



MINISTRY OF EDUCATION
YOUTH & INFORMATION



Primary Exit Profile
Bringing Abilities to Light

**EXAMINATION
REGISTRATION
MANUAL**

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WHAT IS THE PRIMARY EXIT PROFILE?

The **PRIMARY EXIT PROFILE (PEP)** will replace the Grade Six Achievement Test. The assessment instruments are designed to ascertain student's performance through demonstration of 21st Century Skills aligned to the National Standards Curriculum (NSC) and will provide an account of the academic profile of each student. The PEP will require students to demonstrate their competencies by applying knowledge and skills with emphasis on students' higher order thinking skills such as problem solving, analysis and synthesis.

The Purpose of PEP

- It will be used to generate a credible profile of each student
- It will provide accurate information about students' knowledge, abilities, and skills across several subject areas
- It will provide evidence of students' readiness for grade 7.
- It will function as a means of placing students in secondary schools, and will inform the kind of approach that will be required for their success at the secondary level.

➤ Some benefits of the new approach to the assessment are –

- ✓ More 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, and to enhance their strengths.
- ✓ Enhance the relationship between assessment and curriculum as well as school – home/community relationship.
- ✓ Students can monitor their own learning

DEVELOPMENT OF 21ST CENTURY SKILLS

CRITICAL THINKING

Critical thinking involves solving complex issues and problems by analyzing and interpreting information to make informed judgements and decisions.

CREATIVITY

Creativity and innovation involves the ability to turn ideas into action to meet the needs of the society, on a selected context. It also involves:

- thinking outside the box
- experimenting with new techniques, materials, strategies or perspectives

COMMUNICATION

Communication involves the ability to articulate or explain ideas clearly for an audience. This may be done orally or in written form.

COLLABORATION

Collaboration involves working together in teams by capitalizing on each other's strength to accomplish a common goal.

True mastery of any subject involves a student being able to apply subject content, skills and abilities in different ways to solve a problem.

Mastery = Subject Content + Skills

WHAT ARE THE COMPONENTS OF PEP?

PEP comprises three components that will be used to generate each student's profile. This profile will help in determining the pathway for students as they transition to the secondary level and allow for targeted learning based on their individual needs.

CURRICULUM BASED TEST

- Subjects to be assessed are Mathematics, Language Arts, Science and Social Studies.
- Will assess content based on the objectives in the NSC at grade 6.
- Will consist of selected-response items and constructed-response questions.

ABILITY TEST

- Will assess students' aptitude in areas of numeracy and abstract thinking.
- Requires students to read analytically and demonstrate quantitative reasoning skills.
- NOT based on curriculum but on the general mental ability
- Will be administered in Grade 6

PERFORMANCE TASK

- A performance task is an activity or assessment that asks students to solve a problem by demonstrating their knowledge, understanding and proficiency
- Performance Tasks use real world scenarios
- It will require students to apply a variety of skills to complete the task; not just recall of information
- Will be curriculum based and assess students' grasp of concepts, principles and procedures coming from Mathematics, Science, Language Arts, and Social Studies
- Performance Tasks will be prepared by the MoEYI and sent to schools
- It will be administered once in grade 4, once in grade 5 and once in grade 6.
- It will be administered by the teacher within the student's classroom

