MINISTRY of EDUCATION,
YOUTH & INFORMATION

PRIMARY EXIT PROFILE 2019

NATIONAL REPORT

Primary Exit Profile

PRIMARY EXIT PROFILE 2019 NATIONAL REPORT

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BACKGROUND

Coming out of the 2004 Task Force on Educational Reform, it was recommended that the Jamaican Education System embark on a radical transformation process so as to equip its citizens with the necessary skills and competencies that will give them a competitive advantage in the global market place. Policymakers and educators have identified a number of approaches to reforming Jamaica's education system seen through the implementation of the Education System Transformation Programme (ESTP). Since 2012 the Core Curriculum Unit of the Ministry of Education, Youth & Information (MoEYI) along with a team of consultants embarked on a revision of the national curriculum for grades one through to nine. Out of this revision, the National Standards Curriculum (NSC) was developed and implemented in September 2016. The new standards established by the NSC required a richer and far more rigorous experience, cognitively, for student learning. One of the primary focuses of this curriculum is to develop competencies in students that will enable them to function effectively in society. As such, greater emphasis is placed on developing the 21st century skills in students which include critical thinking, creativity, collaboration and communication. In addition to that there is now a shift towards a student centered approach to learning.

The 2004 Task Force Report also recommended a review of several of the assessment tools which the Ministry of Education, Youth and Information has since acted on. There has since been a review of the Grade Six Achievement Test (GSAT), which started in 2009. The Primary Exit Profile (PEP) replaced the Grade Six Achievement Test. The conceptual design employed for the development of the PEP requires use of an Evidence Centered Design (ECD) approach for test and item construction, as well as Webb's Depth of Knowledge (DOK) approach for defining the rigor of content and cognitive skills measured by the tests. The assessment instruments are designed to measure students' performance and demonstration of these skills must therefore align with the standards entrenched in the NSC and elicit the requisite skills claimed. As such, the PEP require that students

demonstrate their competencies in authentic contexts by applying their knowledge and skills. Greater emphasis is being placed on students' higher order thinking skills.

These three components will be used to generate each student's profile and serve as evidence of the capabilities of the student. As the students transition from the primary level of the education system to the secondary level, this profile will help in determining what Pathway to Secondary Education will be best suited for each student.

The New National Assessment Programme will also see the development of a standardized diagnostic test at Grade 9.

The Primary Exit Profile (PEP)

- It replaces the current Grade Six Achievement Test (GSAT).
- Comprises of a Curriculum Based Test (CBT), an Ability Test and Performance Tasks.
- The Curriculum Based Test (CBT) is based on content in the grade 6 curriculum only. Subjects tested were Mathematics, Language Arts, Science and Social Studies.
- The Ability Test is NOT curriculum based and comprised of analytical reading and quantitative reasoning.
- A Performance Task assesses the Grade six curricula in Mathematics and Language Arts. It requires students to use a variety of skills to complete a task. The grades from the Performance Tasks will add together with the grades the students get from the Curriculum Based Test component of the particular subject to give the overall achievement of the subject.
- The Primary Exit Profile was administered on:

  - February 26 - **Ability Test**
  - March 27 & 28 - **Performance Tasks**

    (Mathematics and Language Arts)
  - April 16 and 17 - **PEP Curriculum Based Tests**

    (Mathematics, Science, Social Studies and Language Arts)

For the Ability Test and Curriculum Based Tests, students sat their examinations in **1,104** examination centers under the supervision of presiding examiners and invigilators.

Regional teams were set up to act as "monitors" on the days of administration to ensure the examinations were administered according to the prescribed guidelines. The Presiding Examiners and Invigilators were trained in February 2019 by the Student Assessment Unit and Regional Teams. For the Performance Tasks, students sat their examinations in their classrooms under the supervision of their teachers. There were **1,792** teachers registered to supervise students during the sitting of their examination. These teachers were trained in January 2019 on how to administer the examination by the Student Assessment Unit.

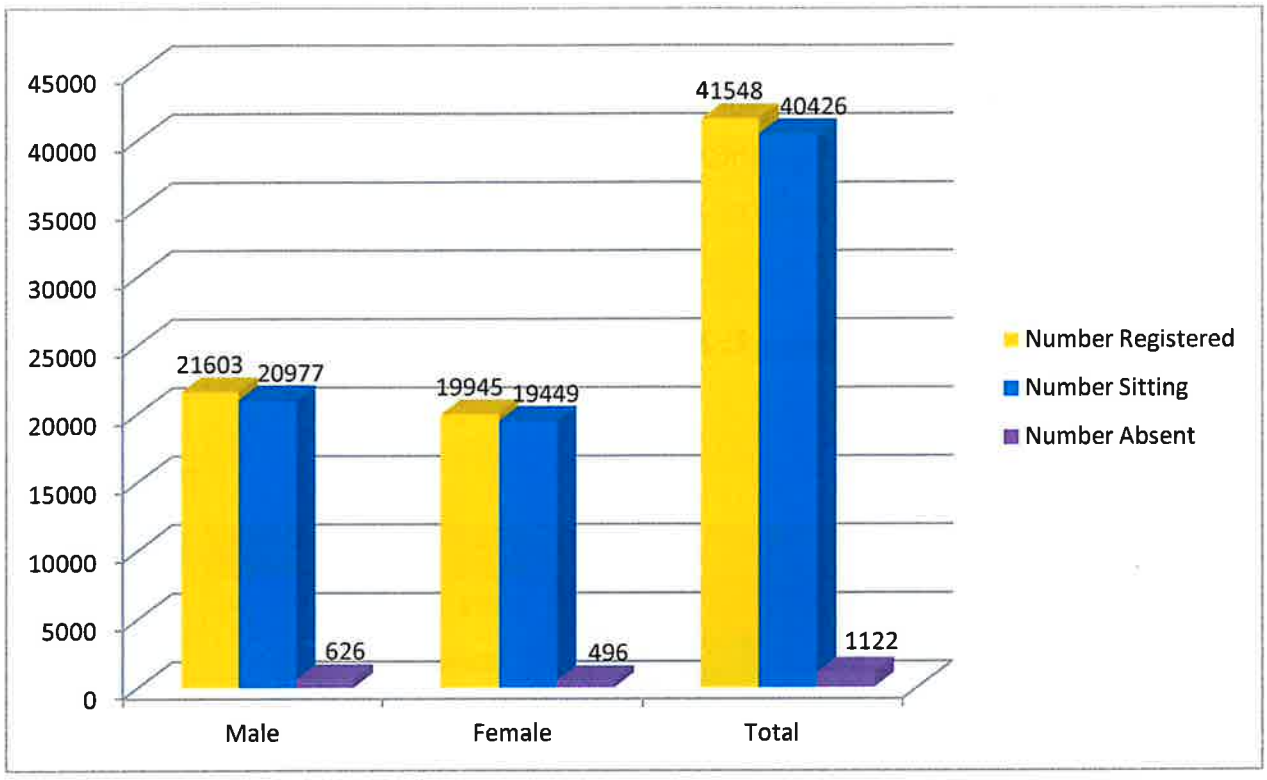
REGISTRATION AND ADMINISTRATION

41, 548 students (21, 603 males and 19,945 females) were registered to sit the examination. 1, 112 students were absent (626 Males and 496 Females). In addition, 1, 290 students who were eligible to sit PEP 2019 sought deferral and were granted. The table below represents a breakdown of the summary statistics for 2019:

