SCHOOL-BASED ASSESSMENT (SBA)

HANDBOOK FOR TEACHERS
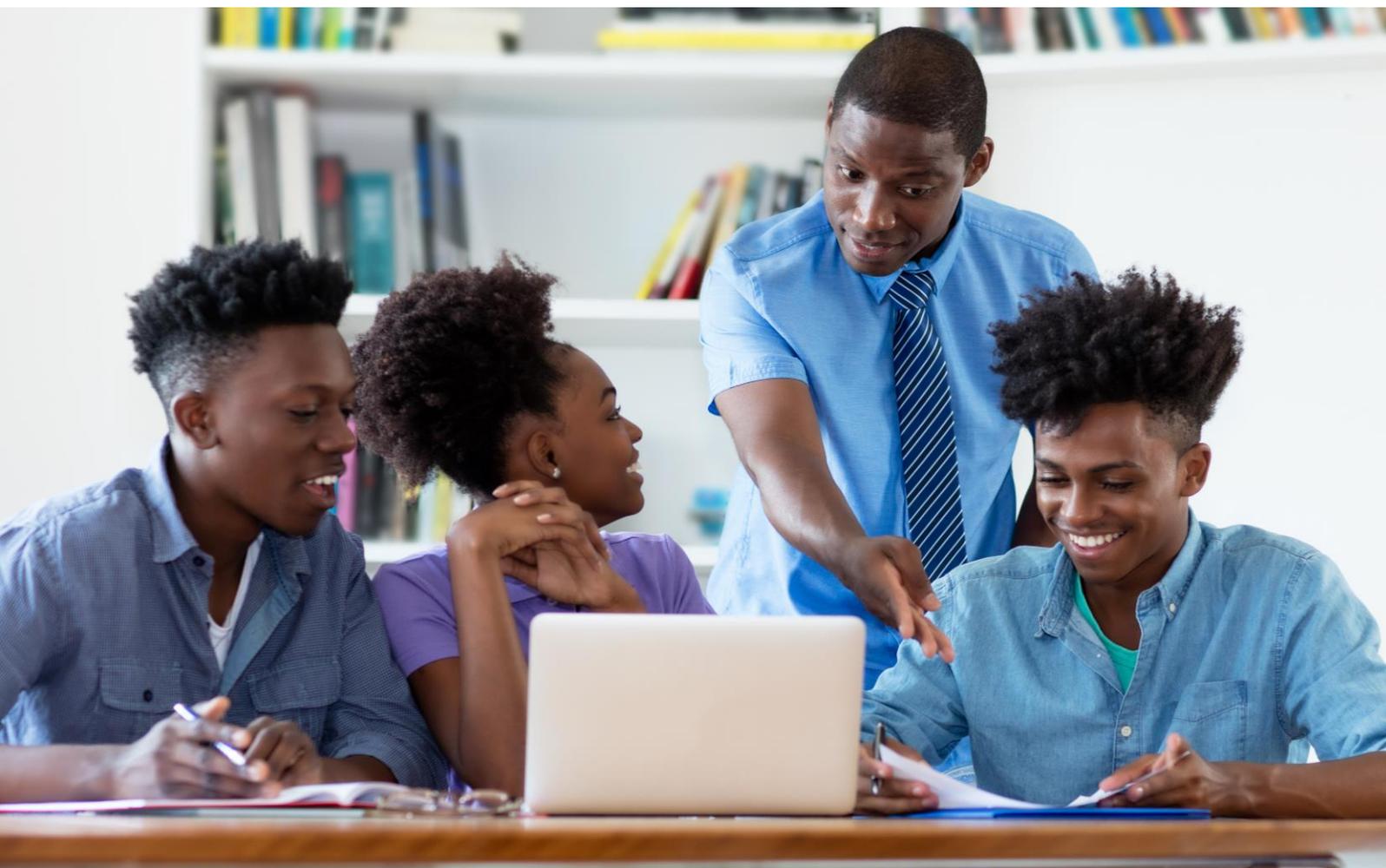
CPEA™ CCSLC® CVQ* CSEC® CAPE® CXC®-AD

*CVQ is the trademark of the Caribbean Association of National Training Authorities

First issued in 2016
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The amendments are written in italics.

This revised handbook is effective September 2019 and will be applicable for the awards issued effective May–June 2021.

Table of Contents

Background

The Caribbean Examinations Council's mission is "to provide the region with: syllabuses of the highest quality; valid and reliable examinations and certificates of international repute for students of all ages, abilities and interests; services to educational institutions in the development of syllabuses, examinations and examinations' administration, in the most cost-effective way."

The Council recognizes the significant role of teachers in fulfilling its mission and has, since its establishment in 1972, collaborated with teachers on the development and delivery of the curriculum in jointly determining the areas of the curriculum to be reflected in each syllabus.

The Council provides products for various levels of the education system ranging from Primary to post-secondary. These are Caribbean Primary Exit Assessment (CPEA™), the Caribbean Certificate for Secondary Level Competency (CCSLC®), the Caribbean Secondary Examination Certificate (CSEC®), and the Caribbean Advanced Proficiency Examination (CAPE®). Additionally, under the CARICOM Heads of Government Agreements, 2008, the Caribbean Examinations Council was mandated to facilitate the issuing of Levels 1 and 2 Caribbean Vocational Qualification (CVQ) certification within secondary schools across the region.*

In this regard, the Council has involved teachers in the evaluation of their students through course-work assessment, *called the School-Based Assessment (SBA)*. This collaborative method of assessment uses the marks assigned by teachers as part of students' final grade. *The* School-Based Assessment (SBA) which refers to assessments administered in schools and marked by the students' own teachers was introduced in some **CXC®** syllabuses for first examinations in 1979. The Council was the first major examining board to have made this element of assessment an integral part of its process. *The SBA is now an established component of all syllabuses and charges teachers with the responsibility for evaluation of a critical area of students' achievement.*

Recently, the Council made some changes to the administration of the SBA and has designed this Handbook to assist you with preparing students for the SBA. It provides, *inter alia,* useful guidelines for conducting and marking the SBA, presentation of SBA products as well as procedures for moderation.
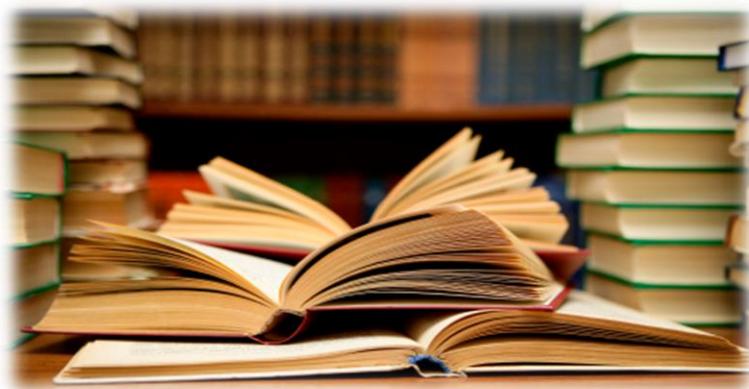
What is Assessment?

*Assessment is the process of determining the extent to which the objectives of a syllabus or programme have been achieved. It involves the use of a wide variety of methods or tools to measure and evaluate the learning progress, and skill acquisition of learners. **CXC®** engages in formative and summative assessment of its products placing emphases on assessment for learning, assessment of learning and assessment as learning.*

Assessment for learning

- *Formative and diagnostic assessments.*
- *Used to determine progress, provide feedback and make decisions during instruction.*
- *Data source is internal.*
- *Data collected over time.*
- *Data used to enhance learning.*

Assessment of learning

- *Summative.*
- *Used to measure, record and report on achievement of specific learning expectations at the end of instructions.*
- *Data is external.*
- *Data collected one time.*
- *Data used to measure learning.*

Assessment as Learning

- *Self and peer assessments.*
- *Reflections.*
- *Used by learners to further their own learning as they identify areas of strength and weaknesses and set personal goals for improvement.*
- *Data source is learner generated.*
- *Data is analyzed by learners.*
- *Testing as learning.*

What is the CXC® Assessment Policy?