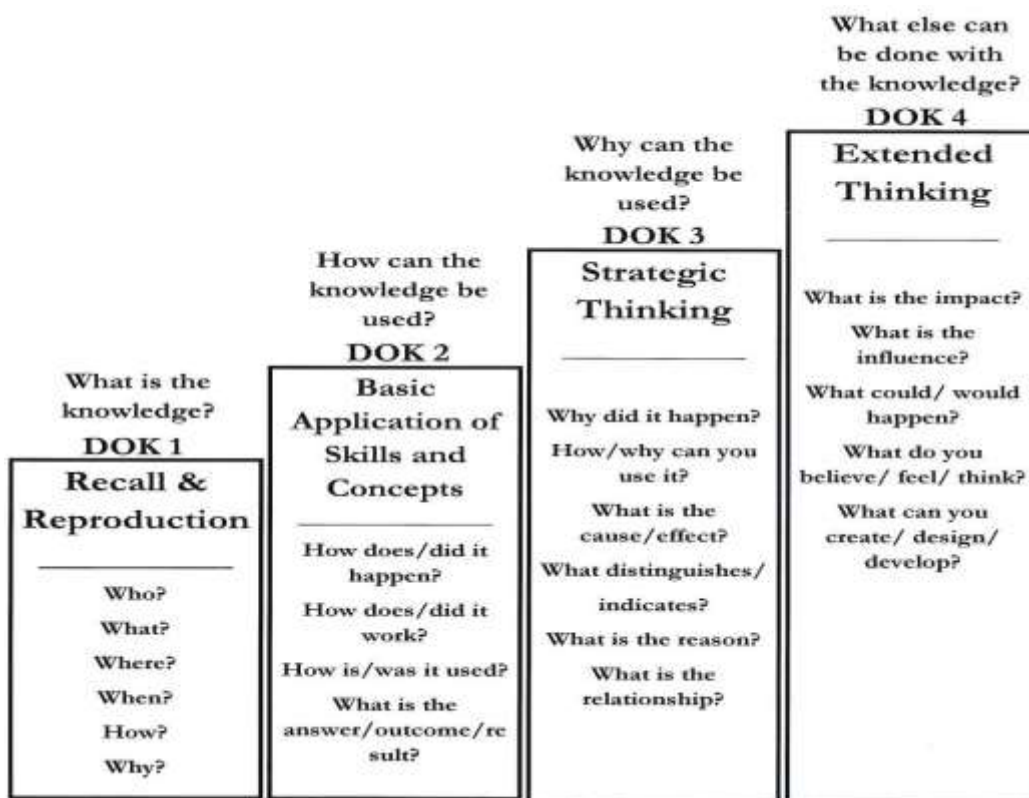
PRIMARY EXIT PROFILE – ABOUT THE TEST

The Primary Exit Profile uses an evidence-centered design (ECD) and applies Webb's depth of knowledge (DoK) model in sampling students' capabilities.

An important feature of an ECD assessment is that students may be partially credited for work leading up to a final response even if the final response is not entirely accurate. The PEP will make use of this feature through the inclusion of a variety of item types specially designed to give students the opportunity to demonstrate their capabilities.

The depth of knowledge approach utilizes a process and criteria for analyzing the alignment between objectives and assessment tasks. This model places tasks into categories that reflect the different levels of cognitive expectations (thinking) required to complete each task. There are four DOK levels:

Figure 1.



<http://inservice.ascd.org/what-exactly-is-depth-of-knowledge-hint-its-not-a-wheel/>

The Performance Tasks component will comprise items at the highest DOK level (DOK-4). This component will require students to navigate through a task that takes them successively through the range of thinking required from the lower levels. These will place students in situations where they need to take action over an extended period and with tasks that culminate in addressing a single problem situation.

The Curriculum Based Test (CBT) component of PEP will comprise items that may span between the DOK levels 1 to 3. At the lowest level, students may be asked to reproduce facts or simple procedures. DOK Level 2 requires engagement of mental processing beyond recalling or reproducing a response. That is, students will take the simple facts (from DOK-1) and further process them to illustrate knowledge that was not directly taught. At the DOK level 3 students are expected to make short-term use of higher order thinking processes, such as analysis and evaluation, to solve real-world problems with predictable outcomes. Stating one's reasoning is a key marker of tasks that fall into this particular category.

Table 1: National Standards Curriculum coverage

Subject	Curriculum Objectives Tested
Language Arts	PERFORMANCE TASK Grammar & Conventions, Comprehension, Vocabulary (Term 1, Unit 1) Writing, Research/Study Skills (Term 1, Unit 2) CURRICULUM BASED TEST Terms 1 and 2 ALL UNITS Grammar & Conventions, Comprehension, Vocabulary, Research/Study Skills
Mathematics	PERFORMANCE TASK Number and Measurement (Term Units 1 and Unit 2) CURRICULUM BASED TEST Terms 1 and 2 ALL UNITS Number , Measurement , Geometry ,Data Handling, Statistics, Probability and Algebra
Social Studies	CURRICULUM BASED TEST Roots of Caribbean culture and identity: the Chinese and East Indians (Term 1, Unit 1) Independence and nationhood (Term 1, Unit 2) Showing honour and respect for our country (Term 1, Unit 3) Mountains (Unit 1, Term 2) Landmasses (Term 1, Term 2) Leadership and Governance (Term 2, Unit 3)
Science	CURRICULUM BASED TEST The Environment (Term 1, Unit 1) Energy: Light & Sound (Term 1, Unit 2) Materials: Properties & Uses (Term 2, Unit 1) Human Body Systems (Term 2, Unit 2) Mixtures (Term 2, Unit 3)
Ability Test	Covers information not beyond grade 3 Basic reading and quantitative reasoning

N.B. The PEP is NOT the end of primary school instruction. Grade 6 Curriculum MUST therefore be completed during the rest of the school year to ensure that students are adequately prepared for Grade 7. This means that the students should be exposed to Term 3 component of the NSC.