Table 1: 2019 PEP Statistical Summaries

Data Elements	Male	Female	Total	% to the nearest whole
Registration Statistics				
Number registered	21603	19945	**41548**	-
Number absent	626	496	**1122**	**3%**
Number sitting	20977	19449	**40426**	**97%**
Placement Method				
Preference Placement	15885	16261	**32146**	**80%**
Secondary Placement	2999	2897	**5896**	**15%**
Manual Placement	2079	285	**2364**	**5%**
Excluded	11	6	**17**	**<1%**
School Type Placement				
In High Schools	20890	19373	**40263**	**99.6%**
In Junior High Schools	61	62	**123**	**<1%**
In Special Needs Schools	12	8	**20**	**<1%**

Figure 1: 2019 Registration and the Number of Students who sat the Examination



STUDENT PLACEMENT

Of the **40,426** students who sat the examination, **40,263** were placed in a school at the secondary level. Twelve students were excluded from the placement process as a result of their request to not be placed in a public school at the secondary level.

Figure 2: 2019 Placement by School Type

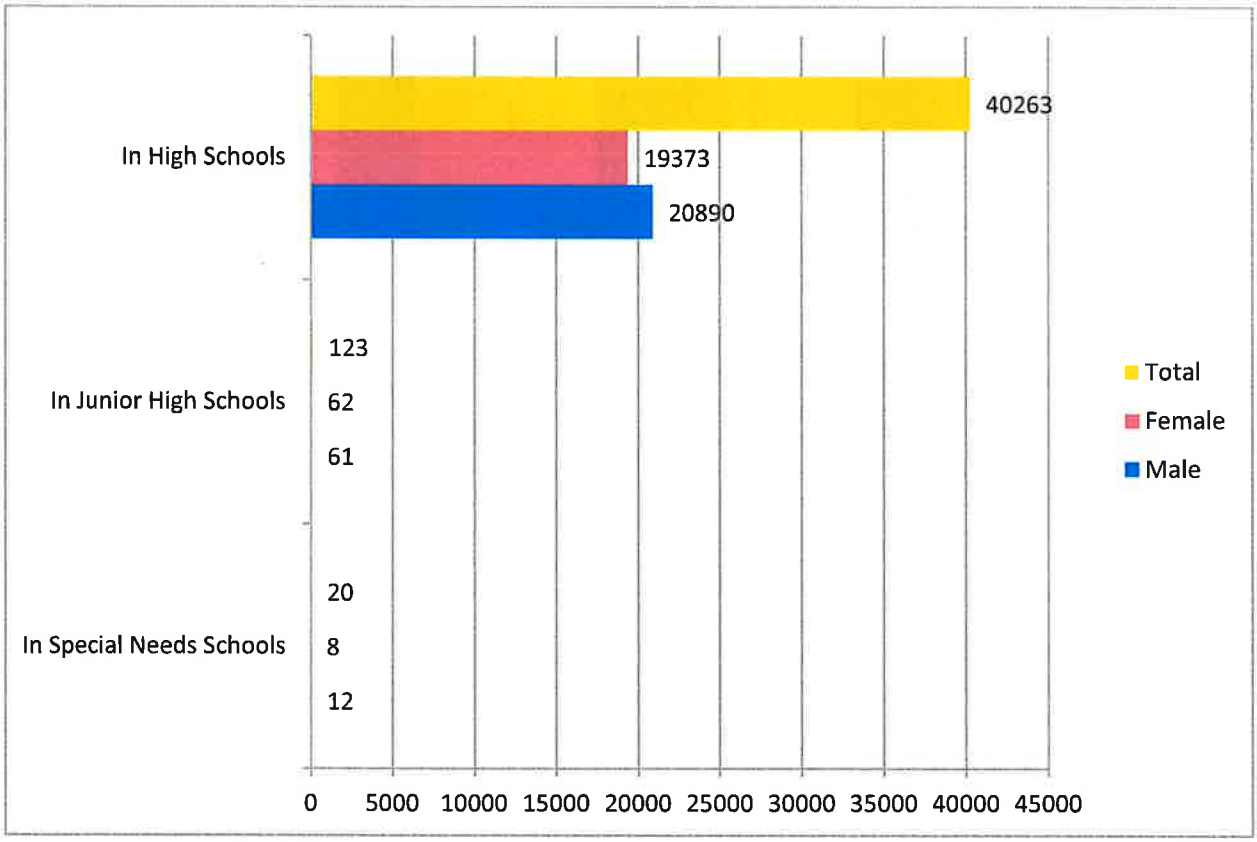
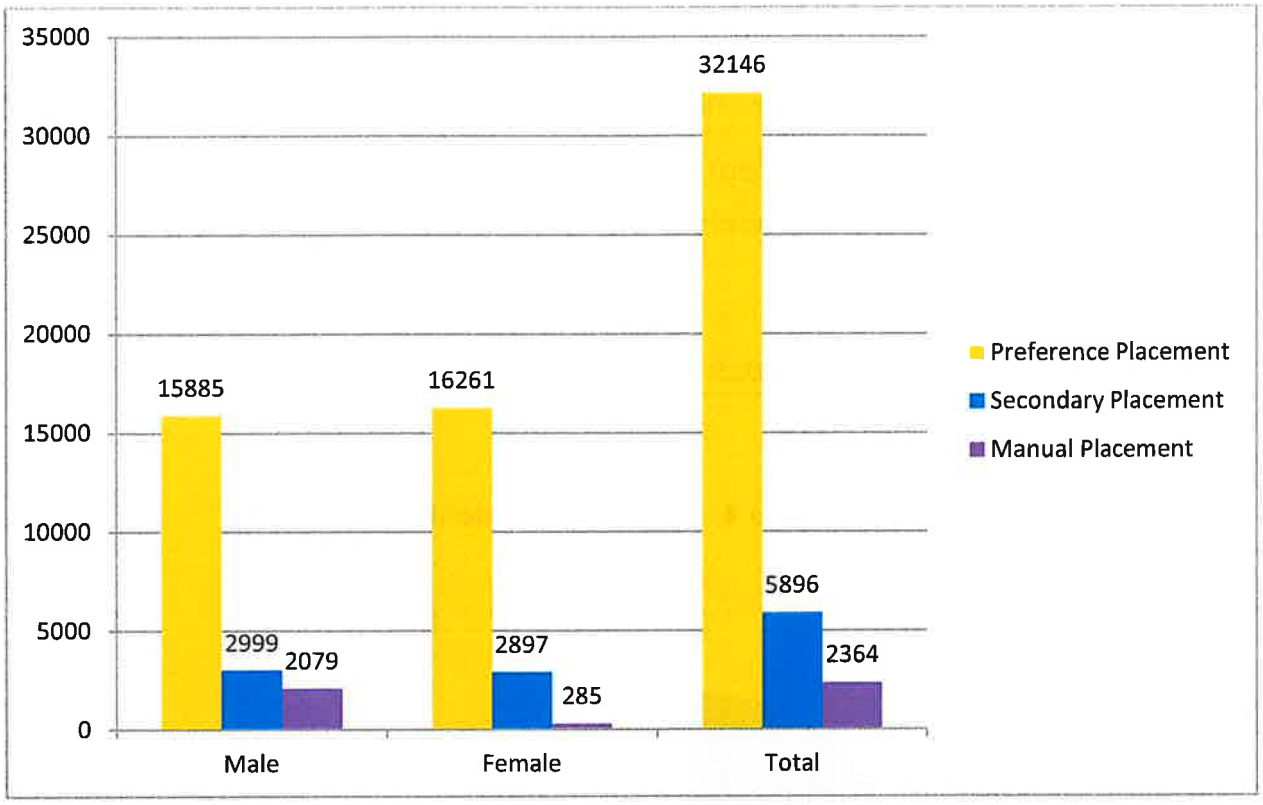


