Ministry of Education, Youth & Information

Student Assessment Unit

Primary Exit Profile

Bringing Abilities to Light

SAMPLE ITEM PUBLICATION 2018

Every Child Can Learn, Every Child Must

Foreword

The Student Assessment Unit in preparing the system for the transition towards this new assessment – the Primary Exit Profile (PEP) - has prepared a collection of different types of items for educators to have a better understanding of the PEP Assessments. While the security of test items in the actual PEP Assessments is a top priority, it is also extremely important that educators have a general overview of what the shifts are in how students will be assessed under the PEP. Teachers can also greatly benefit from seeing connections between the different PEP Item Types and the National Standards Curriculum upon which the items are directly based. We want to encourage teachers to "teach to the standards outlined in the curriculum, and not to the test." More specifically, we want to promote the use of standards to guide students' learning rather than focusing instruction on preparing them for possible test items. In seeing the close relationship between the National Standards Curriculum and the Primary Exit Profile Assessments, we believe that teachers can feel confident that by incorporating the standards into classroom instruction and assessment, they will better prepare their students for proficiency and in turn, provide access to academic success. Such preparation will, over time, help boost the academic achievement of all learners, which should be reflected in future test scores.

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About the Primary Exit Profile

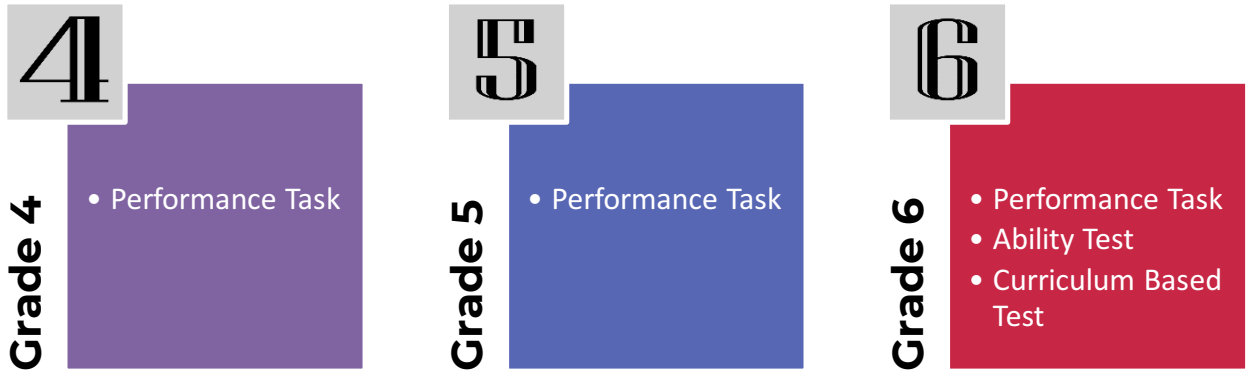
The Primary Exit Profile is designed to measure students' performance through demonstration of 21st Century Skills aligned to the National Standards Curriculum (NSC) and will provide an account of the academic profile of each student. The PEP will require students to demonstrate their competencies applying knowledge and skills with emphasis on students' higher order thinking skills such as problem solving, analysis and synthesis.

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 their secondary education and allow for targeted learning based on their individual needs.

The Primary Exit Profile (PEP) will comprise a Curriculum Based Test (CBT), an Ability Test and Performance Tasks.

- The Curriculum Based Test (CBT) will sample content in the grade 6 curriculum only. Subjects to be assessed are: Mathematics, Language Arts, Science and Social Studies.
- The Ability Test will **NOT** be based on the curriculum but on analytical reading and quantitative reasoning.
- The Performance Tasks will be administered in grades 4, 5 and 6 and will require students to use a variety of skills to complete a task. It will be administered and marked at selected times during the school year by class teachers.

The components for PEP at the different grades are:



Purpose of this Document

This document presents sample items that students could most likely encounter on the Primary Exit Profile (PEP) assessments.

These samples are intended to illustrate the rigor and complexity of the items and performance tasks that could be used on PEP assessments, as well as help teachers, administrators, and policymakers get a snapshot of PEP potential questions. Although the items and performance tasks are **NOT** intended to be used as sample tests, educators can use them to better understand how PEP will measure curriculum content.

Will these items appear on the final PEP assessments?

The sample items and tasks are meant to illustrate the rigor and complexity students may encounter on the PEP assessments. They also show the different types of questions that potentially could appear on the assessments, including: selected-response, constructed response, and performance tasks. These items and tasks are NOT part of the secure PEP assessments.

Can teachers administer these questions to their students?

The sample items are NOT intended to be used as practice tests. However, educators can use them to plan the shifts in instruction required to help students meet the potential demands of the new PEP assessments.

How were the sample items developed?

Test developers worked with Ministry of Education, Youth & Information (MoEYI) committee to write and review these items. Detailed item and task specifications and training modules for item developers were used to ensure that each question in this document is aligned with the National Standards Curriculum (NSC) for grades 4, 5 and 6.

Overview of Item Types

The assessments under PEP will include a variety of question types. These question types can be categorized as follows:

1. **Selected-response items** require students to select one or more responses from a set of options. The assessment will use the following selected response question types:
    a. Single selected response
    b. Multiple selected response
    c. Table Grid
    d. Order Match

2. **Constructed-response questions** require students to produce a text or numerical response in order to collect evidence about their knowledge or understanding of a given assessment target. The assessment will use the following constructed-response question types:
    a. Short constructed response
    b. Extended constructed response (Essay/ Story/ Report)

Do sample items include tools for students with special needs?

PEP assessments are committed to providing valid, fair, and reliable measures of achievement and growth for students with disabilities and will develop a wide array of resources to help all students demonstrate what they know. The sample items and tasks do NOT include these accessibility tools and accommodation options.

ASSESSING THE CURRICULUM

The information and knowledge era has been rapidly changing the world – physically, socially, culturally, economically etc. The scope, nature and impact of change require a different approach to education as everyone must now be creative problem solvers, critical thinkers, lifelong learners and stewards of the environment.

A curriculum that is dynamic, challenging, inspiring and inclusive is necessary for preparing all learners for the 21st Century, whatever their needs, background or ambition.

In Grades 1-3, children are still exploring the world around them whilst developing basic literacy and numeracy skills, and so the subject areas are approached in an integrated way.

In Grades 4-6, learning becomes progressively more focused and analytic. Problems are explored within the context of discrete subject areas but with an element of cross curricula and inter linking of subject areas wherever possible.

ASSESSING MATHEMATICS

Overview

Through the use of the National Standards Curriculum (NSC), the study of Mathematics should enable students at the primary level to:

- acquire the necessary mathematical skills and learn concepts that will be used in real life situations and related disciplines;
- develop the necessary processes for the acquisition and application of mathematical concepts and skills;
- recognize and integrate mathematical ideas with other disciplines;
- develop positive attitudes toward mathematics;
- make effective use of a variety of mathematical tools (including information and communication technology) in the learning and application of mathematical concepts and skills;
- produce imaginative and creative products arising from mathematical concepts and skills;
- develop the ability to reason logically, communicate mathematically, and learn independently and cooperatively.

ROLE OF MATHEMATICS IN THE CURRICULUM

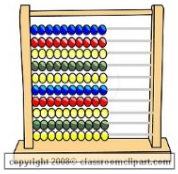
To aid the learner in:

- *developing the necessary competencies to function in society*
- *conceptualizing spatial properties*
- *gathering and representing data in different ways*
- *manipulating mathematical ideas and tools*
- *applying mathematical knowledge to real life situations*

How do I know if my students are proficient in Mathematics?

There are Mathematical Practices that describe a variety of expertise that Mathematics educators at all levels should seek to develop in their students. These mathematical practices "describe student behaviors, ensure an understanding of Mathematics, and focus on developing reasoning and building mathematical communication" (Rutherford, 2015). Each practice has a unique focus, but each also interweaves with the others. As teachers, it is important to help students develop these practices in order to have a deep, flexible, and enduring understanding of Mathematics. There are eight (8) mathematical practices that teachers are expected to infuse into the curriculum.