The CXC® assessment policy is the overarching policy that guides decisions for the assessment of all subjects and programmes offered by the Council. Guided by this policy CXC®'s assessments are designed to be valid, fair and reliable. *To improve the fidelity and efficiency of the assessments, a minimum of three papers and question types for assessing candidates' competence are utilized. It is expected that these papers will include the following compulsory assessment tasks:*

(a)   *a multiple-choice paper;*

(b)   *a constructed response or practical paper; and,*

(c)   a School-Based Assessment (SBA) paper, and an alternate to the SBA (Paper 032) which requires the development and demonstration of the same skills assessed in the SBA. This is presented graphically in Figure 1.

In its assessment and curriculum policies, **CXC®** has committed to enhancing the nexus between these components. This will be achieved by promoting the evidence-based design in developing assessments.

The CXC® Assessment Model

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ASSESSMENT
   ├── EXTERNAL
   │      ├── Paper 01 (Multiple Choice)
   │      ├── Paper 02 (Extended Response Questions/ Structured Questions)
   │      └── Paper 032 Alternative to SBA for students not attached to an institution
   └── INTERNAL
          └── Paper 031 School-Based Assessment (SBA)
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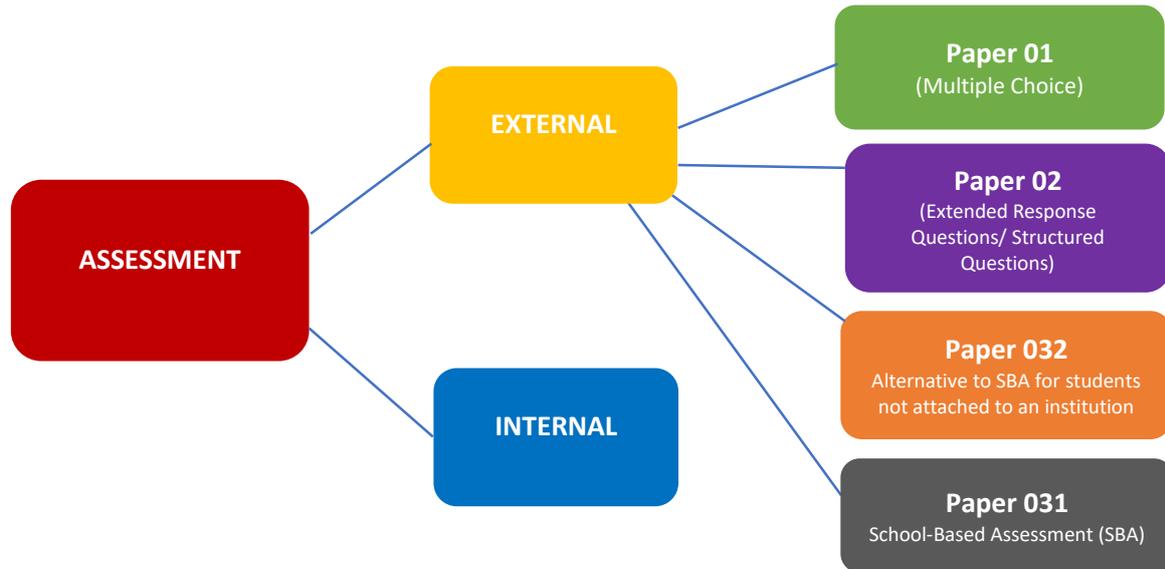
Figure 1.

What is the SBA?

The SBA is the *internal assessment component.* It is a set of assessment tasks/assignments/projects conducted in the school; carried out by the student following guidelines provided by **CXC®** and assessed by the teacher using criteria provided by **CXC®**. *The scores awarded by the teacher are moderated by CXC®.* The SBA score contributes to the candidate's overall examination grade. *The percentage contributed by the SBA varies according to the subject. This information is outlined in each syllabus.*

Why the SBA?

The SBA is an integral part of the assessment process. It is intended to assist students in acquiring certain knowledge, skills, and attitudes that are associated with the subject. The activities for the SBA are linked to the syllabus and should form part of the learning activities that will enable the students to achieve the objectives of the syllabus.

The SBA serves a number of important functions. The SBA:

1. provides opportunities to gather data on student performance over time. Obtaining assessments *data* on student performance over an extended period of time and developed by those who know the students best – their subject teachers, *consequently it* provides a more reliable assessment of each student;

2. serves to motivate students by engaging them in meaningful *authentic* activities that are relevant to them;

3. aligns assessment with curriculum and instruction;

4. provides students with multiple opportunities to demonstrate their competences;

5. allows students to be active participants in *the learning* and assessment processes;

6. gives credence and recognition to the teachers' informed judgments about students' performance;

7. allows teachers to be critical leaders in the assessment process;

8. *promotes positive teaching and learning experiences;*

9. *reinforces curriculum aims for teachers, promote good teaching practices, guides future planning and captures students' performance for course duration;*

10. *supports the development of twenty first century skills among learners such as collaboration, creativity, critical thinking and communication;*

11. *caters to the divergent needs of students; and,*

12. *adds to the validity of the assessment outcome by facilitating a more comprehensive measurement of learning outcomes and by focusing classroom instruction on the development of critical skills.*

Please Note

The SBA is designed to:

1. *be an integral part of the teaching learning process;*

2. test skills and abilities that cannot be adequately tested by external assessment;

3. *be a continuous assessment activity and not a one-shot attempt;*

4. provide opportunities for teachers and students to *individualize* aspects of the syllabus;

5. provide students with formative feedback as it is conducted over the course of several months. This formative feedback should improve student learning as they work through aspects of the SBA task; and,

6. allow the students to improve on initial attempts to develop the requisite knowledge, skills and attitudes required to acquire the best possible score on the activity.

The SBA should focus on:

1. the application of knowledge, skills and attitudes (for Science these will include observation, investigation and experimentation);

2. opportunities for innovation and entrepreneurship (for TVET subjects these include design and development); and,

3. civic responsibility (for History these include researching and documenting).

Advantages of the SBA

The SBA:

1. provides an opportunity to individualize a part of the curriculum, *thus making them adaptive to the abilities, interests, background and needs of the students;*

2. *provides optional means for different students to achieve the same goals as well as to provide the opportunity for different students in different schools and communities to pursue their goals to differing degrees of attainment;*

3. facilitates feedback to the student at various stages of the experience. This helps to build the self-confidence of students as they proceed with their studies;

4. facilitates the development of the critical skills and abilities emphasized by the subject and enhances the validity of the examination on which candidate performance is reported;

5. makes a significant and unique contribution to both the development of relevant skills and the *assessing* and rewarding of students for the development of those skills;

6. caters to multiple intelligences as various teaching and learning strategies are utilized;

7. provides students with skills needed to function in everyday life; and,

8. provides multiple opportunities and multiple ways to develop and demonstrate knowledge, skills and attitudes.

Disadvantages of the SBA

The SBA may present some challenges for students and teachers such as:

1. *feeling of constantly being assessed;*

2. *feeling that every error counts;*

3. *unavailability of required resources; and,*

4. *being more time consuming – requires more preparation and planning.*

Changes to the SBA (The SBA Policy)

In 2011, the Council made some changes to the administration of the SBA and developed a policy that outlines the way forward for the conduct of SBAs.

The following are the key components of the Policy that impact the implementation of the SBA.

1. Group/ Team work *for* SBA should be encouraged and utilized where appropriate.

2. Students doing more than one subject in a cognate group (for example, *in Business and* the Sciences Investigative Project) should submit one SBA per cognate group.