Figure 3: Placement by Gender by Placement Mechanism



Additionally, **32, 146**(80%) of students were placed in one of their preferred schools. Since 2015 parents have been given the opportunity to indicate two additional school choices to the standard five that they had in the past. These two additional choices were selected from a cluster of schools that were within a 10 mile radius of students' primary level attending schools. These two additional choices are factored in as the sixth and seventh preferred schools for placement. **5,896 (14%)** of students were placed in secondary level schools that are in close proximity to the schools they are currently attending (secondary placement). A further **2,364** students **(6%)** were placed manually in secondary level schools. Factors taken into consideration for manual placement included: proximity of secondary school to the home address they submitted and whether or not students were on the PATH programme.

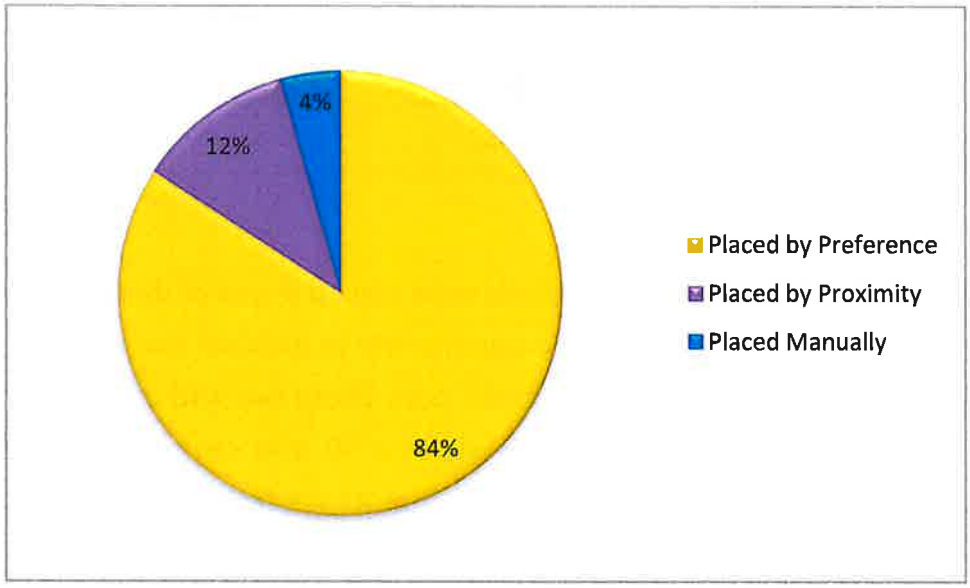
The Ministry of Education continues to employ strategies to increase the quality of secondary school places. Some of these strategies include:

- increase in financial allocation to schools for resources
- phasing out of schools on shift system by providing additional places
- refurbishment of existing facilities
- development of partnerships where necessary for students with special needs

It must be noted that 97% of our schools are now a school of choice, in that students are now selecting a variety of schools as their preferred school for placement.

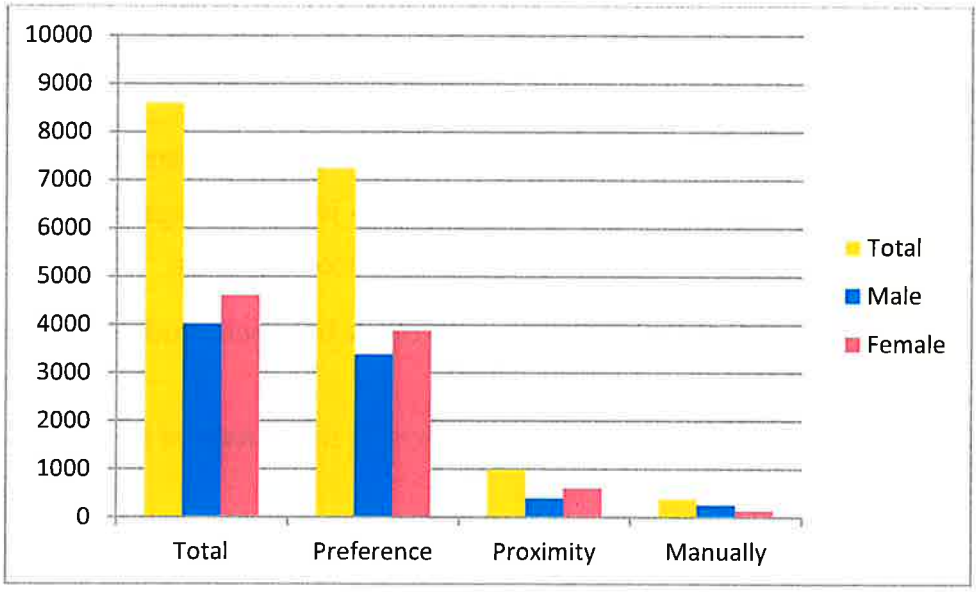
PATH PLACEMENT FOR PEP 2019

Figure 4: PEP PATH Students Placement



The figure above shows that eight thousand six hundred and ten (8,610) PATH students sat the PEP 2019 Examination. Of this number 4,006 were male and 4,604 were female. Seven thousand two hundred and forty five (84%) were placed by Preference (choice) and nine hundred and eighty eight (12%) students were placed by proximity, also three hundred and seventy seven (4%) were manually placed. This shows that a significant number of students on PATH are getting their preferred school of choice.