Mathematical Practices



Key: MP = Mathematical Practice

MP 1. Make sense of problems and persevere in solving them
MP 2. Reason abstractly and quantitatively
MP 3. Construct viable arguments and critique the reasoning of others
MP 4. Model with mathematics
MP 5. Use appropriate tools strategically
MP 6. Attend to precision
MP 7. Look for and make use of structure
MP 8. Look for and express regularity in repeated reasoning

ASSESSING SCIENCE

Overview

Science is a way of knowing about the structure and behaviour of the physical and natural world through observation and investigation. Through the use of the National Standards Curriculum (NSC), the study of Science should enable students at the primary level to:

- develop crucial skills and knowledge that equip them to understand the world around them
- make informed decisions
- build positive life-long learning habits, behaviours and attitudes
- communicate ideas
- collaborate on issues thereby building interpersonal skills
- create meaningful solutions to problems with real world applications
- exercise critical thinking skills which have implications for personal growth and development.

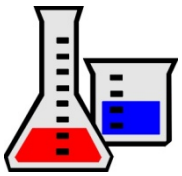
ROLE OF SCIENCE IN THE CURRICULUM

The study of Science should enable students to become:

- willing to embrace the rapidly changing worlds of knowledge and technology and be capable of managing information with understanding and confidence to meet the personal, social and vocational needs and challenges
- adept in participating in decision making processes and be competent in their role of contributing to social and economic development, while being mindful of sensitive moral and ethical concerns that impact ecologically-sustainable environment
- proud citizen of Jamaica by embracing values that impact increased productivity and economic prosperity, and promote equity and social justice for all

How do I know if my students are proficient in Science?

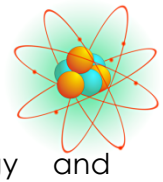
There are Science Practices that describe a variety of expertise that Science educators at all levels should seek to develop in their students. Engaging in the practices of Science helps students understand how scientific knowledge develops; such direct involvement gives them an appreciation of the wide range of approaches that are used to investigate, model, and explain the world. The practices intentionally overlap and interconnect. There are eight (8) Science practices that teachers are expected to expose their students as they teach the Science concepts.



Science Practices

Key: ScP = Science Practice

ScP 1. Asking questions and defining problems
ScP 2. Developing and using models
ScP 3. Planning and carrying out investigations
ScP 4. Analyzing and interpreting data
ScP 5. Using Mathematics, Information and Communication Technology and Computational Thinking
ScP 6. Constructing explanations and designing solutions
ScP 7. Engaging in argument from evidence
ScP 8. Obtaining, evaluating, and communicating information



ASSESSING SOCIAL STUDIES

Overview

Social Studies fires students' curiosity and imagination about who we are, where we come from, where we live and where we might be going next. It connects our present to our past, and helps students make sense of their place in the world. It enables them to value and take pride in their culture and heritage as Jamaicans, and to develop their understanding of the local and wider world. Students should be encouraged to investigate the world around them from the local to the global. They should learn about the interdependence of the physical and social worlds, and the responsibility we have for the environment and a sustainable future. They should explore how human beings have developed diverse ways of living together through different cultures and political institutions. They learn how societies are organized and shaped by people's values and actions, and should develop their own values and their own capacity to act as global citizens.

ROLE OF SOCIAL STUDIES IN THE CURRICULUM

The study of Social Studies should enable students to:

- understand the facts, concepts, principles and perspectives that make up Social Studies
- acquire skills and competencies, which will enable them, to examine and analyze concepts related to culture and the physical environment
- use a combination of technological and spatial skills to extract, analyze and use information to construct spatial patterns and understand processes that shape the human environment and decision-making

How do I know if my students are proficient in Social Studies?

There are Social Studies Practices that describe a variety of expertise that social studies educators at all levels should seek to develop in their students. A deliberate effort was made to infuse the Social Studies into the curriculum; these are articulated in the objectives. All teachers of Social Studies in all grades should review the Social Studies practices, and incorporate them, along with content, into their instruction. There are eight (8) Social Studies practices that teachers are expected to expose their students as they teach the social studies facts and concepts.

Social Studies Practices

Key: SSP = Social Studies Practice

SSP 1. Chronological Reasoning & Causation
SSP 2. Comparison & Contextualization
SSP 3. Geographic Reasoning
SSP 4. Gathering, Using & Interpreting Evidence
SSP 5. The Role of the Individual in Social & Political Participation

ROLE OF SOCIAL STUDIES IN THE CURRICULUM cont'd.

- become active and responsible citizens who are able to make informed and reasoned decisions in the interest of all citizens in a democratic society and a globalized world
- independently and collaboratively locate, analyze and evaluate information from a variety of sources and effectively use it in a variety of decision-making situations

ASSESSING LANGUAGE ARTS

Overview

Language Arts teaching in the National Standards Curriculum embraces the integration of learning. As students learn Language skills related to the various strands and sub-strands, they will interface with content and methodologies from a range of disciplines including Science, Social Studies, Information Technology, Drama, Food and Nutrition, Guidance and Counseling to name a few. These disciplines, which are termed 'cross-curricula links,' are the avenues through which the Language content/skills are learnt and applied in authentic contexts.

Progressive language teaching is task oriented, student-centered and provides opportunities for students to negotiate meaning and interact meaningfully with the language, rather than participating in activities that demand accurate repetition and memorization of sentences and grammatical patterns. It is believed that with this underpinning philosophy, learners will become more rounded users of the language and will be better able to negotiate meaning, expand their language resources, analyse how language is used, and take part in meaningful social interactions.

ROLE OF LANGUAGE ARTS IN THE CURRICULUM

The study of this subject opens up words of communication, literature and culture to students. It enables them to explore their own feelings, communicate with others and to use their imagination. It is key to the learning of all other subjects, and key to coping effectively with life itself. The study of Language and Literature should enable students to become:

- Successful lifelong learners
- Confident and productive individuals
- Proud citizens of Jamaica

How do I know if my students are proficient in Language Arts?

There are three broad Language Arts strands:

- Speaking and Listening
- Reading
- Writing

The Language Arts National Standards Curriculum has outlined the following standards that all teachers should seek to develop in their students:

Students should be able to:

- engage in active listening and speaking for a variety of purposes
- develop an understanding of how language works in different contexts and cultures, using SJE and JC appropriately
- apply a wide range of word recognition and decoding strategies and understand and use word meaning
- read a wide range of texts to understand the self, reading for meaning, fluency and engagement with text and critically responding to literature, the demands of society and other stimuli.
- apply study skills and search for information using a wide range of texts on paper and on screen
- write a wide range of texts on paper and on screen for different purposes and audiences, adapting their writing to create a range of effects and impact.
- apply knowledge of language structure & language conventions including the use of SJE and JC for meaning and impact
- use appropriate spelling, handwriting and presentation skills when writing on paper and on screen

PEP: Curriculum Based Test

The **Curriculum Based Test (CBT)** will assess grade 6 content only. This test will consist of a variety of question types and will be administered in April of each year.

Students will be assessed in the following 4 subject areas:

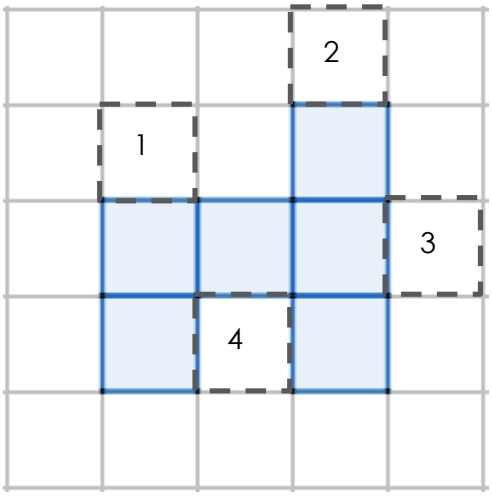
- Mathematics
- Science
- Social Studies
- Language Arts

MATHEMATICS: SAMPLE ITEM #1

This item has the following characteristics:

Strand:	Measurement
Objective:	Compute the perimeter of regular and irregular plane shape using units of measurement for length.
Mathematical Practice:	MP3. Construct viable arguments and critique the reasoning of others. MP6. Attend to precision.
Item Type:	Single Selected Response
About this Item Type:	This item type has 4 options from which a student is expected to select **ONE** correct answer to the question.