3. Each SBA across levels should be of consistent size. Word count should not exceed 1000 for **CSEC®** and 1500 for **CAPE®** subjects.

4. The term School-Based Assessment should replace other terms used at various levels for internal assessment.

5. The use of portfolios, observations, learning journals, presentations, observations, peer evaluations and research assignments in the SBA should be endorsed and implemented.

6. A thematic approach should be employed in the development of SBAs.

7. *Students should be allowed to submit a single SBA for group projects and be awarded a common mark.*

8. Students *are required* to submit the SBA electronically.

9. *Effective September 2020, all **CSEC®** Syllabuses including Human and Social Biology will have a SBA component.*

Guidelines for Administering the SBA

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their SBA assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in the syllabuses for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of *the* SBA. The guidelines provided for the assessment of these assignments are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students in the School-Based Assessment component of the course.

The Council seeks to ensure that the School-Based Assessment scores are valid and reliable estimates of accomplishment. The guidelines provided in the syllabus are intended to assist in doing so.

The Council *also* undertakes the moderation of a sample of the School-Based Assessment assignments marked by each teacher.

SBA and CVQ* Alignments

The School-Based Assessment component of the technical vocational syllabuses offered at **CSEC®** *and* **CAPE**® *may comprise assignments which integrate units from the* **CVQ*** *Levels 1 and 2 occupational standards. Candidates who successfully complete the* **CSEC®** *and* **CAPE**® *examinations will be awarded the requisite* **CSEC®** *and* **CAPE**® *qualifications. Where applicable, for the Units aligned to the SBA candidates may also be awarded a Statement of Competence with the list of Units for which they have attained competence.*

Transfer of SBA Grades Across Units and Across Subjects

*Candidates may submit One SBA for two units in **CAPE®** if the two units are completed in the same year. Candidates who enter for Unit 1 or Unit 2, in different sittings, may reuse the moderated SBA score obtained in a previous sitting of either Unit within the preceding two years. The SBA score may be reused in either Unit, or in both Units, irrespective of the Unit in which it was first obtained. **There are however, a few exceptions so candidates must be guided by the information in the syllabus.** Candidates reusing SBA scores in this way must register as 'Transfer' candidates.*

Recommended Approaches to the SBA

1.   It is not intended that the tasks/assignments/projects/exercises used for the SBA should be artificial and meaningless.

   (a)   The SBA should therefore be something that is relevant to the students' own experiences and drawn from topics/concepts that are meaningful to them.

   (b)   Teachers should work with their students to set, conduct and mark a series of assignments in keeping with the guidelines provided by **CXC®**.

   (c)   *Students should be encouraged to work in small groups, not exceeding six members, to complete SBA projects. (Note requirements in the specific syllabus).*

   (d)   *Where group work is the selected approach, teachers should monitor the progress of the group and utilize strategies such as peer and self-assessments to ensure accountability of group members.*

2.   The SBA should be completed as a continuous assessment activity (not as a one-shot assessment activity).

   (a)   *The SBA should be seamlessly integrated in the assessment of the subject and form a part of the students' grade at the school level.*

   (b)   Encourage students to work on the SBA assignment in stages. Feedback should be provided as necessary at every stage of the activity.

   (c)   Allow students multiple opportunities to redo the SBA tasks and to submit different drafts of the SBA for review.

   (d)   On each draft, provide the student with feedback that will allow him/her to improve on subsequent drafts. *The final SBA product should be the students' best work.*

3.   Where possible, schedule in-class time for students to work on their SBA. The SBA should not be seen as a totally out of classroom activity.

4.   *Teachers are expected to submit to the Council common group marks for SBAs that are completed in groups.*

5.   *Teachers are encouraged to incorporate the SBA activities in class activities. This may include providing opportunities for presentations and feedback from teachers and peers. This will help to build students' confidence and improve their skills and competencies.*

Recommended Approaches to Group Work

Groups are teams established to collaborate in order to complete specific tasks while developing skills such as collaboration, cooperation and communication. In organizing for group work, it is essential that students are sensitized about the dynamics of group work and the characteristics they are expected to demonstrate as members of a group.

Research suggests that manageable group sizes are best for ensuring quality input from each member. The optimal size of a group will vary according to the resources needed to complete the task, the skills of group members, and the nature of the task. Groups of 3 - 6 members are widely recommended in order to ensure that the value of group work is maximized and the challenges associated with larger groups are minimized (Slavin, 2010; Zakaria & Zanaton, 2006; Kooloos et al. 2011; Gilles, 2016). There are recommended group sizes in some syllabuses, however, where this is not indicated it is entirely up to the teacher to determine group size as long as it is justifiable.

1. *discuss the nature and importance of group work with the students, ensuring that they are aware that individual assignment will not be accepted in lieu of group assignment;*

2. *analyze their contexts and be guided by best practices surrounding grouping to determine the structure of the group in cases where the group size is not specified;*

3. *make sure to identify clear questions at the outset and show how these questions relate to students' interests and abilities and the teaching goals;*

4. *guide students in organizing for the completion of the task;*

5. *ensure that the key roles are assigned and that groups are using cooperative learning strategies to complete the task;*

6. *make provision for accountability of group members through the use of peer review instruments;*

7. *encourage the integration of technology tools such as Google Drive and the affordances of the Notesmaster platform to maximize collaboration among group members;*

8. *inform students of the rules guiding the completion of group tasks including consequences for limited or non-participation;*

9. *help students to reflect on their progress on a regular basis;*

10. *encourage students to develop a personal schedule or timetable to guide the execution and submission of SBA assignments;*

11. *create rubrics at the beginning of SBA task and use these for guiding the learning process and for assessing work; and;*

12. *resolve small-group conflicts as soon as they arise and show students how to prevent trouble in the future.*

Students should:

1 *ensure that they have a good understanding of the task to be completed and the criteria that will inform the assessment of the task;*

2 *be aware of the roles and responsibilities of the members of the group;*

3 *demonstrate accountability for the completion and quality of the work to be submitted; and,*

4 *demonstrate a willingness to engage in self and peer assessment.*

Role of the Teacher in SBA

Teachers are critical leaders in the SBA process and perform a number of key roles. *They*:

1. Ensure the task selected for the SBA activity is related to given syllabus objectives. This task should fit in the normal work being done in the class.

2. Analyse the task selected and develop detailed criteria for assessing the selected task using the example given in the syllabus as a guide.

3. Examine the mark scheme given in the syllabus and if this is different (for example, in the sciences); construct a mark scheme which can be used accurately and consistently.

4. Provide a list of resources that students will need to complete the SBA.

5. Mark all practical work according to SBA standards.

6. Give students access to the criteria and mark scheme that will be used to assess the task.

7. Give students adequate opportunities to practice similar tasks.

8. Provide feedback to the students on their work and allow them to revise their SBA based on feedback provided. Good feedback contains information the students can use to improve their learning.

To successfully administer the SBA and to maximise the potential of the SBA to the learning process, it is important that teachers:

1. manage the SBA as part and parcel of the internal work of the school;

2. understand what SBA tasks are to be done and how they are to be done;

3. *are* aware of the criteria being used in assessment; and,

4. assess assignments competently.