Figure 5: PEP 2019 PATH Students Placement by Gender



Of the total number of PATH males placed, 3, 374(84%) received placement by preference, 388 (10%) received secondary placement and 244(6%) were manually placed. Of the total number of PATH females placed, 3,871 (84%) received placement by preference, 600 (13%) received secondary placement and 133 (3%) were manually placed.

THE NEW APPROACH TOWARDS SECONDARY EDUCATION

As of the 2017/2018 school year all students at the secondary level will be grouped for selected subjects under the APSE. The PEP results are presented using the three pathways and students who fall under pathway two and three will undergo the psycho-educational assessment commencing July 2019.

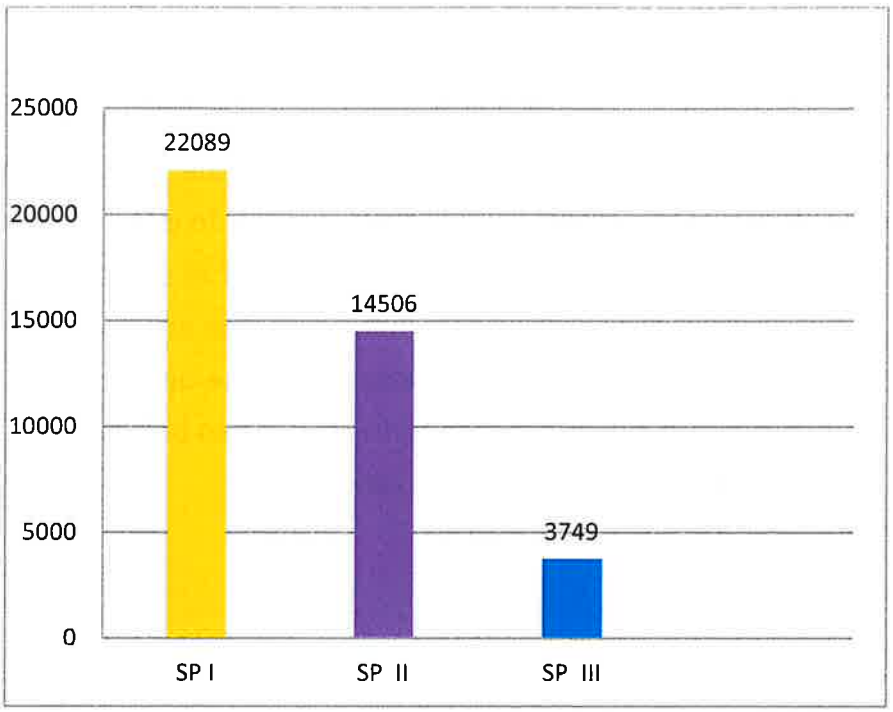
These results will be presented to each parent as well as to the high schools so this can be used to determine the nature of the intervention that the students will require in the core areas of Language, Mathematics, Science for Living, Social Studies, Communication with Information Technology and Personal Empowerment.

Please note however that the students should not be streamed based on abilities but instead students on all three pathways will be in forms together but will be grouped differently for the schools above. Schools are encouraged to:

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

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

Figure 6: Placement by Secondary Pathways



100% of our students were placed in seven year high schools. The Ministry was able to achieve this as a result of the provision of additional classrooms to a number of our schools and the phased upgrading of Stony Hill Primary and Junior High, Discovery Bay All Age as well as the Mico Practising School. Notwithstanding the full placement in seven year high schools, the Ministry is still cognizant of the fact that there are still 21 high schools on the shift system. We are actively engaged in taking steps to commence the process for the construction of 17 high schools. This is expected to begin with the first five in Manchester, Clarendon, St Ann and St James. This will help to fast-track the targeted move away from the shift system.

PROCESS IMPROVEMENT

As the Ministry continues to strive for increased fairness and transparency in the system, the PEP 2019 processing saw the Ministry of Education, Youth & Information improving on the administrative procedures implemented last year and the continued implementation of new policy initiatives including the National Student Registration System and the Competence Based Transition policy. In order to ensure that all students are accounted for and attached to a school, a listing of all students who were absent from the examinations and have reached the maximum age and so would not be eligible for the next sitting will be sent to the Regions for follow up accordingly. In addition, the continuous assessment scores of these students will also be prepared and sent to the high schools where these students are being placed.

STUDENTS ACHIEVEMENT

The first sitting of PEP represents a new approach in the reporting of the scores while ensuring that the scores are aligned to the Competence Based Transition Policy and the Alternate Pathways for Secondary Education. One of the major goals of the National Standards Curriculum is to enable students to become critical-reflexive thinkers, creative problem solvers, effective communicators and natural collaborators. The Primary Exit Profile aimed to assess these skills and competencies as outlined by the National Standards Curriculum.

In reporting students' achievement of the National Standards Curriculum at Grade 6 the following four categories were used for all four subjects:

1. **Beginning –** Students at this level demonstrate limited or no evidence of the required competence necessary at grade 6, as specified in the National Standards Curriculum (NSC). These students will need intensive on-going academic support at Grade 7.

2. **Developing –** Students at this level demonstrate partial evidence of the required competence necessary at grade 6 level, as specified in the National Standards Curriculum (NSC). These students will need targeted academic support at Grade 7.

3. **Proficient –** Student at this level demonstrate adequate evidence of the required competence necessary at grade 6, as specified in the National Standards Curriculum (NSC). These students *may* need minimal academic support and/or extended learning activities at Grade 7.

4. **Highly Proficient** – Students at this level demonstrate an advanced level of competence necessary at grade 6, as specified in the National Standards Curriculum (NSC). They *may* need extended learning activities at Grade 7.

Placement Score is the score used to place students in a high school. This score is derived by:

- determining the number of questions the student answered correctly on each test
- weighting the various components (30% from Ability Test, 20% from Performance Tasks and 50% from Curriculum Based Tests)
- combining these weighted scores and using them to rank and place the students

It is important to note that the higher the placement score, the better the student performed.

Scaled Scores are used to report students' achievement of the National Standards Curriculum (NSC). The report will show students' scaled scores in four subjects. Scaled scores are derived by taking the number of questions the student answered correctly on each test, then converting these to a common scale that range from 200 – 400.