Six (6) squares were shaded in a grid to make the figure shown below.



Which one square labeled 1, 2, 3 and 4 should be shaded so that the perimeter of the new figure is less than that of the original figure?

A. 1
B. 2
C. 3
D. 4

Best Answer:
D (Square 4)

What information can this item give us about a student's Mathematics competence?

This item is assessing how well students can:

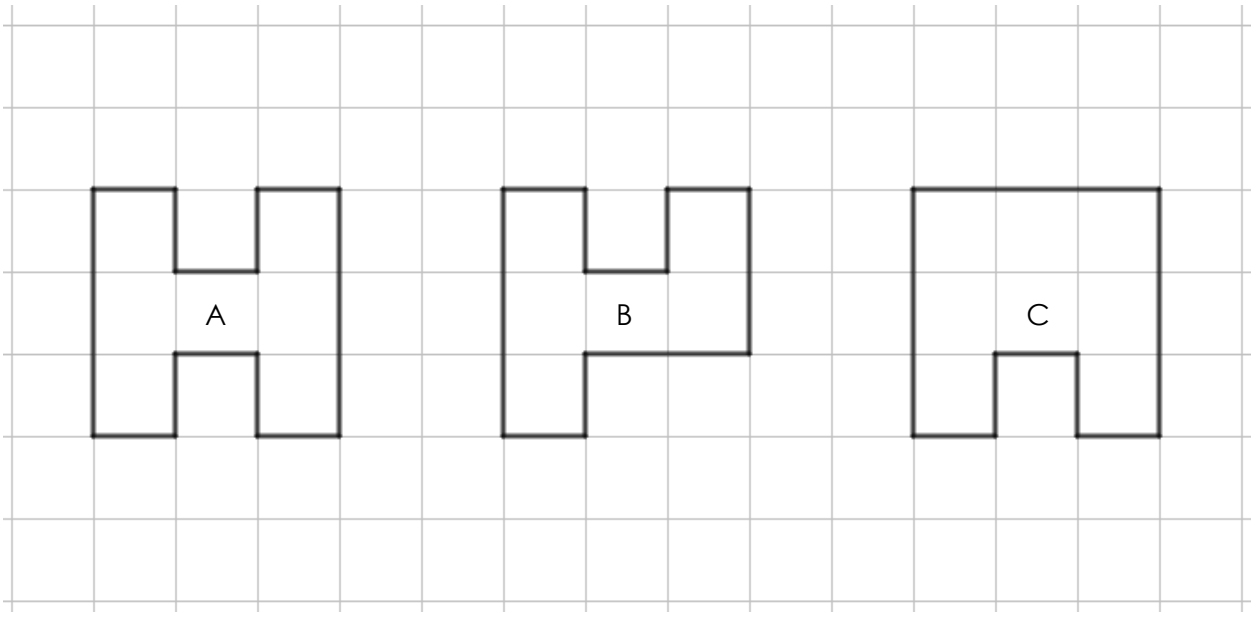
1. *apply the concept of perimeter to a problem situation*
2. *test propositions using examples*

MATHEMATICS: SAMPLE ITEM #2

This item has the following characteristics:

Strand:	Measurement
Objective:	Compute the perimeter of a rectangle and irregular plane shape using units of measurement for length
Mathematical Practice:	MP4. Model with mathematics MP5. Use appropriate tools strategically
Item Type:	Table Grid
About this Item Type:	This item type presents a partially completed table that the student completes. The student indicates by a tick (✓) his/her answer in each of the empty cells in the table.

In the grid shown below, there are three pathways labeled A, B and C.



For each of the following statements, indicate with a tick (✓) whether the statement is true or false.

Statement	True	False
Pathway A is longer than Pathway B		
Pathway A is longer than Pathway C		
Pathway B is longer than Pathway C		

Best Answer:

True

True

False

What information can this item give us about a student's Mathematics competence?

This item is assessing how well students can:

1. *evaluate a problem situation*
2. *apply mathematics to solving problems arising in everyday life*

MATHEMATICS: SAMPLE ITEM #3

This item has the following characteristics:

Strand:	Number
Objective:	Select data relevant to a problem when finding its solution
Mathematical Practice:	MP1. Make sense of problems and persevere in solving them MP8. Look for and express regularity in repeated reasoning
Item Type:	Multiple Selected Response
About this Item Type:	This item type provides a list of answer options for students to choose. One or more options can be selected. Student gets full credit only if **ALL** the intended answers are selected.

In a certain herd of goats, all the goats are either black or white. How many female goats in the herd are black?

Which **three** of the following statements together provide additional information that is enough to answer the question?

(A) The number of goats in the herd

(B) The number of male goats in the herd

(C) The number of black male goats in the herd

(D) The number of white female goats in the herd

Best Answer:

A, B, D

What information can this item give us about a student's Mathematics competence?

This item is assessing how well students can:

1. *respond to problems that may arise in everyday life*
2. *identify information and/or make assumptions to solve the problem*

MATHEMATICS: SAMPLE ITEM #4

This item has the following characteristics:

Strand:	Number
Objective:	Make reasonable estimate when computing with whole numbers
Mathematical Practice:	MP4. Model with mathematics
Item Type:	Table Grid
About this Item Type:	This item type presents a partially completed table for the student to complete. The student indicates by a tick (✓) his/her answer in each of the empty cells in the table.

At a certain competition, each of the four members of the Jamaican track team ran a different distance. The total distance ran by the four team members was 8 kilometers. If the longest distance ran by a member of the team was 3 kilometers, what could be the shortest distance ran by a member of the team?

For each of the following, indicate with a tick (✓) which could be or could not be the shortest distance ran.

Shortest distance ran	Could be	Could not be
4 kilometers		
1 kilometer		
100 meters		

Best Answer:
Could not be
Could be
Could be

What information can this item give us about a student's Mathematics competence?

This item is assessing how well students can:

1. *apply mathematics to solving a problem arising in everyday life, society, or the workplace*

SCIENCE: SAMPLE ITEM #1

This item has the following characteristics:

Strand:	Energy, Forces and Matter
Objectives:	Explore specific properties of everyday materials (rough, smooth, hard, ductile, malleable, colour)
Science Practice:	ScP4. Analyzing and interpreting data ScP7. Engaging in argument from evidence ScP8. Obtaining, evaluating, and communicating information
Item Type:	Order Match
About this Item Type:	This item type asks students to fill in some blanks with some choices. All blanks must be filled in, but some of the choices may not be used, and no choice can be used more than once.

In 1812, Fredrich Mohs, a scientist, invented a method to compare materials according to the hardness. This method is based on the idea that **a harder material only scratches a softer material.**

Carol wants to determine how hard three minerals, Mineral A, Mineral B and Mineral C, are. The results of Carol's experiment are shown in the table below.

	Mineral X	Mineral Y
Mineral A scratches	No	No
Mineral B scratches	No	Yes
Mineral C scratches	Yes	Yes

Place the three minerals, Mineral A, Mineral B and Mineral C, in order according to how hard they are, from most hard to least hard. Write the name of the minerals in the empty boxes.

Most Hard ☐ ☐ ☐ **Least Hard**

Best Answer:

Mineral C, Mineral B, Mineral A

What information can this item give us about a student's Science competence?

This item is assessing how well students can:

1. *use simple test cases of empirical data—that is, compare their outcomes with what is known about the real world.*
2. *make observations from physical models.*
3. *use tables, charts, graphs to explore relationships between variables.*

SCIENCE: SAMPLE ITEM #2

This item has the following characteristics:

Strand:	Living Things, Life Processes and the Environment
Objectives:	Carry out fair tests
Science Practice:	ScP3. Planning and carrying out Investigations ScP4. Analyzing and interpreting data ScP6. Constructing explanations and designing solutions
Item Type:	Table Grid
About this Item Type:	This item type presents a partially completed table for the student to complete. The student indicates by a tick (✓) his/her answer in each of the empty cells in the table.

Latoya carried out an investigation, involving three plants (Plant A, Plant B and Plant C), to determine the effect of water on plant growth.

Indicate whether each of the following activities is **correct** or **not correct** to determine the effect of water on plant growth.