Format of the PEP Components			
Components	Subjects	Number of Items	Item Types
Performance Tasks	Mathematics	4 – 6	Selected response and Constructed response items
	Language Arts	4 – 6	Selected response and Constructed response items
Curriculum Based Test	Mathematics	40	Selected response and Constructed response items
	Social Studies	40	Selected response and Constructed response items
	Science	40	Selected response and Constructed response items
	Language Arts	40	Selected response and Constructed response items
Ability Test		40	Multiple Choice items

ADMINISTRATION OF DIFFERENT COMPONENTS

PERFORMANCE TASK

Grade	Subjects that will be assessed
6	<ul style="list-style-type: none"> Mathematics Language Arts
5	<ul style="list-style-type: none"> Mathematics Language Arts Science Social Studies
4	<ul style="list-style-type: none"> Mathematics Language Arts

At which grade levels will the various components of PEP be administered?

Grade	Performance Task	Ability Test	Curriculum Based Test
6	✓	✓	✓
5	✓		
4	✓		

At what time of year will the Grade 6 Components be administered?

Grade 6 Components	Schedule
Performance Task (Mathematics and Language Arts)	December 6 and 7, 2018
Ability Test	February 26, 2019
Curriculum Based Test (Mathematics, Language Arts, Science and Social Studies)	April 16 and 17, 2019

HOW WILL PEP BE IMPLEMENTED?

PEP will be implemented on a phased basis, in an effort to ensure that ALL students are adequately prepared for the first administration. The examination will be implemented in the following ways:

- Students who are currently in Grade 6 will be the first PEP cohort. They will do only the Grade 6 components in 2019
- Students who are currently in Grade 5 will do their Grade 5 Performance Task in 2019 and in 2020 they will do the Grade 6 components.
- Students who are currently in Grade 4 will be the first cohort that will have a complete profile generate, they will do:
 - Grade 4 PT in 2019
 - Grade 5 PT in 2020
 - and ALL grade 6 components (PT, CBT and AT) in 2021

How will Placement in Secondary School be affected?

- The placement mechanism will remain the same with students having seven (7) school choices.
- The first 5 choices will be any school of choice across the island. The 6th and 7th choices must be made from the cluster list of schools.
- The assessment results will also be made available as is customary during the third week of June.

PRIMARY EXIT PROFILE 2019-REGISTRATION PEP6

PRIMARY EXIT PROFILE registration starts in September of each year. Principals are expected to collect the following:

- Individual candidate's Registration Form (Pre-slugged)
- School's list (Broad sheet) (Pre-slugged)
- Blank School's list
- Blank Registration Forms (Individual)
- Cluster list for their school

DIRECTIVES FOR COMPLETING THE REGISTRATION FORM

Attention All Principals

Please note the following eligibility requirements for sitting PEP6:

- Mastery of the Grade 4 Literacy and Numeracy Test. This is in keeping with the Competence Based Transition Policy. Students who do not master will sit the grade six component but will be identified on one of the three pathways under the Alternative Pathway for Secondary Education (APSE). Those on pathway two and three will do the psychoeducational assessment for us to be able to determine the type of intervention to best suit their needs at secondary
- Eligibility based on age:
 - Students who were born between January 01, 2006 and December 31, 2008, (both dates inclusive) are eligible to sit PEP.
 - Students born in 2005 and were granted special permission to sit in 2018 are eligible to sit PEP

N.B. Students born after December 31, 2008 will NOT be allowed to sit the PEP Examination in 2019.

ALL eligible students MUST be registered for PEP 2019.