The scaled scores are directly aligned to achievement level descriptors (beginning, developing, proficient and highly proficient), which detail how well a student has achieved the required knowledge, skills and competencies as outlined in the NSC for each subject. They also capture and document the level of support students may need at each level and their overall readiness for grade 7. The score in each subject should be aligned to the appropriate achievement level in order to identify exactly where on the learning continuum the student may be located.

Percentile Rank The Ability Test is reported as a percentile rank. This percentile rank tells how well a student performs on the Ability Test compared to all other students that sat the test. For example, a student who is in the 95th percentile would have performed better than 95% of all test takers on the Ability Test.

ALTERNATIVE PATHWAY TO SECONDARY EDUCATION

- Another feature of the PEP Individual Summary Report is the specified pathway that each student is placed at the secondary level. There are three pathways at the secondary level: Secondary Pathway I (SP I) – students on this pathway are those who are categorized as Proficient and Highly Proficiently
- Secondary Pathway II (SP II) – students on this pathway are those who are categorized as Developing
- Secondary Pathway III (SP III) – students on this pathway are those who are categorized as Beginning

PEP provides a profile of all students, including those who did not master the Grade Four Literacy Test. They too were allowed to sit the Primary Exit Profile. Some of these students may be placed on Pathway III. Students from this group will undergo a psycho-educational assessment to determine the targeted programme of study they will receive at the secondary level.

UNDERSTANDING THE STUDENT'S SCORE

The Ministry of Education Youth and Information has established a reporting system for PEP which is based on a series of performance levels and descriptors supported by a range of scores for each subject assessed. The levels range from Beginning to Highly Proficient and describe students' achievement of the National Standards Curriculum.

The table below provides the description for each of the achievement levels to be utilized for reporting student performance.

Tables 2: Achievement Level Descriptors for the Primary Exit Profile

BEGINNING	DEVELOPING	PROFICIENT	HIGHLY PROFICIENT
Student demonstrates limited or no evidence of required competence necessary at this grade level, as specified in the National Standards Curriculum and will need intensive, on-going academic support at grade 7.	Student demonstrates partial evidence of required competence necessary at this grade level, as specified in the National Standards Curriculum and will need targeted academic support at grade 7.	Student demonstrates adequate evidence of required competence necessary at this grade level, as specified in the National Standards Curriculum and may need minimal academic support and or extended learning activities at grade 7.	Student demonstrates an advanced level of competence necessary at this grade level, as specified in the National Standards Curriculum and may need extended learning activities at grade 7.

Each subject has a corresponding range of scores. The range of score for each subject is based on scaled scores derived from the students' raw scores.

Table 3: Score Ranges by Subject

Score Ranges by Subject				
Subject	**Beginning**	**Developing**	**Proficient**	**Highly Proficient**
Language Arts	< 264	264 – 297	298 – 335	> 335
Mathematics	< 269	269 – 302	303 – 343	> 343
Science	< 265	265 – 300	301 – 338	> 338
Social Studies	< 256	256 – 290	291 – 330	> 330

In this new assessment system, the Ministry of Education Youth and Information has moved away from using percentage scores to represent achievement. In order to better inform the system as it relates to transitioning to the use of achievement levels and scaled scores, a basic comparison of students' achievement levels should be done.

Table 5: Student Achievement in the Various Subject Areas

	Beginning		Developing		Proficient		Highly Proficient	
Subject Area	% of Students	Number of Students	% of Students	Number of Students	% of Students	Number of Students	% of Students	Number of Students
Mathematics	7	3,004	52	20,799	35	13, 928	6	2,624
Science	7	2,950	44	17,615	42	16,784	7	2,805
Social Studies	3	1,216	34	13,824	50	20,057	13	5,077
Language Arts	9	3,751	36	14,506	46	18,634	9	3,467

Information gleaned from students' performance in the various subject areas shows that less than 10% of all students are at the Beginning Level. This means that less than 10% of the students who sat the examination demonstrated limited or no evidence of the required competencies and skills for readiness in Grade 7 in all subject areas. The students who are categorized as "Beginning" will need intensive on-going academic support at Grade 7. At the other end of the spectrum, a range of 6% to 13% of students are categorized as Highly Proficient in the various subjects. This means that these students demonstrate an advanced level of the required skills and competencies for readiness in Grade 7. Based on the students' performance it is evident that the education system at the Primary Level is moving in the right direction.

The National Standards Curriculum runs from Grades 1 to Grade 9. The aim of the Primary Exit Profile is to provide data on what students know and can do at the Grade 6 Level with the intent of continuous scaffolding at the Grade 7 Level. The table below shows the percentage of students who are on the cusp of improvement; students who are just below the next level of achievement in each subject. At the core of the education system is the belief that data should be used to inform decision making and subsequently improve students' performance as they transition through the education system.

Table 6: 2019 Performance in Mathematics – M/F

Achievement Level	Male		Female	
Beginning	2249	11%	762	4%
Developing	11583	55%	9218	47%
Proficient	5972	29%	7949	41%
Highly Proficient	1120	5%	1503	8%

The performance of the males continues to be far lower than that of the females in Mathematics.

Table 7: 2019 Performance in Science – M/F

Achievement Level	Male		Female	
Beginning	2130	10%	820	4%
Developing	9769	47%	7845	40%
Proficient	7513	36%	9267	48%
Highly Proficient	1355	7%	1448	7%

Although the performance of the male is still lower in Science it must be noted that the same percentage of males as of females are highly proficient.

Table 8: 2019 Performance in Social Studies – M/F

Achievement Level	Male		Female	
Beginning	949	5%	267	3%
Developing	8713	45%	5109	34%
Proficient	8977	46%	11077	50%
Highly Proficient	2147	11%	2928	13%

Of all the subjects sat in PEP 2019 Social Studies had the highest performance for both gender

Table 9: 2019 Performance in Language Arts – M/F

Achievement Level	Male		Female	
Beginning	2811	13%	946	5%
Developing	8685	42%	5821	30%
Proficient	8038	38%	10594	55%
Highly Proficient	1393	7%	2072	11%

Table 10: Percentage Breakdown of Borderline Students

	Achievement Level Descriptors						
Subject	**Beginning**	**Borderline Developing**	**Developing**	**Borderline Proficient**	**Proficient**	**Borderline Highly Proficient**	**Highly Proficient**
Mathematics	7%	4%	52%	14%	34%	5%	6%
Science	7%	4%	44%	10%	42%	8%	7%
Social Studies	3%	2%	34%	12%	50%	10%	13%
Language Arts	9%	6%	36%	12%	46%	11%	9%

Analysis of Student Performance in Mathematics

Based on the results shown in Table 2, 40% of students who sat the test have demonstrated Proficiency or Advanced Proficiency in the concepts, procedures and application of skills required by the NSC in Mathematics. While 52% of the students are "developing" It must be noted that of this 52%, there are 14% of students who are the cusp of moving into the proficient category. These students are considered to be "borderline" students and with some targeted support, will develop the skills that will enable them to become proficient in Mathematics.