Investigation Activity	Correct	Not Correct
Latoya planted the three plants in identical soil		
Latoya exposed Plant A to 0.5 hours of sunlight, Plant B to 1 hour of sunlight and Plant C to 1.5 hours of sunlight		
Latoya gave Plant A 0.5 litre of water every day, Plant B 1 litre of water every day, and Plant C 1.5 litre of water every day		

Best Answer:

Correct

Not Correct

Correct

What information can this item give us about a student's Science competence?

This item is assessing how well students can:

1. *use tables to explore relationships between variables*
2. *identify relevant independent and dependent variables and, when appropriate, the need for controls*

SCIENCE: SAMPLE ITEM #3

This item has the following characteristics:

Strand:	Living Things, Life Processes and the Environment
Objectives:	Investigate the importance of light energy to plants.
Science Practice:	ScP8. Obtaining, evaluating, and communicating information
Item Type:	Table Grid
About this Item Type:	This item type presents a partially completed table for the student to complete. The student indicates by a tick (✓) his/her answer in each of the empty cells in the table.

The table shows the result of an investigation in which a student tried to determine the effects of light on plant growth.

The student placed each of 5 pea plant seedlings in sunlight for fixed times each day. The student measured and recorded the height reached by each pea plant at the end of 5 weeks.

Pea Plant Name	**Time Exposed to Sunlight each Day (hr.)**	**Plant Height (cm)**
Plant A	1	7
Plant B	4	19
Plant C	6	30
Plant D	9	29.8
Plant E	11	29

Based on the results, indicate using a tick (✓) whether the following statements are **supported** or **not supported** by the results of the investigation?

Statements	**Supported**	**Not Supported**
Less than 4 hours of sunlight per day will minimize plant growth		
The amount of sunlight a plant is exposed to each day will **NOT** affect its growth.		
A plant exposed to 12 hours of sunlight per day for 5 weeks should **likely** reach a height above 31cm		

Best Answer:

Supported

Not Supported

Not Supported

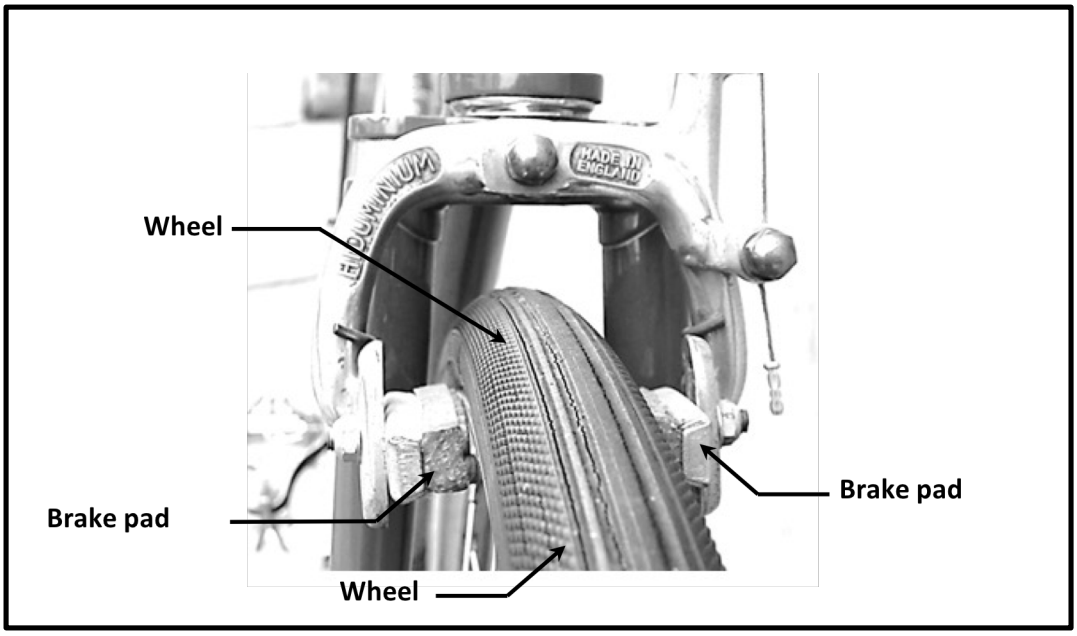
What information can this item give us about a student's Science competence?

This item is assessing how well students can: Demonstrate their understanding that a system can be described in terms of its components and their interactions.

SCIENCE: SAMPLE ITEM #4

This item has the following characteristics:

Strand:	Energy, Forces and Matter
Objectives:	Communicate scientific information. Investigate the effects of friction and how these may be reduced
Science Practice:	ScP4. Analyzing and interpreting data ScP6. Constructing explanations and designing solutions ScP8. Obtaining, evaluating, and communicating information
Item Type:	Order Match
About this Item Type:	This item type asks students to fill in some blanks with some choices. All blanks must be filled in, but some of the choices may not be used, and no choice can be used more than once.



In the picture above, a bicycle's brake-pads squeeze both the sides of the wheel. When the brake-pads tightly squeeze both sides of the wheel, the bicycle will have a change in motion.

Place **two** of the following five choices in the blank spaces below so that the resulting sentence is correct.

Choices: speeds slows friction heat turns

The bicycle _____ due to the increase of _____ between the brake-pad and the wheel.

Best Answer:
slows; friction

What information can this item give us about a student's Science competence?

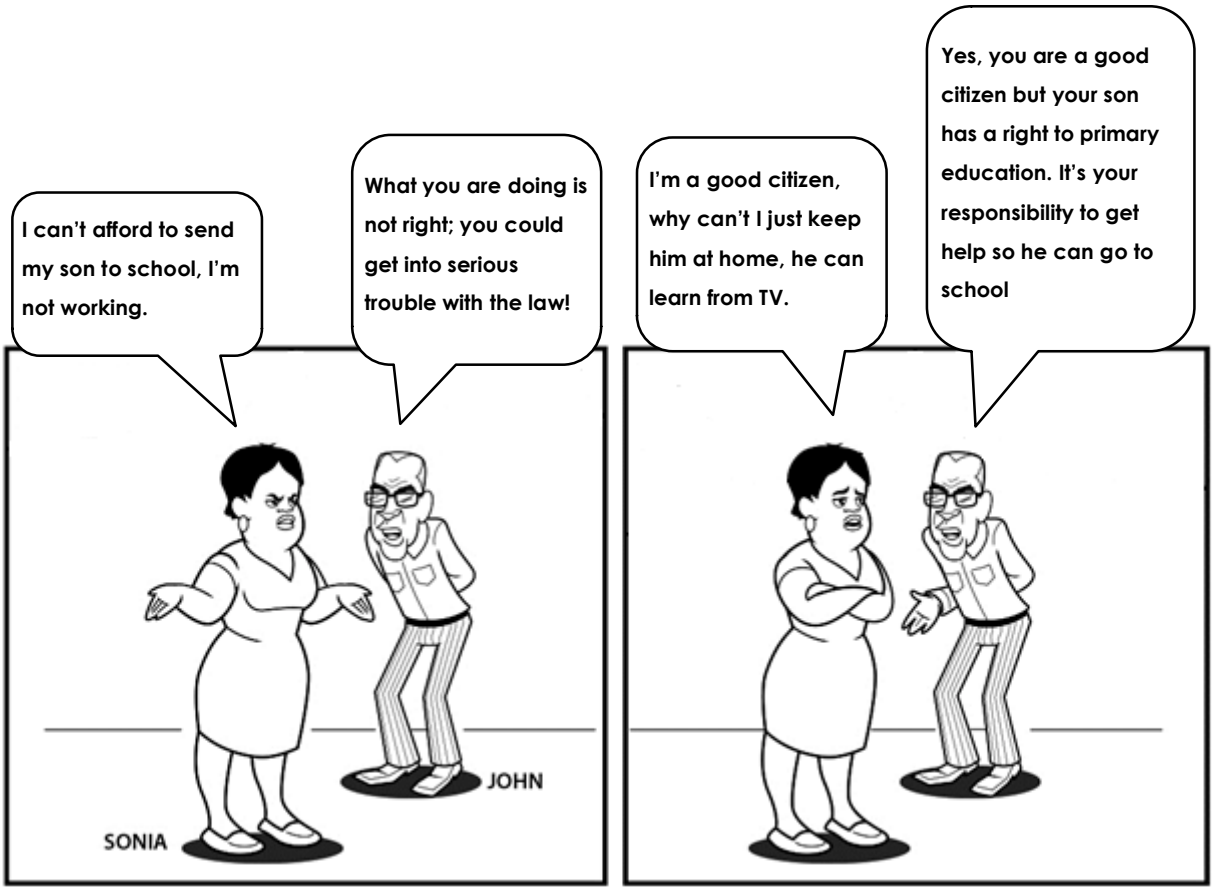
This item is assessing how well students can: use cause and effect for explaining causal relationships for prediction and explain events in contexts.

