PATH PLACEMENT

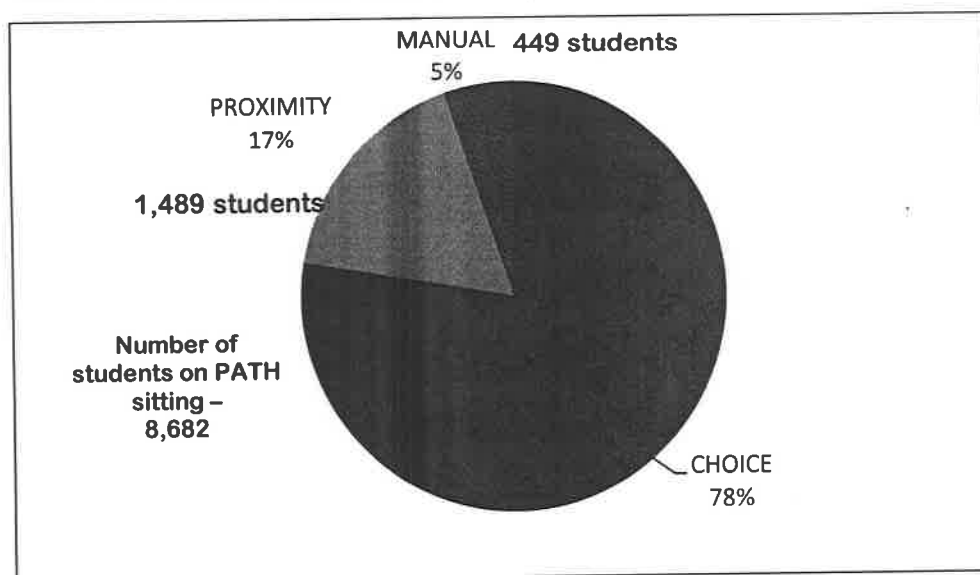


Fig. 1

The figure above shows that eight thousand six hundred and eighty two (8,682) PATH students sat the GSAT 2015 Examination. Six Thousand seven hundred and forty four (6,704) students - (78%) were placed by Preference (CHOICE) and One thousand four hundred and eighty nine (1,489) students - (17%) were placed by proximity, also four hundred and forty nine (449) students - (5%) were manually placed. This shows that a significant number of students on PATH are getting their preferred school of choice.

### REMEDIAL ACTION

Students scoring fifty per cent (50%) or less in any subject are considered to need intervention in order to adequately manage Grade 7 studies. All High schools are being directed to:

1. Make full use of the GSAT subject profiles for each student in order to determine weaknesses.
2. Undertake upgrading and remediation at the outset of Grade 7.

The MoE is ready to provide specialist intervention to schools, particularly in areas of Language Arts and Mathematics.

Ronald Thwaites, MP  
Minister  
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