Analysis of Student Performance in Language Arts

Based on the results shown in Table 2, 55% of students who sat the test have demonstrated Proficiency or Advanced Proficiency in reading, writing and research skills required by the NSC in Language Arts. While 36% of the students are "developing" the requisite skills, 12% of these students are just outside the proficient category. These students are considered to be "borderline" students and with some targeted support, will develop the skills that will enable them to become proficient in Language Arts.

Analysis of Student Performance in Science

Based on the results shown in Table 2, 49% of students who sat the test have demonstrated Proficiency or Advanced Proficiency in knowledge, skills and competencies required by the NSC in Science. While 44% of the students are "developing", 10% of these students are almost proficient. These students are considered to be "borderline" students and with some targeted support, will develop the skills that will enable them to become proficient in Science.

Analysis of Student Performance in Social Studies

Based on the results shown in Table 2, 63% of students who sat the test have demonstrated Proficiency or Advanced Proficiency in knowledge, skills and competencies required by the NSC in Social Studies. It is important to note that of the four subject areas, students' performance in Social Studies had the best outcome. This is commendable in that there was a greater emphasis on students' ability to apply research skills in the Social Studies context. Bearing this in mind, the majority of the students (63%) would have shown that they have achieved the knowledge, skills and competencies. While 34% of the students are "developing", 12% of students who are close to being proficient. These students are considered to be "borderline" students and with some targeted support, will develop the skills that will enable them to become proficient in Social Studies.

STUDENT PERFORMANCE BY SUBJECT CATEGORIES

Table 11: Student Performance in the Different Categories for Mathematics

	Mathematics Performance							
Subject Categories	**No. Beginning**	**% Beginning**	**No. Developing**	**% Developing**	**No. Proficient**	**% Proficient**	**No. Highly Proficient**	**% Highly Proficient**
Concepts and Procedures	2245	6	14909	37	17752	44	5449	13
Problem Solving	7550	19	19858	49	10417	26	2530	6
Communicating Reasoning	12939	32	18670	46	5934	15	2812	7
Modelling and Data Analysis	2426	6	20054	50	9136	23	6739	21

There are four categories in which claims about students' achievement are made.

- **Problem Solving** – Applying mathematical rules and ideas.

  How well does the student use mathematical rules and ideas?

- **Concepts & Procedures –** Explaining and applying mathematical concepts

  (How well can the student show and apply problem-solving skills?)

- **Communicating Reasoning** – Demonstrating ability to support/explain mathematical conclusions

  How well does the student think logically and express thoughts in order to solve a problem?

- **Modelling & Data Analysis** – Using appropriate tools and strategies to solve real world and mathematical problems.

  How well does the student analyse a complete problem using mathematical tools?

Table 11 represents the performance of the 2019 cohort on these four categories. Careful analysis of the performance of students in Mathematics showed that 6% of the cohort was beginning in Concepts and Procedure while 32% were beginning in Communicating Reasoning. Importantly, a large percentage of the cohort is developing in all areas.

Table 12: Student Performance in the Different Categories for Science

	Science Performance							
Subject Categories	**No. Beginning**	**% Beginning**	**No. Developing**	**% Developing**	**No. Proficient**	**% Proficient**	**No. Highly Proficient**	**% Highly Proficient**
Core Ideas	2997	8	14508	36	17337	43	5311	13
Practices	8536	21	15897	40	13350	33	2370	6
Cross Cutting Concepts	3008	7	14753	37	16336	41	6056	15

There are three main claims that were assessed in the Science Curriculum Based test:

- **Core Ideas** – Understanding that core principles are the foundation for understanding or investigating complex scientific concepts.

  How well does your child understand the role of core principles in the study of science?

- **Practices** – Using scientific practices to explore the environment and solve real world problems

  How well does your child conduct investigations and solve real world problems?

- **Cross-cutting Concepts** – Integrating inter-disciplinary ideas to explain physical and natural anomalies.

  How well does your child link/use knowledge of familiar to explain new situations?

Of the total number of students who sat this paper less than 10% of the cohort was at the beginning level in Cross Cutting Concepts and Core Ideas. Interestingly a large percentage of the cohort was in the developing and proficient categories.

Table 13: Student Performance in the Different Categories for Social Studies

	Social Studies Performance							
Subject Categories	**No. Beginning**	**% Beginning**	**No. Developing**	**% Developing**	**No. Proficient**	**% Proficient**	**No. Highly Proficient**	**% Highly Proficient**
Knowing Concepts	1566	4	12087	30	20712	52	5809	14
Evaluating Sources and Using Evidence	1630	4	14447	36	12676	32	11421	28
Communicating Conclusions and Taking Informed Action	8334	21	12842	32	11684	29	7314	18
Developing Questions and Planning Inquiries	4297	11	14850	37	9820	24	11207	28

- **Knowing Concepts** – Demonstrating knowledge of facts, events, relations and theories.

  How well does the student know social studies concepts?)

- **Evaluating & Using Sources** – Analyzing and selecting sources to develop/support claims.

  How well does the student recognize the usefulness of a source to provide specific information?

- **Communicating Conclusions & Taking informed Action –** Constructing, presenting and critiquing arguments and providing solutions based on evidence.

  How well does the student explain conclusions drawn and present a suggested course of action?

- **Developing Questions & Planning Inquiries** – Recognizing, developing and articulating powerful questions.

  How well can the student develop questions that can shape and advance a piece of research?

The data shows that Social studies had the highest performance across all categories. Students with over 50% being proficient or highly proficient in three of the four claims.

Table 14 - Student Performance in the Different Categories for Language Arts

	Language Arts Performance							
Subject Categories	**No. Beginning**	**% Beginning**	**No. Developing**	**% Developing**	**No. Proficient**	**% Proficient**	**No. Highly Proficient**	**% Highly Proficient**
Reading	2215	6	11052	27	20461	51	6629	16
Writing	6326	16	16335	40	13813	34	3883	10
Research	6379	16	17143	42	14408	36	2427	6

The Language Arts test focused on three basic categories as prescribed in the NSC. Writing and Research had the highest number of students who were at the beginning level. However over 50% of the students were proficient in Reading.

- **Reading** – Demonstrating understanding of stories and information texts.

  How well does the student understand stories and information texts that he/she reads?

- **Writing** – Producing clear and purposeful writing

  How well does the student communicate in writing?

- **Research** – Investigating, analysing and presenting information

  How well can the student find and present information about topic?