- Students who were born in the year 2006 MUST sit PEP in 2019. Principals are encouraged to check all Grade 4 to 6 classes to ensure that all students eligible to sit are registered.
- Each school should receive from SAU a candidate's list of their students who have been registered to sit, as well as pre-slugged individual registration forms.
- Schools are asked to examine the candidate's list and ensure that ALL their eligible students are listed. Any eligible candidate not listed should be added and a blank registration sheet be filled out for the student with his/her correct information. A CERTIFIED COPY OF THE BIRTH CERTIFICATE MUST BE ATTACHED TO THE FORM OF ALL NEW STUDENTS.
- The candidate's list must also be used to verify the information.
For example:
 - addition of student's middle name
 - correction of and addition of date of birth
 - correction of name (spelling, deed-poll) Deed-poll is to be submitted
 - correction to gender.

N.B. A BIRTH CERTIFICATE MUST BE ATTACHED ONLY TO NEW STUDENTS AND STUDENTS WHOSE NAME/D.O.B. NEED CORRECTION.

- Comments should be placed on the list to indicate the status of the students, for example:
 - Transferred out (*Give the name of the school if known*)
 - Migrated

- Repeater and/or deferral etc. (*Repeaters are those in Grade 5, and deferred or those who are of age and requesting permission to sit in 2019*)
- Transferred in (*Give the name of the school if known*)
- Deferral of Candidates:
 - The candidate's birth certificate and a letter requesting deferral **MUST** be attached to the registration form for the candidate to be qualified for deferral.
 - Students are allowed to defer any component of the PEP at Grade 6.
- PEP Entry Forms should be signed by parent/guardian in every instance, if possible (The forms should not be withheld by the schools if they are not signed by the parents/guardians. However, please bear in mind that the Ministry of Education, Youth and Information will not take responsibility for choices written on the forms without parents'/guardians' consent).
- School Choices

Principals are reminded to examine selected choices for candidates ensuring that:

 - Choices are not repeated
 - Choices are selected from specified cluster list sent to the school.
- Students who have passed the eligible age to sit PEP, but were granted deferrals in 2018 due to special circumstances must provide the evidence (usually applies to students with special accommodation needs). A letter approving such would have been sent to the school in the previous year.
- Students requiring **Special Accommodation** (such as extra time, a prompter, writer, large print etc.) for 2019 sitting should provide documentation by DECEMBER 31, 2018. (e.g. medical reports, psycho-educational assessment reports)
- Schools which need additional entry forms may photocopy blank forms for use. Ensure that the forms selected are those for the current year as there may be changes to the school choices. Forms already printed with another student's information must NOT be reproduced.
- BLANK FORMS MUST BE COMPLETED AND SUBMITTED FOR ALL NEW STUDENTS INCLUDING 'TRANSFERS IN' AS WELL AS FOR ADDITIONAL STUDENTS. **THOSE STUDENTS WHO ARE COMING FROM OVERSEAS KINDLY INDICATE COUNTRY AND NATIVE LANGUAGE**
- ALL UNUSED FORMS MUST BE RETURNED WITH THE COMPLETED FORMS
- **TO IMPROVE OUR PROCESSES THE STUDENT ASSESSMENT UNIT WILL NOT BE ACCEPTING NEW REGISTRANTS AFTER JANUARY 31, 2019**

Queries For All Examinations Administered Must Be Done Within Six (6) Months Of The Candidates Sitting The Examination.

SPECIAL ACCOMMODATION FOR CHILDREN SITTING NATIONAL EXAMINATIONS

Please note that students sitting the Primary Exit Profile Assessment (PEP), at any grade, **MAY** receive examination accommodations under specific conditions:

- Students with special education needs/disabilities
 - Students with documented special education needs may be granted accommodations as is supported by their psycho-educational or medical report.
- Students whose native language is not English
 - Special examination accommodation may also be granted to students whose first language is not English, if the student is not proficient enough in the use of the English Language. Schools should indicate **during the registration process**, what language the student is competent in and that they would require an interpreter for the examination. Parents would be asked to assist in supporting this process/intervention.
- Students who have a medical condition
 - Students who have a medical condition that may inhibit their performance in the examination may receive accommodations. This includes students with chronic medical conditions, students who are hospitalized or who might have had an accident close to the examination period which will affect them sitting the examinations. This includes a student who may have suffered a broken arm and may not be able to write, in this case a writer may be provided.