Benefits of Group Work

1. *Deepens understanding of content.*

2. *Increases overall achievement in grades.*

3. *Improves self-esteem.*

4. *Increases motivation to remain on task.*

5. *Helps students become actively and constructively involved in content.*

6. *Draws upon the past experience and knowledge of members.*

7. *Improves students' collaboration and communication skills.*

8. *Encourages students take ownership of their own learning.*

9. *Provides students with authentic learning experiences which prepare them to function in the real world.*

10. *Reduces the demand on the teacher to provide individual guidance for students.*

Disadvantages of Group Work

1. *High performing students are usually fearful because of the view that this will negatively affect their scores and grades.*

2. *Group work may promote inequity of contribution of individuals and results in unfair award of scores.*

3. *Lack of individual accountability.*

4. *A common grade may lead to higher marks for students who perform poorly and lower marks for those who perform better.*

5. *Possibility of group members' freeloading or exhibiting overdependence on others in the completion of tasks.*

PLEASE NOTE:

The SBA provides an excellent opportunity for students to get feedback, conduct self-assessment, apply their knowledge and skills and improve their learning and achievement.
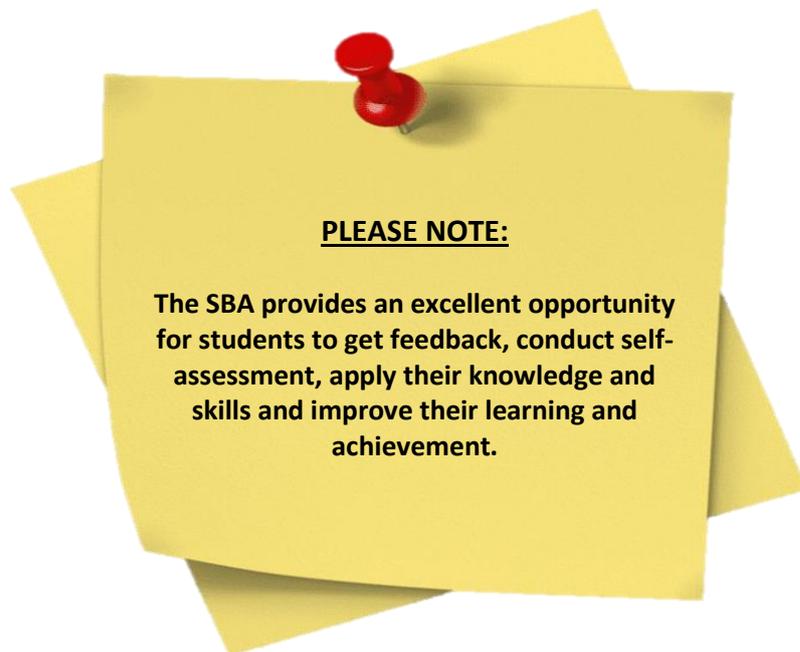
Characteristics of Effective Feedback

The primary purpose of feedback is to convey meaningful information to the recipient. Feedback is at the centre of School-Based Assessment. It helps learners to maximize their potential at different stages of learning, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

Figure 2.
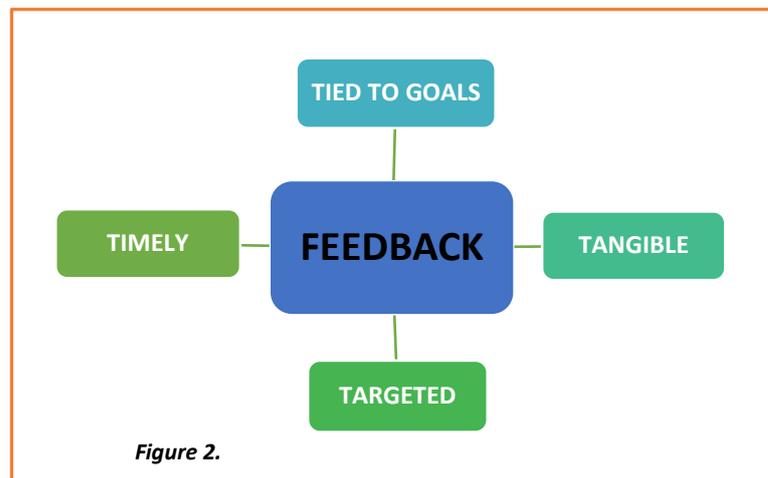
Effective feedback should be:

1. ***Timely:*** *It should provide students with ongoing information on how they are progressing in relation to the stated goals. Thus, in order for feedback to be effective, it must be given prior to the work being graded so that students have a chance to make adjustments, corrections, or complete changes to their work and get closer to their ultimate goals.*

2. ***Targeted:*** *Feedback provides data on students' current performance. It points to specific things and the effect these will have on the effective completion of the task. Giving students targeted feedback, shows them that the teacher is focused on addressing individual performance rather than offering generic advice.*

3. ***Tangible:*** *Tangible feedback is focused on things we can actually do something about. It is actionable. With the more tangible feedback, students know specifically what they need to do to correct the problem.*

4. ***Tied to Goals:*** *The point of feedback is to give students information about their progress towards a goal. Thus, the feedback needs to have a clear connection to the learning goal. It needs to show students how close they are to achieving that goal and point them to the best next steps they need to take in order to achieve that goal.*

Principles of Good Feedback

Good Feedback:

1.   *facilitates the development of self-assessment in learning;*

2.   *encourages teacher and peer dialogue around learning, and helps to clarify what good performance is;*

3.   *delivers high quality information to students about their learning, and encourages positive motivational beliefs and self-esteem;*

4.   *provides an opportunity to close the gap between current and desired performance; and,*

5.   *provides information to teachers that can be used to help shape their teaching and feedback (Griffiths, 2016).*

Ethical Considerations

Students should be encouraged to adhere to ethical practices in completing their SBA. Considerations include:

1.   *Avoiding plagiarism such as submitting another person's work as their own and failing to acknowledge intellectual property;*

2.   *Practising ethical procedures in conducting their research including getting consent, avoiding fabricating results or misrepresenting information and ensuring confidentiality; and,*

3.   *Crediting the work of others in text as well as in the reference.*

In conducting the Task Analysis and Criteria Development for the SBA, here are some useful steps to follow.

1. List the correct sequence of the steps the students must carry out to perform the specific the task.

2. Select from the list, steps which are appropriate for assessing students' performance on a particular task.

3. Assign marks to each criterion according to the difficulty or complexity of the task.

Please Note:

1. The SBA should not be done under examination conditions as this defeats the purpose of SBA (Do not use Paper 02 examination questions, for example in History).

2. The criteria and mark scheme must be accessible to CXC®.

3. Marks should be submitted to CXC® based on the guidelines in the syllabus.

Presentation of SBA Products

The SBA products may be presented in a number of formats. The following presentation formats are typically used and should be encouraged:

1. Portfolio Assessment – *(hard copy or electronic)*

2. Learning journals

3. Dramatic presentations

4. Research assignments

5. Multimedia presentations

6. Site Visit/ Field trip

7. Orals

8. Case Studies

9. Field activities

10. Community projects/ Laboratory activities including investigations

11. Sporting activities and event planning

12. Designing/composing

Portfolio Assessment

Portfolios are important tools for assessing students' work over time. Given the nature and purpose of the SBA, portfolios provide teachers and students with the opportunity to track their progress over time and provide students with multiple opportunities to re-do given tasks.

The portfolio is a student-centred approach to assessment that can serve as a continuous evaluation tool. **It places a strong emphasis on continuous feedback and evaluation to facilitate improvement in teaching and learning**. The portfolio is a collaborative activity between the teacher and the students.

Portfolios:

1. encourage independent, self-directed learning;

2. offer opportunities for creating the intersection between teaching and assessment; and,

3. provide opportunities for students to be assessed formatively.

Characteristics of the Portfolio Assessment

Portfolio Assessment is multi-dimensional in nature and has the following characteristics:

1.   it is continuous and monitors the students' progress while they work toward the achievement of the learning outcomes;

2.   uses a wide variety of tangible evidences reflecting various aspects of the delivery and learning processes;

3.   is reflective, providing students with an opportunity to analyse their performance and track the development of their knowledge and skills; and,

4.   assessment results are used to improve the delivery and learning processes.

Advantages of the Portfolio

1.   Promotes *peer and* self-evaluation, goal setting and reflection among students;

2.   Promotes the development of critical thinking skills as students engage in authentic tasks;

3.   Enables shared goal setting between teachers and students;

4.   Facilitates student centred learning as students input in the learning process is increased; and,

5.   Provides opportunities for teachers to use formative tasks to improve learning.

Pieces included in the portfolio must be "purposefully" selected to demonstrate achievement of specific learning outcomes.