STUDENTS' PERFORMANCE COMPARED TO GSAT

There are several nuances that are associated with the introduction of a new assessment. Examples of these include, change in the format of the test questions, administration over a three month period rather than a two day period, and the various components that comprise the assessment. Regardless of these changes, the students performed fairly well in this inaugural sitting of the Primary Exit Profile. Table 1 below outlines student performance as described by the four reporting categories (Beginning, Developing, Proficient and Highly Proficient)

Table15: A Crude Comparison of 2019 Percentage Mean with 2018

Tests	2018 % Mean	2019 % Mean
Mathematics	62.4	49.2
Science	64.7	52.6
Social Studies	70.6	58.2
Language Arts	72.8	52.4
Ability Test		60

To make a crude comparison of the performance of the students in 2019 and 2018 one will see where the students performed comparable across all subject areas. This is an indication that the education system is moving in the right direction. GSAT after over 19 years of administration had mean performance in subject areas not exceed more than 20 % for any subject. The point must be made that over exposure of test items resulted in students performing increasingly in subject areas; as was the case for GSAT. What this presented was data that overtime was not valid and reliable and did not present the accurate picture of our students' ability.

DISTRIBUTION COMPARISON GSAT /PEP

When students' performance in GSAT is compared to PEP, the distribution of scores is comparable in that a similar number of students are performing at the various levels (high, medium and low). See figures 7 to 10:

Figure 7: 2018 /2019 Distribution in Mathematics

Mathematics

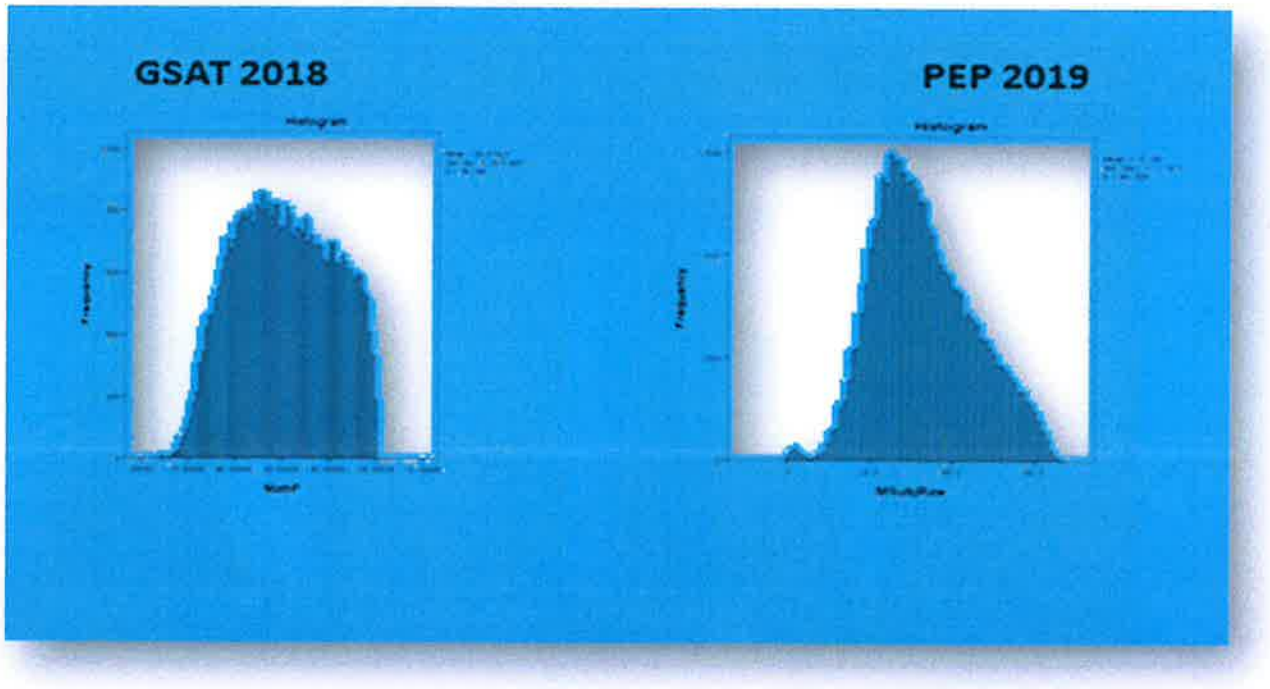


Figure 8: 2018 /2019 Distribution in Science

Science

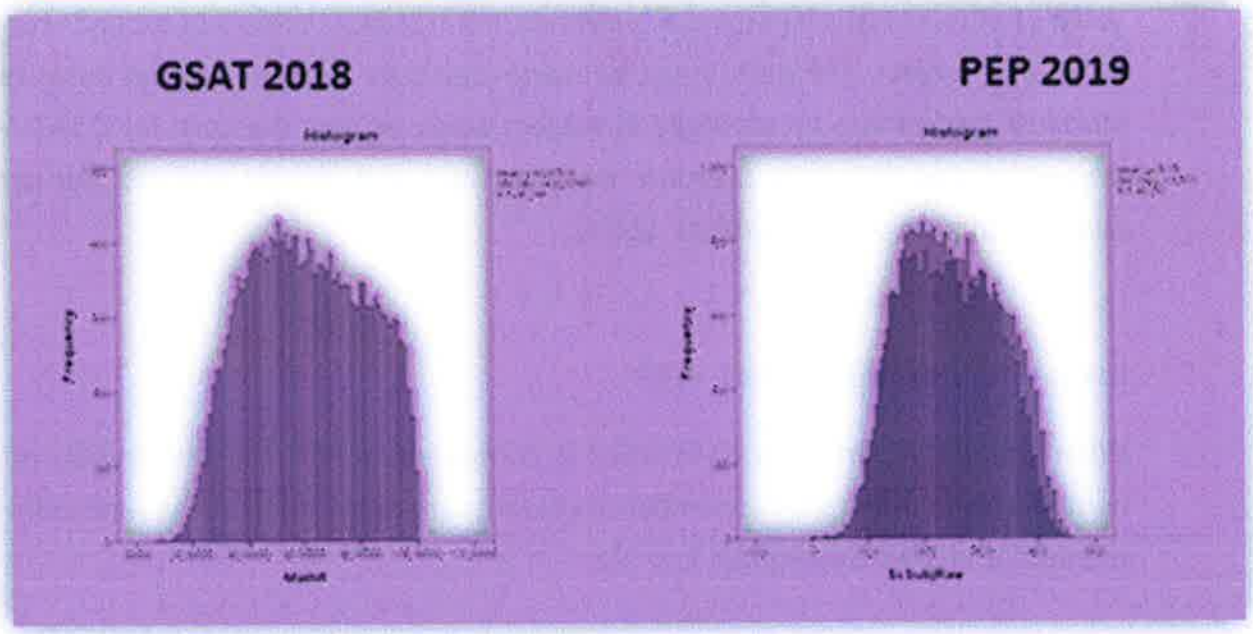


Figure 9: 2018 /2019 Distribution in Social Studies

Social Studies

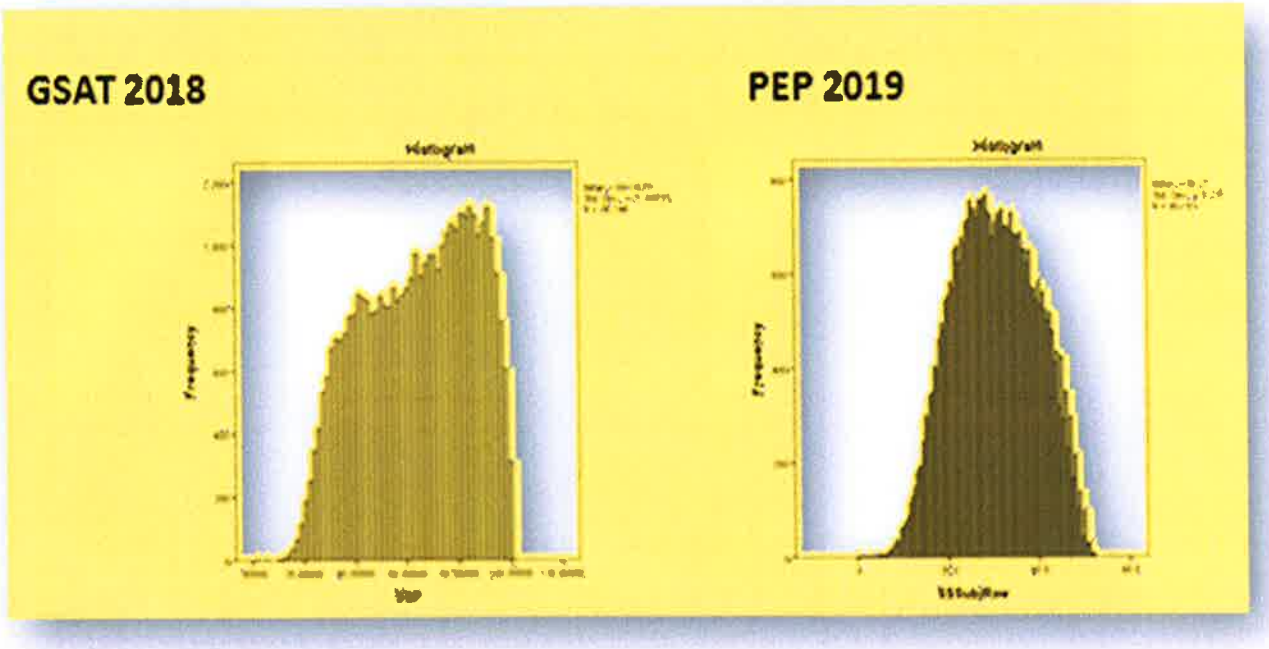
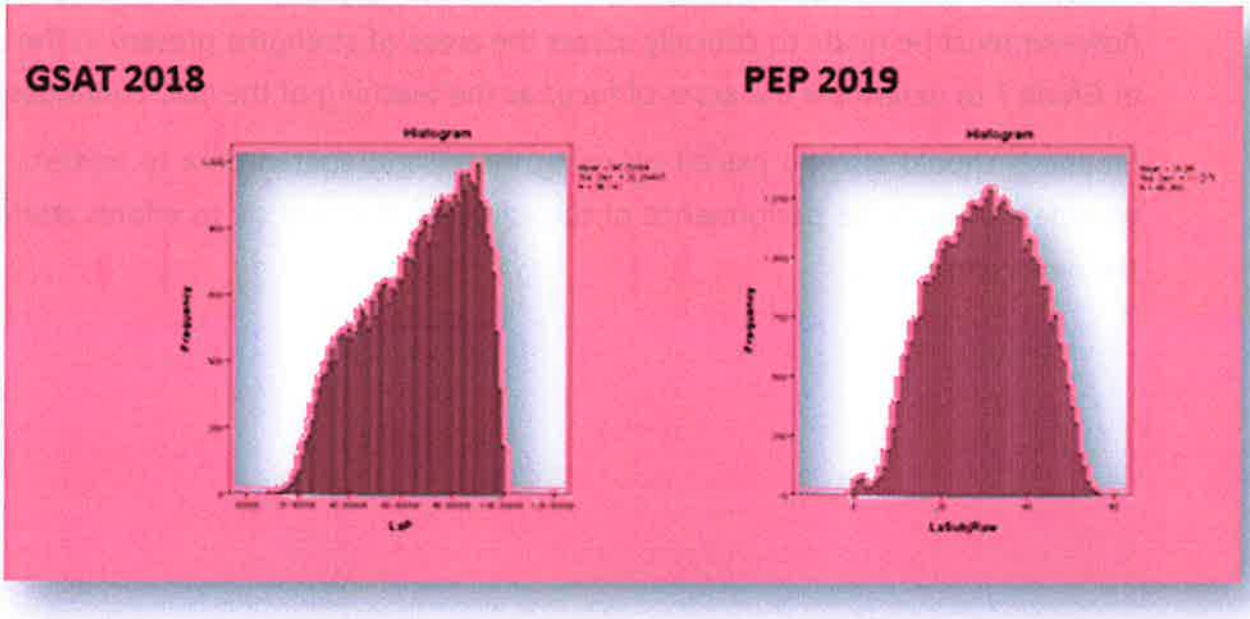


Figure 10: 2018 /2019 Distribution in Language Arts

LANGUAGE ARTS



RECOMMENDATIONS

The use of the results garnered from the PEP can be very effective in its usage. Emphasis however must be made to critically assess the areas of strengths present in the students at Grade 7 to determine the areas of focus as the teaching of the NSC continues.

Emphasis should also be placed on using the disaggregated data to address areas of weakness seen in the performance of the students at grade six to inform strategies for the next cohort.

CONCLUSION

It must be noted that this form of assessment has several benefits such as:

- More accurate claims will be made about students
- Students' achievement of the curriculum and their progress will be monitored more regularly
- More opportunities will be provided for teachers to identify students' strengths and weaknesses and therefore plan lessons to meet the specific needs of students
- Students can monitor their own learning

The methods used to report students' performance in the Primary Exit Profile provide a more holistic overview of what each child knows and can do as they transition from the primary level of education to the secondary level. The data gathered from the Primary Exit Profile will serve several purposes:

- Placement at the secondary level
- A measure of the Achievement of the National Standards Curriculum (Mathematics, Language Arts and Science) as well as the students Ability.