



**MINISTRY OF EDUCATION,  
YOUTH & INFORMATION**

## **The Student Assessment Unit**



### **Assessment Coordinators' Training**

**Leading the Assessment of the 21<sup>st</sup>  
Century Learner**

**October 2017**



# Objectives

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Participants will

- develop an understanding of the 21st century skills and identify evidence of these skills
- be able to analyse the extent to which an assessment task can be used to elicit evidence of the development of the 4Cs in students
- develop assessment tasks that elicit evidence of the 21st century skills
- complete the first draft of a school assessment policy

# Table of Contents

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<b>Overview</b> .....	iii
<b>Agenda</b> .....	iv
<b>Session 1</b> .....	1
21 <sup>st</sup> Century Skills & Evidence of these Skills	
<b>Session 2</b> .....	2
Linking Assessment Tasks to the 21st Century Skills	
<b>Session 3</b> .....	6
Developing Assessment Tasks	
<b>Session 4</b> .....	9
Developing an Assessment Policy	

# Overview

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The Student Assessment Unit (SAU) of the Ministry of Education, Youth and Information has responsibility for the development and administration of all national summative tests at the primary and secondary levels. In light of the implementation of the new National Standards Curriculum (NSC), the Unit is therefore mandated to revise its assessment programme to complement the new curriculum. The NSC, in addition to knowledge, places emphasis on the development of higher order thinking skills to ensure that the Jamaican child is prepared for success in the 21<sup>st</sup> century global marketplace using a variety of student-centred instructional approaches. A shift towards a student-centred approach to learning therefore requires the development of assessments that measure what students know and can do based on standards outlined in the NSC. They elicit evidence of students' competencies in testing situations in order to make statements about what they may know and can do in real world.

# Agenda

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08:30 – 08:45	Devotion and Opening Remarks
08:45 – 09:30	Session 1 21 <sup>st</sup> Century Skills & Evidence of these Skills
09:30 – 10:15	Session 2 Linking Assessment Tasks to 21 <sup>st</sup> Century Skills
10:15 – 10:30	Break
10:30 – 12:30	Session 3 Developing Assessment Tasks
12:30 – 01:30	Lunch
01:30 – 02:45	Session 4 Developing Assessment Policies
02:45 – 03:15	The Role of the Assessment Coordinator
03:15 – 03:30	Closing Remarks

# Session 1: Gathering Evidence

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Skill	Evidence
Critical Thinking	
Creativity	
Communication	
Collaboration	

# Session 2: Assessment Tasks

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## Task 1: Social Studies

### Grade 6 Term 3 Unit 3

**Focus Question:** How do some human activities affect the atmosphere?

**Objectives:** Define and use correctly the following terms; atmosphere, ozone, greenhouse effect, global warming, acid rain

Students will analyse the costs and benefits of individual and collective decisions and actions on the atmosphere.

#### **Task:**

Over the past ten years, 15 factories have been established in communities surrounding Kapersville. The residents have been overjoyed at the new opportunities for work and the resulting increase in other economic activities. However, one group of individuals do not share this excitement. The farmers in Kapersville have begun to notice that their crops are not producing as they usually do. The fruit trees are bearing smaller fruit and the rivers no longer have the abundance of fish that they used to have.

Working in groups of 5,

- i. Define and describe a possible reason for the farmers' experience.
- ii. Propose a solution to this problem that would be beneficial to all members of the community and explain why this solution would be better.
- iii. Using technological tools of your choice, create a presentation that you would make to the members of the community in a town hall meeting to convince them to use your solution.



## **Task 2: Mathematics**

### **Grade 4 Term 1 Unit 1**

**Focus Question:** How do I know the value of a number?

**Objectives:** Identify the value of whole numbers up to seven digits.

Distinguish between value, place value and face value of a digit.

Identify and use the keys on a pocket calculator.

#### **Task:**

Think carefully about the following question. Write a complete answer. You may use drawings, words, and numbers to explain your answer. Be sure to show all of your work.