The following may be included in the portfolio:

1.   Journal entries;

2.   Reflective pieces;

3.   Data on student performance;

4.   Products of activities; and,

5.   Teachers' comments.

The role of the Teacher in Portfolio Assessment

1.   Work with the student to ensure the portfolio entries such as samples of the student's work, teacher's observations, student's reflections and records from conferences held with the student are an accurate representation of the work done by the student.

2.   Develop guidelines for selecting the content for the portfolio.

3.   Develop assessment rubric-criteria for judging the quality of the portfolio (in keeping with the guidelines provided in the syllabuses).

4.   Hold formal and informal conferences with the student to review work and discuss progress.

5.   Encourage reflection on the process.

Please Note:

1.   Portfolios must be longitudinal in nature to measure student achievement over time.

2.   Student work should be created in response to specific learning outcomes that have been communicated to them.

3.   Portfolios must focus on authentic activities that are meaningful to the students.

Learning Journals

Learning Journals/Reflective Journals

A learning journal is a collection of thoughts, observations, notes and other materials over time. These are related to a specific area of study and have selected learning outcomes. Learning journals support student learning as they engage in the process of writing and thinking about their learning experiences.

The use of learning journals as an assessment tool promotes reflection on the learning process. Through journal writing, students are provided with opportunities to reflect on their learning styles, preferences and experiences and use these as a way to improve their learning. Learning journals are excellent tools for continuous assessment.

Advantages of Learning Journals

1.   Facilitate self-monitoring and self-assessment.

2.   Support reviewing and re-reading of written pieces and reflection on experiences.

3.   Encourage active engagement in their own learning.

4.   Facilitate self-directed learning.

5.   Promote critical reflection.

6.   Encourage awareness of how they learn.

The role of the Teacher

The teacher should:

1.   clarify the role and purpose of the learning journals;

2.   work with students to identify learning events/products that can be recorded in their journal;

3.   develop guidelines for creating their learning journals; and,

4.   work with students to identify the different features of their learning journals.

Research Assignments

Research means to carefully analyze a problem and do a detailed study of the specific problem, by making use of the relevant scientific methods.

A research assignment can be a research project or an investigative project. It is a task designed to provide in-depth or deep original study about an issue, a topic or problem to be addressed within the environment or society.

Advantages of Research Assignments:

1.	*Help students gain a more in-depth understanding of the topic or issue.*

2.	*Empower students to synthesise information based on data collected and draw relevant conclusions.*

3.	*Help to increase students' self-confidence, tolerance for challenges and ability to work independently as well as collaboratively.*

4.	*Help students to be more reflective and to develop independent critical thinking, metacognitive and decision-making skills.*

5.	*Empower students to apply the use of the scientific method for discovery of new knowledge and the solution of problems.*

6.	*Enhance students' oral and written communication skills.*

7.	*Increase students' intrinsic motivation to learn, and demonstrate a more active role in learning.*

Disadvantages of Research Assignments

1.	*Students may find them to be too time consuming to complete.*

2.	*Students may not be able to get the commitment of, or the authentic information from participants.*

3.	*Teachers may find it challenging to supervise and grade the projects.*

The Role of the Teacher in Managing the Research Assignment

The School-Based Assessment is an integral part of the evaluation scheme of the syllabus. Teachers are expected to guide and monitor students' progress and score the finished product in accordance with the criteria set out in the mark scheme.

In addition, teachers should:

1.   advise students on the areas suitable for research;

2.   assist in the refinement of the research question;

3.   approve students' research question and plans;

4.   advise students about the deadlines for completing and submitting the interim drafts and the final report;

5.   advise students of the nature of the task and the scope and depth of research required;

6.   advise students on the availability of resource materials;

7.   monitor students' progress by advising them on the quality of their work in progress and suggesting ways to improve quality;

8.   employ appropriate techniques to establish authenticity of their *students'* work. These techniques may include oral questioning and review of students' progress reports and preliminary drafts;

9.   mark the research reports submitted by students;

10.   keep a record of students' marks and submit it together with samples of work as requested by **CXC®**; and,

11.   attach the research proposal/strategy sheet to each sample script submitted.

Site Visits/Field Trips

Site visits and field trips can provide students with excellent learning opportunities and do not need to be complex and costly. However, careful preparation is essential if students are to benefit from these activities. Site visits or field trips can provide students with access to new opportunities for learning and experimenting to which they would not otherwise be introduced. The larger the numbers involved, the more critical coordination becomes. Planning is the key to hosting a successful site visit or field trip. An appropriate plan should provide students with experiences which expand and reinforce their understanding.

Planning of a site visit or field trip includes:

1.   administration;

2.   student preparation;

3.   on-site activities; and,

4.   follow-up.

Site visits and field trips must focus on objectives included in the syllabus. Students must be prepared and they should be involved in the planning process.

The Role of the Teacher

<u>Trip Selection</u>

1.   Identify the rationale, objectives and plan of evaluation for the site visit/field trip.

2.   Select the site to be visited. Contact the relevant authorities for the site and arrange the date and time. Record addresses, directions, contact persons, phone numbers and email addresses.

3.   Conduct a pre-visit to familiarize yourself with the major features of the site.

<u>Logistics Planning</u>

1.   Obtain approval from administration.

2.   Organise transportation.

3.   Make arrangements for meals if needed.

4.   Develop a schedule *and activity sheet* for the day.

5.   Arrange for special equipment – supplies and digital camera.

6. *Secure an emergency kit.*

7. Seek parent/guardian permission.

8. Collect money for admission fees and transportation cost if necessary.

9. Provide alternative arrangements for pupils who will not be going on the trip.

10. Create a list of the names of all students and names and numbers of emergency contacts.

11. Contact the other persons/chaperones who will accompany you on the trip.

Preparing Students Before the Trip

1. Discuss the purpose of the site visit/field trip and how it relates to the current unit of study.

2. Discuss specific tasks to be carried out.

3. Explore the Website (Google Earth) of the location to be visited.

4. Discuss the standards of conduct for the trip, lunch plans, appropriate clothing to wear for the trip and so on.

5. Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit.

6. Discuss the schedule for the site visit/field trip.

Final Planning

Check all permission slips the day before the field trip.

Conducting the Trip

On the day of the trip:

1. Divide class into small groups and assign chaperones to groups.

2. Assign each student a partner.

3. Place a class list and student emergency forms in a folder.

4. Secure a cell phone.

5. Take along an emergency kit.

6. Take inventory of specific equipment (for example, recording devices – digital camera,

audio recorder; measuring devices and other supplies pertinent to the particular field trip.

Post-Site Visit/Field Trip Activities

Just as quality pre-planning is essential to the success of a site visit/field trip, planning for appropriate follow-up activities will facilitate student learning and multiply the value of hands-on experiences outside the classroom. The following activities provide a general guide when planning for post-field trip classroom experiences.

1. Provide time for students to share general observations and reactions to field trip experiences.

2. Share specific assignments students completed while on the field trip.

3. Link field trip activities to curricular areas.

4. Evaluate student assignments/activities.

Evaluating the Site Visit/Field Trip

The answers to the questions below will provide a good reference for future site visits/field trips.

1. What was of unique educational value in this site visit/field trip?

2. Did the students meet the objectives/expectations?

3. Was there adequate time?

4. Was there adequate staff and adult supervision?

5. What might be done differently to *improve similar activities in the future?*

6. What special points should be emphasized next time?

7. What special problems should be addressed in the future?

8. What would improve a visit to this site in the future?

Practical Work and Experimental Skills (Science)

Practical activities are an integral part of any science. Students doing the sciences are expected to master certain practical skills laid out in the syllabuses. Each must be assessed on a regular basis for submission to the **CXC®**. Students must be given practice in acquiring these skills before they are formally assessed. Setting up, monitoring and marking of practicals take time and effort. However, the actual practical sessions can be very exciting for both the teacher and the student.