SOCIAL STUDIES: SAMPLE ITEM #1

This item has the following characteristics:

Theme:	Living Together
Objective43:	Examine the rights of a Jamaican citizen and develop a list of responsibilities of a citizen that complement these rights.
Social Studies Practice:	SSP5. The Role of the Individual in Social & Political Participation
Item Type:	Table Grid
About this Item Type:	This item type presents a partially completed table for the student to complete. The student indicates by a tick (✓) his/her answer in each of the empty cells in the table.

Examine the cartoon below then answer the question which follows.



In the cartoon above two Jamaican citizens are having a conversation. John has concerns about Sonia's child who has not been going to primary school.

For each of the following statements, indicate with a tick (✓) whether it supports or does not support what John is trying to tell Sonia.

Statement	Support	Not Support
Primary education is a right in Jamaica		
Parents have a right to deny their children education		
Rights come with some responsibility		

Best Answer:

Support

Not Support

Support

What information can this item give us about a student's Social Studies competence?

This item is assessing how well students can:

1. analyze information and come to conclusions about the context/situation

2. apply concepts

SOCIAL STUDIES: SAMPLE ITEM #2

This item has the following characteristics:

Theme:	Our Common Heritage
Objectives:	Gather information from multiple sources using the origin to guide the selection.
Social Studies Practice:	SSP 4. Gathering, Using & Interpreting Evidence
Item Type:	Multiple Selected Response
About this Item Type:	This item type provides a list of answer options for students to choose. Two options must be selected. Student gets full credit only if **ALL** the intended answers are selected.

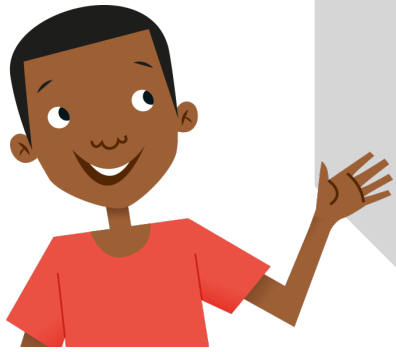
The Culture Club of your primary school wants to write an essay about the East Indians who settled in the Old Harbour community as indentured servants.

Which **two** (2) of the following sources would be **most** helpful in writing the essay?

A. Church and school records
B. Photographs of old buildings
C. The headstones in different burial plots/cemeteries
D. Interviews with current community members

Best Answer:
(A) – Church and school records
(C) - The tombstones in different burial plots

What information can this item give us about a student's Social Studies competence?



This item is assessing how well students can:

1. draw conclusions and make judgments
2. evaluate sources given

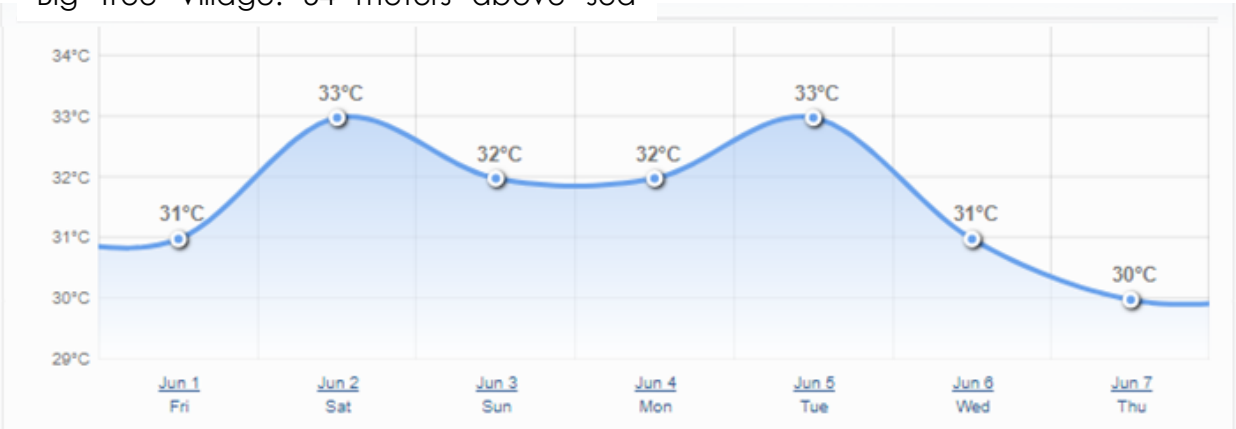
SOCIAL STUDIES: SAMPLE ITEM #3

This item has the following characteristics:

Theme:	The physical environment and its impact on human activities
Objective:	Interpret simple climate graphs
Social Studies Practice:	SSP3: Geographic reasoning
Item Type:	Order Match
About this Item Type:	This item type asks students to fill in some blanks with some choices. All blanks must be filled in, but some of the choices may not be used, and no choice can be used more than once.

Examine the graphs below and respond to the task below.

Big Tree Village: 54 meters above sea



Orange Town: 2000 meters above

Place **two** of the following six choices in the blank spaces below so that the resulting sentence is correct.

Choices: higher cooler same hotter lower

Orange Town is _____ in temperature because it is of a _____ height than Big Tree Village.

Best Answer:

cooler and higher

lower and higher

What information can this item give us about a student's Social Studies competence?

This item is assessing how well students can:

- identify trends and relationships
- interpret graph
- drawing conclusions

SOCIAL STUDIES: SAMPLE ITEM #4

This item has the following characteristics:

Theme	Our common heritage
Objectives:	Gather information from multiple sources using the origin to guide selection
Social Studies Practice:	SSP5: The Role of the Individual in Social & Political Participation
Item Type:	Short Constructed Response
About this Item Type:	This item type requires students to generate a short response to the questions posed.

You are working on a class report. Your report is about how Chinese and East Indian immigrants lived on the plantation from the 19th to the 20th century. Two sources of information that you could use to get the information are:

- Recorded interviews with Chinese and East Indians who lived in the 19th and 20th centuries in Jamaica.
- Story Book for Children about the Chinese and East Indians who lived in the 19th and 20th centuries in Jamaica.

Answer the questions below about two sources of information you could use for your report.

Source1. Recorded interviews with Chinese and East Indians

A. What information can you get from interviews with Chinese and East Indians who lived in the 19th and 20th centuries?

_____

_____

_____

_____

Source 2. Story Book for Children about the Chinese and East Indians

B. What information can you get from a story book for children about the Chinese and East Indians who lived in the 19th and 20th centuries in Jamaica?

_____

_____

_____

_____

C. Which source would you select, the storybook or the recorded interviews, to write your report?

_____

D. Explain why you chose that source?

_____

_____

_____

_____

Best Answer:

Source	What information can you get from this source?
A. Recorded interviews with Chinese and East Indians who lived in the 19th and 20th centuries in Jamaica.	Persons would explain their traditions, culture, religion, what they ate, wore, used for tools, where they lived.
B. Story Book for Children about the Chinese and East Indians who lived in the 19th and 20th centuries in Jamaica.	The book could reveal their traditions, culture, religion, what they ate, wore, used for tools, where they lived.

C. Recorded Interviews

The recorded interviews provide more reliable information about the Chinese and East Indians because the information is coming from persons who experienced life on the plantations.

What information can this item give us about a student's Social Studies competence?

This item is assessing how well students can:

1. draw conclusions and make judgments
2. evaluate sources

LANGUAGE ARTS: SAMPLE ITEM #1

This item has the following characteristics:

Strand:	Writing
Objective:	Write descriptive pieces, using adjectives and adverbs appropriately and with appeal to the senses
Item Type:	Single Select Response
About this Item Type:	This item type has 4 options from which a student is expected to select **ONE** correct answer to the question.