Laura wanted to enter the number 8375 into her calculator. By mistake, she entered the number 8275. Without clearing the calculator, how could she correct her mistake?

### **Task 3: Science**

#### **Grade 6 Term 2 Unit 1: Materials - Properties and Uses**

**Focus Question:** What are some properties of common materials and their everyday uses?

**Benchmarks:** Use prior experiences and scientific knowledge to formulate and test hypotheses, and interpret results.

Make a series of measurements of quantities and make inferences from observations in order to draw conclusions.

Plan and carry out fair tests to identify aspects of a model or prototype that can be improved.

**Objectives:** Examine a selection of materials/objects to determine the transparency, absorbency, strength, magnetic property, and heat conductivity of materials in everyday use.

Generate predictions of material properties based on observations and experiences.

#### **Task:**

You are presented with two different brands of paper napkins. Plan and design a fair test to determine which is better. Ensure to write down all steps (the procedure) involved in conducting the experiment. Also include a hypothesis, aim, and all instruments needed.

## Task 4: Language Arts

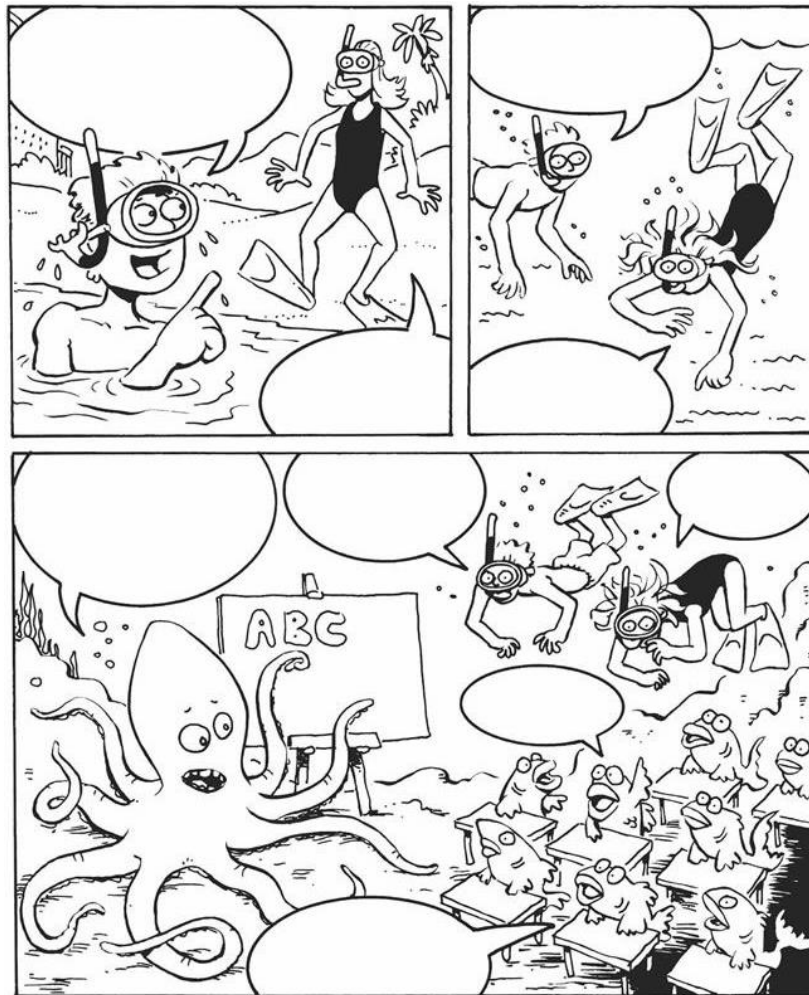
### Grade 5 Term 1 Unit 2

**Focus question:** How do I glean meaning from information about the ways in which people interact with the environment?

**Objective:** Prepare and deliver narrative presentations that establish point of view and relate events in an effective sequence

**Task:**

Create a dialogue to accompany the following comic strip.