Procedures for Requesting Special Accommodations

In order for a candidate to benefit from special examination accommodations, the following procedures should be followed:

- A **written request** must be made the Student Assessment Unit of the Ministry of Education, Youth and Information (MoEYI), detailing the nature of the exceptionality and the **specific needs** of the candidate.
- All requests for accommodations **MUST** be accompanied by a formal Psycho-educational/behavioural assessment, or a medical report, based on an assessment conducted in the last two years, from an authorized individual or agency, such as the Mico CARE Centre.
- If the Ministry is not satisfied with the adequacy of a report, clarification may be sought and additional information requested.
- Requests may be made by a school, parent or a professional treating the child for a particular condition, such as a medical doctor or a psychologist.
- Request should ideally be made at least twelve weeks prior to the sitting of the examination, or in accordance with established examination, application/registration procedures.
- A review of the request will be done by a team in the Special Education Unit in the Ministry and the recommendations forwarded to the Student Assessment Unit.
- The Student Assessment Unit will then send a written response concerning the status of the application, to the institution/organization, or individual making the request.
- The accommodation being requested should be consistent with accommodations used by the student in the classroom. That is, students should be accustomed to using the particular accommodations during classroom instruction and internal examinations.

	Allocation of time for students to be granted extra time for PEP		
Components	Subjects	Actual Time	Extra Time
Performance Tasks	Mathematics	2hr	30 mins
	Language Arts	2hr	30 mins
Curriculum Based Tests	Mathematics	1hr. 30mins	20 mins.
	Social Studies	1hr. 30mins	20 mins.
	Science	1hr. 30mins	20 mins.
	Language Arts	1hr. 30mins	20 mins.
Ability Test		1hr. 30mins	20 mins.

PEP6 EXAMINATION GRID


The *PEP6* examination grid is to be used in identifying the student's year of birth that correspond with the current sitting year.

DATE OF BIRTH REQUIREMENT FOR PRIMARY EXIT PROFILE – PEP6

YEAR OF BIRTH	CALENDAR YEAR								
	2019	2020	2021	2022	2023	2024	2025	2026	2027
	2006	√							
	2007	√	√						
	2008	√	√	√					
	2009		√	√	√				
	2010			√	√	√			
	2011				√	√	√		
	2012					√	√	√	
	2013						√	√	√
	2014							√	√
	2015								√
	2016								√

These are the relevant *Years of Birth* for students sitting the *PEP6*
Please note - STUDENTS ARE ELIGIBLE TO SIT THE PEP6 ONLY ONCE.
All students born 2006 MUST be registered to sit PEP 6 in 2019.
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PEP 2019 – SAMPLE REGISTRATION FORM

 MINISTRY OF EDUCATION, YOUTH & INFORMATION <small>Every Child Can Learn, Every Child Must Learn</small>		<h2>PRIMARY EXIT PROFILE (PEP 6)</h2>					
1a. SCHOOL NOW ATTENDING		1b. SCHOOL CODE		2. SCHOOL TRANSFERRED TO / SCHOOL TRANSFERRED FROM		3. YEAR SITTING	
4a. CANDIDATE SURNAME:		4b. CANDIDATE FIRST NAME		4c. CANDIDATE MIDDLE NAME		5. GENDER	
						6. DATE OF BIRTH DD MM YYYY	
						7a. ERN	
						7b. SRN	
8a. NAME OF PARENT / GUARDIAN:		8b. CONTACT No. NAME OF PARENT / GUARDIAN:		9. PATH NUMBER		10. WARD OF THE STATE YES <input type="checkbox"/> NO <input type="checkbox"/>	
						11. WAS SPECIAL ACCOMMODATION GRANTED IN GRADE 4 OR 5? YES <input type="checkbox"/> NO <input type="checkbox"/>	
8c. ADDRESS OF PARENT / GUARDIAN:		8d. Email Address:		CLASS TEACHER'S NAME:		CLASS NAME:	
12a. SCHOOL CHOICES Candidate has the option of choosing any school from listing overleaf.				FOR SAU USE ONLY			
FIRST CHOICE _____				SURNAME _____			
SECOND CHOICE _____				FIRST NAME _____			
THIRD CHOICE _____				MIDDLE NAME _____			
FOURTH CHOICE _____				GENDER _____			
FIFTH CHOICE _____				DATE OF BIRTH DD MM YYYY			
12b. For choices six and seven the schools selected MUST be in proximity to the school the candidate now attends. Please refer to the enclosed cluster list.				SCHOOL CHOICES			
SIXTH CHOICE _____				1st _____			
SEVENTH CHOICE _____				2nd _____			
SIXTH CHOICE _____				3rd _____			
SEVENTH CHOICE _____				4th _____			
SIXTH CHOICE _____				5th _____			
SIXTH CHOICE _____				CLUSTER CHOICES			
SIXTH CHOICE _____				6th _____			
SIXTH CHOICE _____				7th _____			
SIXTH CHOICE _____				Officer's Code _____			
SIXTH CHOICE _____				Date: _____			
SIXTH CHOICE _____							

SIGNATURE OF PARENT / GUARDIAN: _____ SIGNATURE OF PRINCIPAL: _____

N.B. The Ministry reserves the right to place students at a school not indicated by the parent(s).