Read the paragraph and complete the task that follows it.

As my family drove home last evening from Negril, the sun was going down. We were treated to a beautiful sunset! All around over our heads, the entire sky was pretty. In a few minutes the amazing show was over. The sun disappeared completely, and the brightly coloured sky faded to dark gray as the night began.

Revise the paragraph by choosing the phrase with the best descriptive detail to replace was pretty.

A. had a whole lot of bright colours mixed together
B. shone because it was almost time for darkness
C. glowed with astonishing shades of pink and gold
D. looked interesting

Best Answer:
(C) – glowed with astonishing shades of pink and gold

What information can this item give us about a student's Language Arts competence?

This item is assessing how well students can:
select for a narrative text a replacement phrase which includes more precise sensory detail

LANGUAGE ARTS: SAMPLE ITEM #2

This item has the following characteristics:

Strand:	Writing
Objectives:	Produce revised draft pieces of writing to meet identified criteria based on content, organization, style, and use of conventions Produce and revise written drafts by modifying details
Item Type:	Single Select Response
About this Item Type:	This item type has 4 options from which a student is expected to select **ONE** correct answer to the question.

Mary is writing a letter to her friends about a little puppy that she brought home from a dog shelter. Mary wants to revise the letter to add more details about the main character. Read the draft paragraph of her letter and complete the task that follows.

I'm writing about my dog Ruffus. When the dog was just ten weeks old, he was picked up on the streets of Kingston and taken to a shelter. The shelter could keep a dog only for a short time before he finds a new home. When I saw this puppy, I couldn't keep my eyes away from his sweet face. I knew that I wanted to name this puppy Ruffus, and take him home. With the help of my mom, I adopted him and brought Ruffus to our home. Now Ruffus is almost one year old, and he loves me unconditionally.

Choose the **best** phrase to **add** detail about the main character.

A. **I would never be able to give Ruffus away.**
B. **Ruffus is now a playful and happy dog.**
C. **I volunteered at a shelter where I saw this little puppy.**
D. **Ruffus is a good watch dog.**

Best Answer:

(B) - Ruffus is now a playful and happy dog.

What information can this item give us about a student's Language Arts competence?

This item is assessing how well students can:

produce effective writing for a range of purpose and audiences by writing or revising one or more paragraphs demonstrating specific narrative strategies

LANGUAGE ARTS: SAMPLE ITEM #3

This item has the following characteristics:

Strand:	Writing
Objectives:	Produce revised drafts pieces of writing to meet identified criteria based on content, organization, style, and use of conventions Develop several linked paragraphs using a variety of strategies and organizational patterns
Item Type:	Order Match
About this Item Type:	Order Match items ask examinees to fill in some blanks with some choices. All blanks must be filled in, but some of the choices may not be used, and no choice can used more than once.

This is the beginning of a story written by a student who wants to use dialogue.

Sam was always afraid of different crawling and flying insects and lizards. Sam was screaming and running away every time he saw a moving spider or a running lizard. When Sam went on a field trip with his class, he didn't want his classmates and his teacher to know he was scared of insects.

1. "Are you afraid of this lizard, Sam?" the teacher smiled as she moved the tree branch away from Sam.
2. Sam almost fainted when he saw a lizard sitting on a tree branch.
3. "Not at all. Well, not really." Sam smiled hoping that his teacher hadn't noticed.

In the dialogue that the student wants to use, place the three sentences, marked 1, 2 and 3, as shown above, in the correct order from the start of the dialogue to the end.

Which sentence should come first? _____

Which sentence should come second? _____

Which sentence should come third? _____

Best Answer:
2, 1, 3

What information can this item give us about a student's Language Arts competence?

This item is assessing how well students can:
produce effective writing for a range of purpose and audiences by writing or revising one or more paragraphs demonstrating specific narrative strategies.

LANGUAGE ARTS: SAMPLE ITEM #4

This item has the following characteristics:

Strand:	Reading
Objectives:	Use context clues to clarify understanding during reading Make inferences using text clues Analyze how messages, moods, feelings and attitudes are conveyed in stories, poetry and prose using inference and deduction in reference to the text Interpret messages, moods, feelings and attitudes conveyed in stories, poetry and prose
Item Type:	Constructed Response
About this Item Type:	This item type requires students to produce an explanation in order to collect evidence about their knowledge or understanding of the given assessment task

Read this poem and the prompt that follows it.

Nature

We have neither summer nor winter
neither autumn nor spring.
We have instead the days
when the gold sun shines
on the lush canefields - magnificently.
The days when the rain beats
like bullets on the roofs
and there is no sound
but the swish of water in the gullies
and trees struggling in the high Jamaica winds.
Also there are the days
when leaves fade from off guango trees
and the reaped canefields
lie bare and fallow to the sun.
But best of all, there are the days
when the mango and the logwood blossom
When bushes are full of the sound of bees
and the scent of honey.
When the tall grass sways and shivers
to the slightest breath of air.
When the buttercups have paved the earth with yellow stars*
and beauty comes suddenly, and the rains have gone.

H. D. CARBERRY

* buttercups-large flowering plant with shiny, yellow petals

Explain what was meant by *"When the buttercups have paved the earth with yellow stars"*. Use details from the poem to support your response.

_____

_____

_____

_____

Best Answer:

The poet uses this reference to paint a picture of the ground being transformed into a sea of yellow by the blooming buttercups. He refers to this time as the "best days" and the period when "beauty comes suddenly".

What information can this item give us about a student's Language Arts competence?

This item is assessing how well students can:

read closely and analytically to comprehend a range of increasingly complex literary and informational texts and use explicit details and implicit information from the text to support answers or basic inferences.

PEP: Ability Test

The **Ability Test** will require students to read analytically and use quantitative reasoning skills in responding to items. This test will consist of a variety of question types. Students in Grade 6 will sit this test in February of each year.

ABILITY TEST-VERBAL REASONING: SAMPLE ITEM #1

This item has the following characteristics:

Best Answer:	C
Item Type:	Single Selected Response
About this Item Type:	This item type has 4 options from which a student is expected to select **ONE** correct answer to the question.

Slow *is to* ***fast*** *as* ***young*** *is to* _____

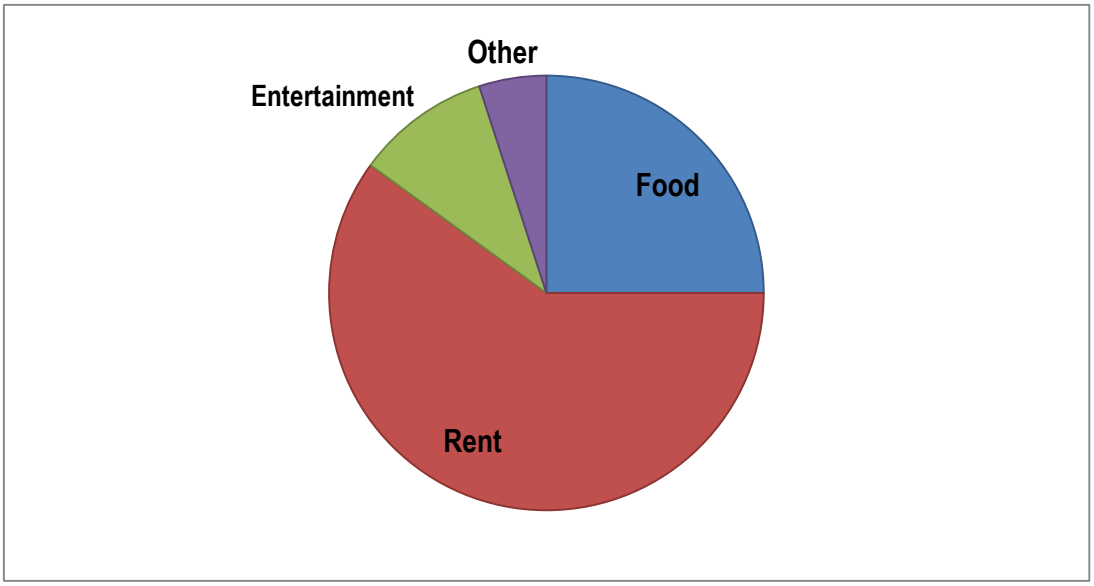
A. age
B. history
C. old
D. years

ABILITY TEST - QUANTITATIVE REASONING: SAMPLE ITEM #2

This item has the following characteristics:

Best Answer:	A
Item Type:	Single Selected Response
About this Item Type:	This item type has 4 options from which a student is expected to select **ONE** correct answer to the question.