# Session 3: Developing Assessment Tasks

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## How are meaningful assessment tasks developed?

1. Identify the objectives to be assessed.
2. List the skills and evidence that will elicit students' understanding of the objectives identified.
3. Brainstorm possible scenarios that will allow students to demonstrate these skills and evidence.
4. Use task formats/item types to build questions to engage students with the scenario.
5. Determine the range of possible student responses to the questions.
6. Share, Review, and Revise

# NSC Objectives

## Social Studies

### Grade 4 Term 2 Unit 2

**Focus Question:** How is Jamaica divided and how have divisions and places changed over time?

#### **Objectives:**

- Define and use correctly the terms/concepts: parish, county, capital, community, city
- Classify parishes according to size and location of the parish capital
- Use a variety of sources to describe how communities have changed over time and propose reasons for the changes
- Present logical arguments about how their communities may change in the future

## Language Arts

### Grade 5 Term 1 Unit 1

**Focus Question:** How do I construct meaning from information about forces and machines?

#### **Objectives:**

- Identify authors' purpose when reading texts
- Apply appropriate elements of fluency (accuracy, speed and prosody) to decipher meaning
- Develop an understanding of text organization and structure to assist incomprehension (topic sentence and supporting sentences)
- Identify their strengths as readers as well as areas for improvement
- Use ICT tools to source information for enjoyable reading

## Mathematics

### Grade 6 Term 1 Unit 4

**Focus Question:** In what ways can I represent and interpret information?

#### **Objectives:**

- Collect data using direct observation, experiments, interviews and questionnaires.
- Identify patterns and trends in data and make inferences from these patterns and trends.
- Represent data using the stem and leaf plot.
- Discuss the appropriate uses of various tables and graphs.
- Solve problems in which data is given by means of a graph or diagram.

## Science

### Grade 5 Term 2 Unit 1

**Focus Question:** What are food nutrients and why are they important to us?

#### **Objectives:**

- Identify the food nutrients
- Describe the importance of each nutrient to the body
- Identify foods that are rich in particular nutrients
- Relate food tests to specific nutrients
- Analyse meal plans to determine if they are balanced
- Formulate a meal plan reflecting the components of a balanced diet and justify their decisions
- Make sound judgements in the choice of foods they consume
- Infer how meal choices affect personal health

## Session 4: Developing an Assessment Policy

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Question	Response
<p>What is the school's commitment to formative and summative assessment?</p>	
<ul style="list-style-type: none"> <li>• How are students assessed?</li> <li>• How often?</li> <li>• By whom?</li> </ul>	
<p>What does the school believe about the assessment methods that are to be used?</p>	
<ul style="list-style-type: none"> <li>• How do you ensure that the assessment tasks are age/developmentally appropriate and valid (measuring that which is intended to be measured)?</li> <li>• Who makes them up?</li> <li>• Who vets?</li> <li>• What support is given?</li> </ul>	

Question	Response
<ul style="list-style-type: none"> <li>• How will the students' responses be marked or graded?</li> <li>• By whom?</li> <li>• How quickly?</li> <li>• How do you ensure consistency?</li> </ul>	
<p>How is the final score/grade for the unit computed?</p>	
<ul style="list-style-type: none"> <li>• How are students' scores recorded?</li> <li>• What temporary records are kept?</li> <li>• What permanent records are kept?</li> </ul>	
<ul style="list-style-type: none"> <li>• How will students' scores and grades be reported and communicated?</li> <li>• To whom?</li> <li>• When?</li> <li>• What will be reported?</li> </ul>	
<p>What is expected of</p> <ul style="list-style-type: none"> <li>• Teachers,</li> <li>• Administrators: grade supervisors, senior teachers, assessment coordinator,</li> <li>• Students,</li> <li>• Parents,</li> <li>• Other stakeholders?</li> </ul>	



# The Assessment Cycle

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