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LIST OF RECEIVING SCHOOLS

List of receiving schools

REGION 1 Kingston St. Andrew	ALPHA ACADEMY (GIRLS ONLY)	HAILE SELASSIE HIGH	OBERLIN HIGH	WOLMER'S GIRLS' HIGH
	ARDENNE HIGH	HOLY CHILDHOOD HIGH (GIRLS ONLY)	PAPINE HIGH	MICO PRACTISING. PJH
	CALABAR HIGH (BOYS ONLY)	HOLY TRINITY HIGH	PEMBROKE HALL HIGH	STONY HILL PJH
	CAMPERDOWN HIGH	IMMACULATE CONCEPTION HIGH (GIRLS ONLY)	PENWOOD HIGH	
	CAMPION COLLEGE	JAMAICA COLLEGE (BOYS ONLY)	ST. ANDREW HIGH (GIRLS ONLY)	
	CHARLIE SMITH HIGH	KINGSTON COLLEGE (BOYS ONLY)	ST. ANDREW TECHNICAL	
	CLAN CARTHY HIGH	KINGSTON HIGH	ST. GEORGE'S COLLEGE (BOYS ONLY)	
	DENHAM TOWN HIGH	KINGSTON TECHNICAL	ST. HUGH'S HIGH (GIRLS ONLY)	
	DONALD QUARRIE HIGH	MAVIS BANK HIGH	TARRANT HIGH	
	DUNOON TECHNICAL	MEADOWBROOK HIGH	THE QUEENS SCHOOL (GIRLS ONLY)	
	EDITH DALTON JAMES HIGH	MERL GROVE HIGH (GIRLS ONLY)	TIVOLI GARDENS HIGH	
	EXCELSIOR HIGH	MONA HIGH	VAUXHALL HIGH	
	GAYNSTEAD HIGH	NORMAN MANLEY HIGH	WOLMER'S BOYS' HIGH	
REGION 2 St. Thomas Portland St. Mary	ANNOTTO BAY HIGH	HORACE CLARKE HIGH Formerly Islington High	SEAFORTH HIGH	
	BRIMMERVALE VALE HIGH	MARYMOUNT HIGH (GIRLS ONLY)	ST. MARY HIGH	
	BUFF BAY HIGH	MORANT BAY HIGH	ST. MARY TECHNICAL	
	CARRON HALL HIGH	ORACABESSA HIGH	ST. THOMAS TECHNICAL	
	FAIR PROSPECT HIGH	PAUL BOGLE HIGH	TACKY HIGH	
	HAPPY GROVE HIGH	PORT ANTONIO HIGH	TITCHFIELD HIGH	
	IONA HIGH	ROBERT LIGHTBOURNE HIGH	YALLAHS HIGH	
REGION 3 St. Ann Trelawny	AABUTHNOTT GALLIMORE HIGH	HOLLAND HIGH	STEER TOWN ACADEMY	BELLEVUE PJH
	ALBERT TOWN HIGH	MARCUS GARVEY TECHNICAL	TROY HIGH	
	BROWN'S TOWN HIGH	MUSCHETT HIGH	WESTWOOD HIGH (GIRLS ONLY)	
	CEDRIC TITUS HIGH	OCHO RIOS HIGH	WILLIAM KNIBB HIGH	
	FERN COURT HIGH	ST. HILDA'S HIGH (GIRLS ONLY)	YORK CASTLE HIGH	
REGION 4 St. James Westmoreland Hanover	ANCHOVY HIGH	GREEN ISLAND HIGH	MALDON HIGH	RHODES HALL HIGH
	BELMONT ACADEMY	GREEN POND HIGH	MANNINGS HIGH	RUSEA'S HIGH
	CAMBRIDGE HIGH	HERBERT MORRISON TECHNICAL	MAUD MCLEOD HIGH	SPOT VALLEY HIGH
	CORNWALL COLLEGE (BOYS ONLY)	HOPEWELL HIGH	MERLENE OTTEY HIGH	ST. JAMES HIGH
	FROME TECHNICAL	IRWIN HIGH	MONTEGO BAY HIGH (GIRLS ONLY)	
	GODFREY STEWART HIGH	KNOCKALVA TECHNICAL	MT. ALVERNIA HIGH (GIRLS ONLY)	
	GRANGE HILL HIGH	LITTLE LONDON HIGH	PETERSFIELD HIGH	
REGION 5 St. Elizabeth Manchester	ABERDEEN HIGH	DE CARTERET COLLEGE	MAY DAY HIGH	WINSTON JONES HIGH
	B.B. COKE HIGH	HAMPTON HIGH (GIRLS ONLY)	MT. ST. JOSEPH CATHOLIC HIGH	NAIN PJH
	ROGER CLARKE HIGH Formerly Balacava High	HOLMWOOD TECH. HIGH	MILE GULLY HIGH	NEW FOREST PJH
	BELLEFIELD HIGH	LACOVIA HIGH	MUNRO COLLEGE (BOYS ONLY)	
	BISHOP GIBSON HIGH (GIRLS ONLY)	LEWISVILLE HIGH	NEWELL HIGH	
	BLACK RIVER HIGH	MAGGOTTY HIGH	PORUS HIGH	
	CHRISTIANA HIGH	MANCHESTER BELAIR HIGH	ST. ELIZABETH TECHNICAL	
	CROSS KEYS HIGH	MANCHESTER HIGH	SYDNEY PAGON HIGH	
REGION 6 Clarendon St. Catherine	ALSTON HIGH	DENBIGH HIGH	GUY'S HILL HIGH	SPANISH TOWN HIGH
	ASCOT HIGH	DINTHILL TECHNICAL	INNSWOOD HIGH	ST. CATHERINE HIGH
	BOG WALK HIGH	EBONY GROVE ACADEMY	JONATHAN GRANT HIGH	ST. JAGO HIGH
	BRIDGEPORT HIGH	EDWIN ALLEN HIGH	JOSE' MARTI TECHNICAL	ST. MARY'S COLLEGE
	BUSTAMANTE HIGH	ELTHAM HIGH	KELLITS HIGH	TACIUS GOLDING HIGH
	CEDAR GROVE ACADEMY	EWARTON HIGH	KEMPS HILL HIGH	THOMPSON TOWN HIGH
	CENTRAL HIGH	FOGA ROAD HIGH	KNOX COLLEGE	VERE TECHNICAL
	CHARLEMONT HIGH	GARVEY MACEO HIGH	LENNON HIGH	WATERFORD HIGH
	CLARENDON COLLEGE	GLENMUIR HIGH	MCGRATH HIGH	
	CLAUDE MCKAY HIGH	GLENGOFFE HIGH	OLD HARBOUR HIGH	
	CUMBERLAND HIGH	GREATER PORTMORE HIGH	SPALDING HIGH	