The pie chart below shows a family's monthly budget. The total budget is $100,000.



Examine the information in Column A and Column B and answer the question below.

Column A	Column B
The family's monthly budget for Rent	$50, 000

Based on the pie chart, which statement is **TRUE?**

A. The quantity in Column A is greater than the quantity in Column B.

B. The quantity in Column B is greater than the quantity in Column A.

C. The two quantities are equal.

D. The relationship cannot be determined from the pie chart.

USING PERFORMANCE TASKS FOR ASSESSMENTS

More about Performance Tasks

What are Performance Tasks?

Performance tasks (PT) require students to demonstrate their knowledge, skills, and strategies by creating a response or a product (Rudner & Boston, 1994; Wiggins, 1989). A performance assessment requires students to perform a task or generate their own responses.

What are some Characteristics of Performance Tasks?

Performance Tasks:

- call for the application of knowledge and skills, not just recall or recognition
- are open-ended and typically do not yield a single, correct answer.
- establish novel and authentic contexts
- can integrate two or more subjects as well as 21st century skills

What will be the administration format of the Performance Task?

The format of the PEP Performance Task will be an "on-demand" task meaning that it will be completed in a given amount of time. They will be administered under the supervision of the class teacher.

Who will create these Performance Tasks?

These performance tasks will be created by the Student Assessment Unit. They will beset to the grade-level and will be aligned to the National Standards Curriculum.

How are Performance Tasks scored?

Performance Tasks are typically evaluated using rubrics. Rubrics display indicators of performance on the selected evaluative criteria across a range of levels.

SAMPLE PERFORMANCE TASK – MATHEMATICS

General Instructions:

This task has four parts: each part has 1 question.

FUNDRAISING

Your class is planning a fundraising activity to contribute to the cost of building a computer lab. Your teacher suggested that the class earn the money from one of two fundraising activities.

Fundraising Activity 1: selling pencils

Fundraising Activity 2: participating in a walkathon

You will need to answer the following questions to select one of the two activities.

Part 1 - Selling pencils

For the fundraiser, your teacher asked you to sell pencils.

The cost of each pack of pencils is $100. One pack contains 10 pencils.
Each pencil should be sold for the same price.

Place **two** of the following options in the blank spaces below to make the statement true.

Options:

$5	$10	$20	$100	One	Five	Ten

_____ pencil (s) will be sold for _____ .

Part 2 - Participating in a walkathon

The second fundraising activity is a walkathon.

The teacher told you that each student will collect $50 for each 0.5 of a kilometre that the student walks. Sam walks 2 kilometres. What is the amount of money Sam will collect? Show how you found your answer.

Answer the following question using information from the question above.

If each student walks exactly 2 kilometres, what is the **least** number of students that will be needed to collect $8,000? Show how you arrived at your answer.

Part 3 – Participation in the Fundraiser

Your school has three grade 4 classes: 4A, 4B and 4C. The table shows the total number of students in each class and the fraction of the class that is expected to participate in the fundraiser by either selling pencils or walking in the walkathon.

Class	Total number of students in the class	Fraction of the class that will participate in the fundraiser
Grade 4A	50	0.4
Grade 4B	40	
Grade 4C	40	$\frac{1}{2}$

A total of 50 Grade 4 students will participate in the fundraiser. What fraction of Grade 4B students will participate?

Show how you arrived at your answer.

Part 4 - Choosing the fundraising activity.

Use information from questions in Parts 1, 2 and 3 to answer the following question.

- If selling pencils is chosen as the fundraising activity, each participating Grade 4B student should sell 20 pencils.

- If the walkathon is chosen as the fundraising activity, each participating Grade 4B student should walk 4 kilometres.

The participating grade 4B students need to collect $4,000 or more. Explain to your teacher which fundraising activity you would recommend. In your explanation, give details on both activities and use mathematics to explain how you arrived at your recommendation.

SAMPLE PERFORMANCE TASK – LANGUAGE ARTS

General Instructions:

This task has two parts: Part 1 has three questions and Part 2 has an essay.

HURRICANES

A guest speaker from the Office of Disaster Preparedness and Emergency Management (ODPEM) visited your class today. The speaker gave a talk about how to survive a hurricane. After the talk, your teacher asked you to look up more information about the topic. You found three sources about hurricanes.

Instructions to Begin:

You will read the three sources: 2 articles and a poster. On page 77 a space is provided for you to write the important points from each of the sources. It will help you to have your important points to look at while answering the questions in Part 1 and writing your essay in Part 2. You can also look back at the important points you made and the sources as often as you like.

Source 1

Hurricane Gilbert

I was listening to RJR this morning and was reminded of the destruction caused on the island by Hurricane Gilbert on September 12, 1988. I was a boy then; I had just turned 11—now you know my age :-), but I remember the scare that night. A number of us gathered in my grandma's (Mammy) house. Of course, we did not sleep much—we couldn't. By the way, that was in the hills of Westmoreland where I grew up.

We could hear the powerful winds, breaking branches, trees uprooting and zinc sheets flying! Of course, there were all sorts of other sounds I can't explain. It was also mango season, so we could hear the mangoes falling throughout the night! We did not trim our trees like the man on the radio said we should.

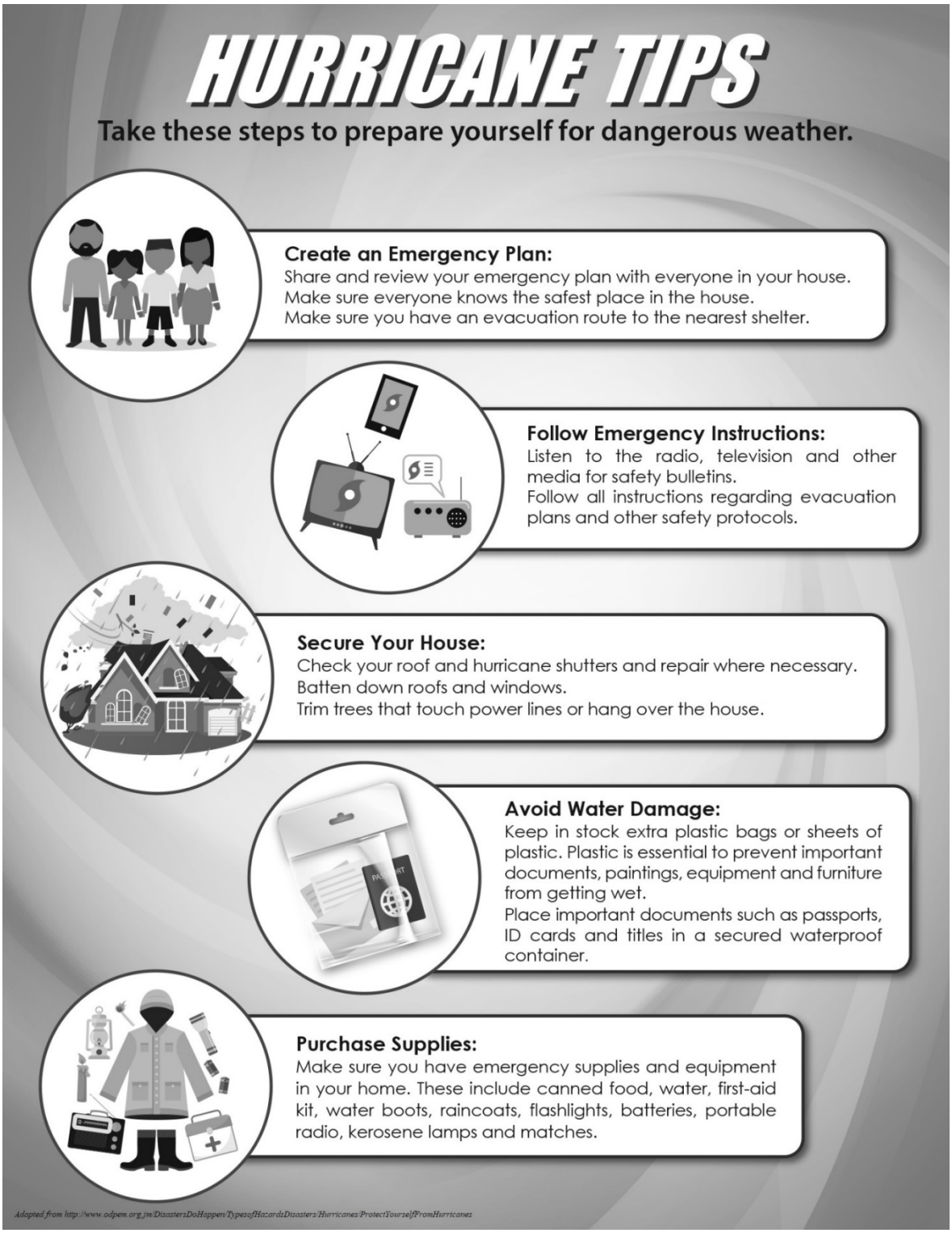
We survived though, to God be the Glory. There were some leaks in the zinc roofing but nothing major. Many of our neighbours were not so lucky though. Some of their houses lost entire roofs—totally! Other families had to rush to the nearest hurricane shelter for refuge.