Role of the Teacher

The teacher should facilitate students' learning of accurate and unbiased information that will contribute to a more scientifically literate society that is capable of making educated and ethical decisions regarding the world in *which we live*.

Safety and General Procedures

Before the lab:

1.   Check equipment to ensure that they are not damaged or leaking.

2.   Have a first aid kit handy and a fire extinguisher.

3.   Familiarize students with emergency procedures.

During the lab:

1. Remind students to use small quantities of reagents and materials to avoid spillage.

2. Always warn students to be careful when using chemicals which are corrosive or flammable.

3. Remind students to point the mouth of the test tube at an angle away from others when heating and adding reacting substances.

4. Ensure that the gas is not turned on before lighting matches and that flammable liquids are kept well away from lighted burners.

5. Remind students to pour reagent on the side of the reagent bottle away from the label so that drainage does not damage the label.

6. Warn students not to contaminate reagent chemicals by pouring back unused chemical into original bottle.

7. Cover bottles immediately after use with the correct stopper.

8. Warn students not to pour chemicals down the drains of sinks.

9. Keep moving around the lab *and monitoring students.*

After the lab session:

1. Make sure the water taps and gas taps are turned off.

2. Replace reagent bottles in their correct places.

3. Leave the lab as you would like to find it.

Successful Practicals

The practical lessons will be successful if you are well prepared and students know what is expected of them.

1. The aim of the practical activity and procedures should be clearly understood by all students.

2. Check the availability and accessibility of the required materials and apparatus.

3. Encourage group work.

4. Students should be encouraged to write results directly into their lab books and *this* should be recorded faithfully.

5. Students should be encouraged to refer to the aim in writing the discussion.

6. Lab books should be corrected regularly and marked as soon as possible. Feedback should be written in the lab books.

An effective way of verifying authenticity is to insist on check points for students to show how their work is progressing. Teachers may also use brief oral questions to verify that candidates did indeed engage in the research activities. Some teachers may require candidates to submit preliminary drafts along with the final version, although only the final version will be assessed.

PLEASE NOTE:

Please refer to specific syllabuses for detailed descriptions of the SBA for that syllabus.
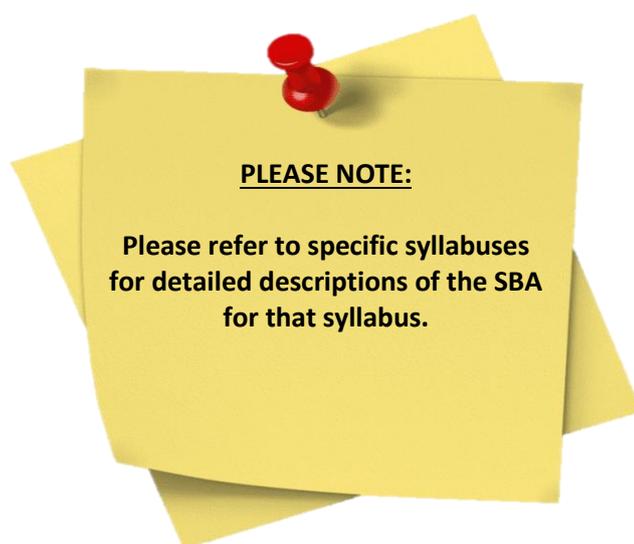
Peer Assessment

Peer assessment involves students taking the responsibility of assessing their peers' work against a set of criteria. It engages students in the learning process and develops their capacity to reflect on, and critically evaluate their own learning and skill development. It supports the development of critical thinking, interpersonal and other skills, as well as enhances understanding within the field of knowledge of a discipline.

Peer and group assessment are also often undertaken together. Typically, the members of a group assess the performance of their peers in terms of their contribution to the group's work.

Peer assessment is useful in formative assessments (formal, informal, traditional, authentic), group works, pair works, and class projects. The concerns associated with peer assessment can be resolved with academic moderation, careful student group formulation and the provision of clear guidance and criteria, which will reduce or prevent their exposure to inconsistencies in peer assessment.

Advantages of Peer-Assessment

1. *Peer assessment can promote a sense of fairness in the context of assessing group work tasks. It illuminates individual contributions and encourages greater commitment to the group's effort.*

2. *With formalized peer assessment processes, students can become more active agents in assessment procedures. They can also gain insight into the complexities of interpreting and grading evidence of learning. Students will therefore "feel ownership" of the assessment (and learning) process rather than alienated or victimized by it.*

3. *It helps students to become reflective practitioners and to develop critical thinking and metacognitive skills.*

4. *It empowers students to be more responsible in directing and managing their own learning.*

5. *It empowers students to promote fair judgment and critical thinking when evaluating the work of co-learners.*

6. *It motivates students to learn with others, and from critical appraisals received from others.*

7. *It encourages deep-learning, and motivates students to be more engaged.*

8.   *It develops collaboration, trust, inter-personal skills and an awareness of group dynamics.*

9.   *It encourages students to understand and take ownership of the assessment criteria thus deepening the students' understanding of the assessment criteria, and helping them to realize how they can improve next time.*

Limitations/Disadvantages of Peer-Assessment

While there are significant benefits of implementing peer assessment in teaching and learning there are some limitations which should be considered. These include:

1.   *It can be difficult for students to give fair, objective, and sound judgment on assessment independent of friendships/affiliations or any personal factors, devoid of any biases (Prone to biases).*

2.   *It can be time consuming and perceived as stressful or as additional task by students.*

3.   *It is a challenge to translate negative feedback or criticisms to positive actions that will lead to improved output. Negative criticisms may create tensions or may trigger ill feelings among classmates.*

4.   *Prejudices, personality clashes and personal loyalties may distort the results of peer assessed work.*

Role of the Teacher in Peer-Assessment

1.   *Provide or negotiate clear assessment criteria.*

2.   *Train students to understand the required criteria and how to apply the criteria of the rubrics to the requirements of the task.*

3.   *Sensitize students about their responsibilities as members of a group and that of a peer-assessor.*

4.   *Explain to students the rationale for engaging in peer assessment.*

5.   *Ensure there are clear directions to students on the need to be critical but constructive to avoid the risk of undermining group cooperation.*

6.   *Support students in peer–assessment.*

Self-Assessment

Self-assessment involves students taking responsibility of assessing their own work against a set of criteria. Typically, learners assess their performance in terms of their contribution to group work or in relation to the achievement of set goals or the completion of individual tasks. Self -assessment is useful in formative assessments (formal, informal, traditional, authentic), performance-based assessments, oral presentations (debates, reports) and written presentations. It engages students in active reflective learning and develops their potential to engage in critical evaluation of their own learning and skill development. It supports the development of intrapersonal skills, as well as enhances students' understanding of content, processes and actions. Self-assessment can be used along with peer assessment in the assessment of collaborative tasks.

Advantages of Self-Assessment

1.   *Encourages students to self-reflect and become more responsible and self-directed learners.*

2.   *Helps students become intellectually independent and understand the purpose of their learning and what they need to do to achieve their goals.*

3.   *Helps students objectively accept and correct their mistakes.*

4.   *Helps teachers to see how the students perceive their own learning and adjust instruction and assessment accordingly.*

5. *Encourages deep-learning, engagement and motivation of students to meet set standards.*

6. *Encourages students to understand and take ownership of the assessment criteria.*

Disadvantages of Self-Assessment

1. *Students may give inaccurate self-judgments as they may either overestimate or underestimate their performances.*

2. *May be considered as time consuming as students see it as added work.*

Role of the teacher in Self-Assessment

1. *Provide or negotiate clear assessment criteria.*

2. *Train students to understand the criteria and how to apply it to the requirements of the task.*

3. *Support students in self-assessment.*

Moderation

CXC® moderates the SBA in order to ensure that the assessment of the work of <u>different</u> schools carried out by <u>different</u> teachers using sometimes <u>different</u> tasks <u>is aligned to the standard of assessment defined by</u> **CXC®.**

The Council undertakes different types of moderation for its suite of offerings.