PRIMARY EXIT PROFILE - PLACEMENT RULES

The Placement Process

Currently, candidates have five school choices (preferences) selected from any (island-wide) public secondary level institutions accepting Grade 7 students (High, Technical and a few Primary and Junior High receiving schools).

After the tests are administrated each subject is scored and an overall composite score is computed. This composite score is then ordered for ranking each student in order of performance. The student with the highest overall composite score will be ranked 1; computerized placement will then commence and candidates are placed in schools by rank order; highest first.

Preference Placement: Candidate preferences are checked in turn, starting with the first preference through to the fifth, to determine if the candidate can be placed in any of their selected schools. Checks are done for gender match and available space. Each receiving school indicates the number of candidates which it can accept (available space). Candidates are placed until there are no more spaces available, in other words, until the school is full.

Cluster Placement: if all five (5) preferences are exhausted, then the student is placed based on their two (2) cluster choices.

Secondary Placement/Proximity Placement: If the candidate cannot be placed in any of his or her preferences or by Cluster choices, the placement programme automatically goes to the Ministry's Secondary Placement (Proximity) List. This List identifies receiving schools into which candidates attending a particular primary level school can be placed if they do not obtain a space in one of their preferences. Once again based on space availability.

Manual Placement: If based on their rank and preferences, no space is assigned, then that candidate is placed on a list to be manually placed by the Ministry's regional representatives.