It was quite an experience I tell you! In the morning, you could smell the damage. For the first time, we could see distances we never saw before—everywhere was just bare. I remember we filled two drums/barrels with mangoes that fell from the trees! Most of them were pretty fit too! (We had a number of mango trees around the yard.)

My dad loved mangoes; I remember him coming down (from Montego Bay) to check on the family a couple of days after; I watched him devour a number of the ripe ones—right there out of the drums :-).

Hurricane Gilbert has certainly left a lasting memory for those of us who were fortunate (or unfortunate) to experience it.

Source 2


HURRICANE TIPS
Take these steps to prepare yourself for dangerous weather.
Create an Emergency Plan:
Share and review your emergency plan with everyone in your house.
Make sure everyone knows the safest place in the house.
Make sure you have an evacuation route to the nearest shelter.
Follow Emergency Instructions:
Listen to the radio, television and other media for safety bulletins.
Follow all instructions regarding evacuation plans and other safety protocols.
Secure Your House:
Check your roof and hurricane shutters and repair where necessary.
Batten down roofs and windows.
Trim trees that touch power lines or hang over the house.
Avoid Water Damage:
Keep in stock extra plastic bags or sheets of plastic. Plastic is essential to prevent important documents, paintings, equipment and furniture from getting wet.
Place important documents such as passports, ID cards and titles in a secured waterproof container.
Purchase Supplies:
Make sure you have emergency supplies and equipment in your home. These include canned food, water, first-aid kit, water boots, raincoats, flashlights, batteries, portable radio, kerosene lamps and matches.
Adapted from http://www.odpem.org.jm/DisastersDoHappen/TypesofHazardsDisasters/Hurricanes/ProtectYourselfFromHurricanes

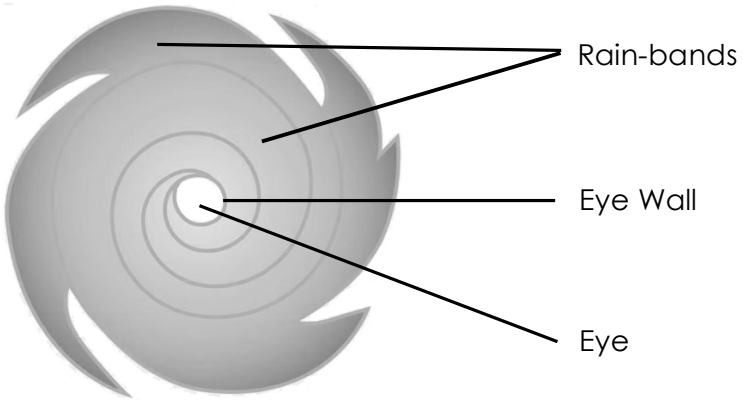
Source 3

Weather - Hurricanes

How do hurricanes form?

Hurricanes form over the warm ocean water of the tropics. The warm ocean water evaporates and forms droplets in the air. The warm air rises, leaving less air near the water. Cooler air pushes into that space. The cooler air will then heat up and rise too. As the air rises, it starts to cool. This cycle causes huge storm clouds to form. These storm clouds begin to spin. Storm clouds will grow bigger and wind speeds will get faster causing a hurricane to form.

Parts of a Hurricane



- Eye - At the center of the hurricane is the eye. There are generally no clouds in the eye and the wind is calm. However, the most dangerous part of the storm is at the edge of the eye called the eye wall.
- Eye wall - Around the outside of the eye is a wall made up of very heavy clouds. This is the most dangerous part of the hurricane and where the highest speed winds are. The winds at the eye wall can reach speeds of 155 miles per hour.

- Rain-bands - Hurricanes have large circular bands of rain called rain-bands. These bands can bring large amounts of rainfall causing flooding when the hurricane hits land.

When do hurricanes occur?

Hurricanes that form in the Caribbean and the Atlantic Ocean occur between June 1 and November 30 each year. This is called the hurricane season.

Why are hurricanes dangerous?

When hurricanes strike land, they can cause huge amounts of damage. Most of the damage is caused by flooding and storm surge. A storm surge is when the ocean level rises at the coastline due to the power of the storm. Hurricanes also cause damage with high speed winds that can blow down trees and damage homes.

Adapted from http://www.ducksters.com/science/earth_science/hurricanes.php

Write the important points from the sources.

These points will not be scored.

Source 1	
Source 2	
Source 3	

Directions for Part 1 (70 minutes)

Now that you have read the sources, answer the questions below. Your answers will be scored. You may refer to the important points you made on page 6, as well as the sources. Your answers to these questions will help you write your essay in Part 2.

Questions

1. A sentence from Source 1 says, "We could hear the powerful winds, breaking branches, trees uprooting and zinc sheets flying!"

   Which **two** of the following sentences from Source 3 best support this sentence? Circle your answers.

   A. The winds at the eye wall can reach speeds of 155 miles per hour.

   B. The warm ocean water evaporates and forms droplets in the air.

   C. Hurricanes also cause damage with high speed winds that can blow down trees and damage homes.

   D. Hurricanes that form in the Caribbean and the Atlantic Ocean occur between June 1 and November 30 each year.

2. Explain what could happen to a house caught in the eye wall of a hurricane. In your explanation give two examples, one example from Source 1 and one from Source 3. For each example, include the source number.

3. Which one of the three sources has the most useful information about how to be safe in a hurricane? Explain why this source has the most useful information about how to be safe in a hurricane. Use two examples from the source to support your explanation.

Directions for Part 2 (70 minutes)

You will now review your important points and sources, then plan, draft and revise your essay.
You may also look at the answers you wrote to earlier questions.

Read the task below and the information about what to include in your essay, and then begin your work.

Task

After the talk, given by the guest speaker from ODPEM, the class begins to discuss the suggestion that everyone has to be evacuated before a hurricane. Some students agree with the suggestion, and other students disagree.

Your task is to write an essay that is three to four paragraphs long. In your essay, say whether you agree or disagree with the ODPEM's suggestion.

When you write your essay remember that it should:
- *have an introduction and conclusion*
- *stay on the topic*
- *use details from more than one of the three sources to support your opinion*
- *give details from the sources in your own words*
- *include the source number for the details you use*
- *follow rules of writing (spelling, punctuation, and grammar usage)*

Write your essay on the lines provided.

References

Rudner, L. M., & Boston, C. (1994). Performance Assessment. ERIC Review, 3(1), 2–12.

Rutherford, K. (2015, April 13). *What do the standards for the mathematical practice mean to you?* Retrieved from National Council of Teachers of Mathematics: http://www.nctm.org/Publications/Teaching-Children-Mathematics/Blog/What-Do-the-Standards-for-Mathematical-Practice-Mean-to-You_/

Wiggins, G. (1989, May). A true test: Toward more authentic and equitable assessment. Phi Delta Kappan, 70, 9.