Visiting Moderation

Moderators or trained **CXC®** assessors, visit the schools or centres and mark tasks on site. The assessment may involve observing process skills, or evaluating the product or both. In some instances, all the tasks are assessed; in other instances, only samples of tasks are assessed.

Moderation by Remarking

Trained examiners remark samples of assignments, practical work or projects during the Marking Exercise. These samples are carefully chosen so as to analyse the quality of the marking and the consistency with which the teachers apply the Marking Scheme.

Besides providing a moderation procedure, the remarking of the assignments has another critical purpose. It is intended to assess whether teachers have understood *the* Council's procedures. Council provides moderation feedback reports to teachers with comments designed to help teachers to improve their professional expertise in assessment. This diagnostic concept is a critical feature in the development of the teachers of the region.

Oral Examination

Approved examiners conduct oral examinations at a school or a centre using a set of tasks or examination questions prescribed by **CXC®** Centre.

Moderation

CXC® conducts centre moderation for all subject offerings. Each Centre registering candidates for the examination is required to submit ONE sample consisting of the work of a maximum of five candidates per subject. Teachers of a specific subject, at a given centre are therefore required to collaborate on ALL aspects of the School Based Assessment requirements.

PLEASE NOTE:

Check individual syllabuses for the type of moderation that is done for that subject.
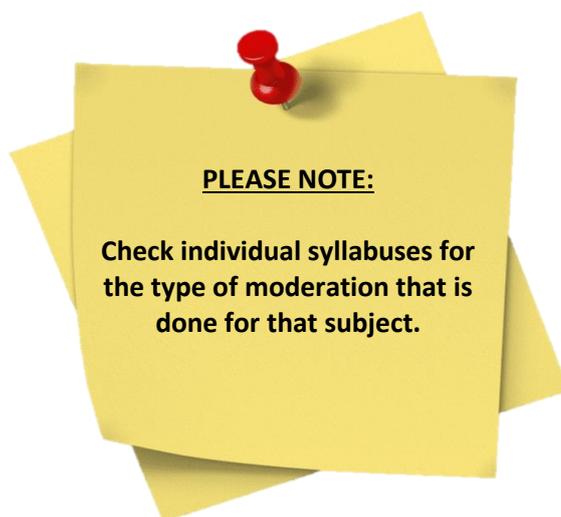
Compilation and Submission of SBA Scores

Online SBA
All centres are required to submit SBA marks, the Estimated Grade and Order of Merit electronically. The SBA Data Capture Module of the Online Registration System (ORS) must be used for the submission of ALL SBA marks.

The SBA marks may be submitted using the import/export menu. **The programme will not permit the submission of marks unless SBA marks, Order of Merit and Estimated Grades, have been entered for all candidates for all subjects.**

The relevant documentation is available online for download from the Council's website (**www.cxc.org**) and all enquiries concerning the programme may be directed to the Local Registrar's Office**.**

Please Note:

1. Great care should be exercised in the recording and totalling of all SBA marks submitted. SBA marks must be whole numbers.

2. The teacher(s) preparing candidates MUST submit the SBA mark, Estimated Grade and Order of Merit <u>for each candidate</u> in the centre who is registered for the SBA component of the subject.

3. Teachers must ensure that the Order of Merit and the Estimated Grade submitted are based on the candidate's overall performance in the subject and not the SBA component only.

4. Principals and teachers should ensure that all candidates registered for subjects with SBA components, either

    (a)   have scores for the current year;

    (b)   are Resit Candidates from the PREVIOUS year; or

    (c)   are private candidates, registered for the alternative to the SBA (Paper 032). This applies only to the May-June Sitting.

5. Candidates who did no work for the current year and have no SBA scores from the previous year must be indicated by selecting the "No SBA" checkbox on the SBA Data Capture Screen. <u>Zero scores must not be recorded for these candidates.</u>

6. SBA marks must be submitted to the Local Registrar, by the date prescribed by the Local Registrar.

7. The school must obtain from the Local Registrar, confirmation that the SBA marks submitted online were received.

Guidelines for Submitting SBA Samples

1. Submit, to the Local Registrar, the SBA work of a sample of candidates in accordance with the guidelines set by **CXC®**

2. After the SBA marks have been entered online, a list of the candidates whose work should comprise the sample for the centre must be generated using the SBA programme.

3. Submit the work of each selected candidate *or group* together with the completed SBA Moderation Form *electronically.* Remember to include **the printed list indicating the sample selected by the SBA programme.**

4. *The completed SBA Moderation Form and the printed list indicating the sample selected by the Online Registration System (ORS) must be given to the Visiting Moderator.* **DO NOT** *use the SBA Moderation Form as a SBA record sheet.* ***The moderation form should be used to record the registration numbers, candidate names and SBA marks for the candidates whose work is being submitted as part of the SBA sample.***

5. If a teacher is unable to submit the work of particular candidates or samples of the candidates' work, a full explanation of the school's non-compliance with the Council's regulations **must** be submitted by the Principal to the Registrar by June 15.

6. Each item of the selected samples of work must be clearly identified with **bold** inscriptions of:

    (a)   the candidate's name;

    (b)   the candidate's complete registration number as assigned by the Council; and,

    (c)   the subject/Unit and the Proficiency.

7. *The SBA samples selected by the ORS for each subject must be submitted electronically via the ORS (https://ors.cxc.org)* **unless otherwise stipulated**. *The SBA samples selected by the ORS for each subject must be submitted electronically via the ORS (https://ors.cxc.org)* **unless otherwise stipulated**.

8. *Where hard copies* are submitted the package or envelope must be clearly marked with the:

    (a)   centre code;

    (b)   name of the subject and the proficiency; and,

    (c)   name of the teacher(s) who marked the sample of work.

Retention of Assignments
The work of the candidates should be retained at the school for at least 3 months following the publication of results.

Examination Work – Copyright
All assignments, projects and assessment sheets are part of the examination records and will be considered the property of **CXC®**.

Resit Candidates
Effective 2020, candidates may reuse any moderated SBA score within a two-year period. In order to assist candidates in making decisions about whether or not to reuse a moderated SBA score, the Council will continue to indicate on the preliminary results if a candidate's moderated SBA score is less than 50 per cent. Candidates reusing SBA scores should register as "Resit candidates" and must provide the previous candidate number when registering

Candidates wishing to register as Resit Candidates must ensure that their registration information is identical to that submitted for the previous June's examination.

All SBA documents are available on the CXC® website. (www.cxc.org)

Question 1: What procedures must teachers follow if they suspect students have copied, bought or in any way been caught in fraudulent activities with respect to the completion of their School-Based Assessment task, especially since you enter only the score online and there is no guarantee that the SBA will be requested as one of the sample pieces for moderation?

Answer: The SBA is a continuous exercise and fraud should be detected during the process and not at the end. If fraud is discovered only when the SBA is submitted, then it suggests that the teacher dealt with the SBA as a summative assignment, not formative. In other words, the teacher was not vigilant. If plagiarism is discovered early, the teacher should consult the Head of Department and Principal so the student can be warned and the work redone.

In recent times teachers who are presented with completed work from candidates for submission have interviewed the candidates about the work and then referred the matter to **CXC®** along with the findings from the interview. The Awarding Committees will make the determination whether or not to accept the work.

Question 2: What action does **CXC®** take if students are caught committing fraudulent activities in their School-Based Assessment tasks?

Answer: Once the matter is brought to **CXC®**'s attention, the Final Awards Committee will review the case based on the statements submitted by the teacher and the candidate. The penalty for fraud is cancellation of the result.

This is in accordance with **Regulation 6.2: If the Council is satisfied that the examination in any subject at any centre has not been conducted in accordance with its Regulations or that there has been any irregularity whatever connected with the examination which could materially affect the candidates' results at any centre, the Council may, at its discretion disqualify any or all of the candidates at that centre.** (Regulations for the Conduct of the Council's Examinations, Definitions, Regulations and Procedures, 2008)

Question 3: Is there an objective method to calculate the scores of the students in your class which you will then use to predict what Grade they will most likely get in the exam?

Answer: The teacher's professional judgement based on his experience of the candidate's accumulated class performance is as good as any other objective method. In any case, in some subjects, students' class assessment will include tests and quizzes which by themselves are objective instruments, despite the fact that they are teacher- made.

Question 4: Using the principle of formative feedback, much challenged students can do relatively decent school-based assessment tasks but perform dismally in Papers 01 and 02. What is **CXC®**'s view of this? Does this reflect badly on the teacher?

Answer: **CXC®** is aware that the SBA is done under circumstances quite different from controlled examination conditions. SBA is formative. Papers 01 and 02 are 'one-shot', external and summative. However, the teacher must try to be as honest and truthful in assessing the SBA. Studies have shown that there is a very high correlation between students' SBA performance and external performance.

Question 5: How much feedback is too much feedback? Can there be too much feedback?

Answer: **CXC® Feedback to teachers**
No. The questions on the Feedback form are specific and the answers will be specific as well. That is what all exam boards do. What is important is the extent to which the students and teachers are able to benefit from the feedback provided.

Teacher's Feedback to student
Yes. Teachers are expected to supervise the SBA, providing guidance as the candidates refine the work. The work presented must be that of the candidates; not work which is ultimately that of the teacher. Teachers' feedback should <u>not</u> equate to dictating the SBA.

Question 6: Should teachers mark work where there is evidence of plagiarism?

Answer: Answered under Question 1: Student must re-do.

Question 7: What action does **CXC®** take if students are found plagiarising?

Answer: Plagiarism is a universal intellectual offence and is taken very seriously. The penalty for plagiarism is cancellation of results. (See Question 2)

Question 8: What recourse do teachers have if students refuse to do SBA tasks?

Answer: This is an internal matter to be dealt with by the school. The SBA is a component of the examination, so if candidates do not submit SBA, **CXC®**'s regulations are clear, they will be reported Ungraded – No SBA submitted.

Regulations for the Conduct of the Council's Examinations, Definitions, Regulations and Procedures, 2008:
Regulation 2.1.10: Candidates presented by recognised Educational Institutions must submit within the year of the examination, their SBA assignments as required by the syllabus.
Procedure 13.4.3: Candidates will be reported **"UNGRADED: NO SBA RECORDS/SAMPLES RECEIVED"** if the required SBA was not submitted by the presenting institution on their behalf or if, the Council having

requested samples of the work done by the class, none was submitted by the presenting institution.

Question 9: If a teacher knows that a student has done the SBA assignment, the teacher has seen the several drafts in process, the teacher has marked it but when the teacher is about to enter the summative mark the student has lost the SBA, can the teacher still enter the grade without having the physical evidence of the assignment?

Answer: Good record-keeping by the teacher would avoid this occurrence. The Teacher should have an SBA file to serve as portfolio of SBA work. This file should be kept secure and access restricted.

Question 10: *How should teachers treat with situations where students did not contribute to the group task?*

Answer: *Teachers are encouraged to carefully monitor group activities to ensure all group members contribute to the completion of the assigned tasks. However, in the event that a group member fails to contribute, teachers should evaluate each situation and at their discretion or in consultation with the group members, determine whether the student remains or is removed from the group.*

Question 11: *Can a teacher enter both individual and group scores for the same class?*
Answer: *Yes. In the same class, some candidates may be assigned to work in groups while others work individually.*

Question 12: *How do we account for differences in the contribution of group members when assigning the score for a group project?*
Answer: ***We do not. The difference in performance will be evident on the other individual papers.***

Question 13: *If a student completes a group SBA project in the initial sitting and is resitting the subject, will he or she be able to re-use the score from the previous sitting?*
Answer: ***Yes. Once the group work was submitted in the previous sitting, the student retains the score when he or she*** *registers for the resit option and presents the correct unique candidate number.*

Question 14: *Under what condition should a teacher be able to submit a whole class for ONE group SBA?*
Answer: *This is recommended when the class size does not exceed 6 members o**r** **when the nature of the project may allow for larger groups.***

Question 15: *Is group work allowed in all subjects?*
Answer: *Group work is encouraged for all syllabuses where it is deemed appropriate. There are however a few exceptions. This information is stated in the syllabus.*

Question 16: *How many students should make up the group for completion of the SBA?*

Answer: *While some syllabuses prescribe the recommended number of persons per group this is not done for all syllabuses. In cases where the group size is not specified, in determining the structure of the group, teachers are encouraged to analyse their contexts and be guided by best practices surrounding grouping.*

Research suggests that manageable group sizes are best for ensuring, quality input from each member. The optimal size of a group will vary according to the resources needed to complete the task, the skills of group members, and the nature of the task. Groups of 3-6 members are widely recommended in order to ensure that the value of group work is maximized. However, it is entirely up to the teacher to determine group size as long as it is justifiable.

Question 17: What are Assessed Grades and under what conditions are students entitled to Assessed Grades?

Answer: An Assessed Grade is like an 'aegrotat' degree awarded in universities where due to some special extenuating circumstances (approved by the Board and stated in advance) the candidate is unable to write a component paper of a subject; when all other conditions are satisfied, a special predicted score is calculated for the missing mark; then this mark is added to determine the final grade (paper, profile and/ or composite).

Question 18: Are Assessed Grades given in all subjects?

Answer: Yes, but the conditions may vary from subject to subject. For example, in some subjects if a candidate missed Paper 2 (the major paper) they may be considered for an Assessed Grade. However, in others the rules are different. When the submission is made and the supporting documentation submitted, the Council will inform the Local Registrar whether or not the candidate will be considered for an Assessed Grade.

Question 19: If a teacher wants to find out in detail more information about his/her implementation of the SBA, namely the suitability of the type of tasks assigned to students, the reliability of the marking, what procedures must be followed to ascertain this information? Are there costs attached and if so how much?

Answer: Ideally, this information should be available as part of the teacher's in-house training/ professional development and/or at **CXC®** workshops for free.

Question 20: *How can teachers receive information on the Moderation Feedback Report for the School-Based Assessment or the Comment Forms?*

Answer: *Teachers should check with their Principals or Heads of Department since the feedback form, which is the report on the moderation of the samples received from centres, are sent to schools via the ORS immediately after the results have been issued.*

The Comment Forms are available on the CXC® website. CXC® encourages all teachers to use these forms.

Question 21: Can the Moderation Feedback forms provide more guidance to teachers on how to improve their administration of the SBA?

Answer: The feedback report will provide information on the particular sample in terms of students' strengths and weaknesses (for the particular year). The year-by-year accumulated information should help the teacher improve his/her overall SBA administration. In the case of those subjects that have moderators who visit the schools to conduct moderation (on-site moderation), the moderator is well placed to provide guidance directly to the teachers.

Question 22: With Centre Moderation some teachers believe that the student that comes out top, middle and last might not necessarily be a true reflection of the particular student's ability/ranking.

Answer Selection of samples from top, medium and below is a proven statistical sampling procedure called stratified sampling. Teachers should not be concerned so long as the relevant collaboration has occurred among the teachers of the specific subject at that centre; and the SBA and its scoring have been done to the best professional ability and integrity of the teacher. It is the fairest proven system that can be employed, short of assessing each candidate's work.

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