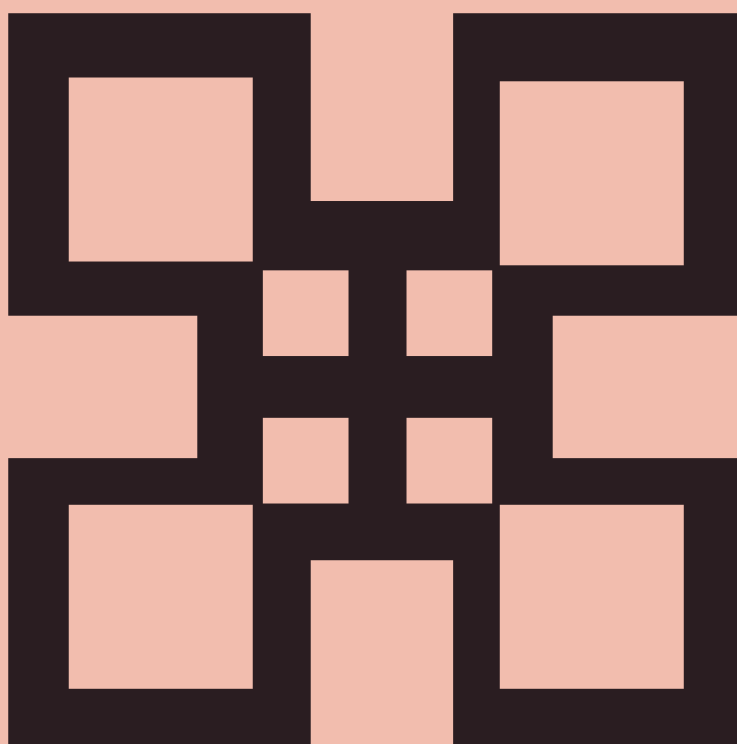


Professional Learning Community Handbook

Performing Arts

Year One



Ghana Education
Service (GES)



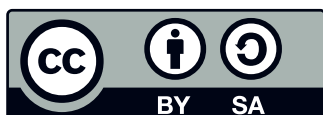
Professional Learning Community Handbook

Performing Arts

Year One



REPUBLIC OF GHANA



Published by the Ministry of Education, Ghana under Creative Commons Attribution 4.0 International License.

Contents

Introduction	1
PLC SESSION 0: Internal Assessment Structure and Transcript System for SHS/SHTS and STEM Schools	4
PLC SESSION 1: Concepts for Creating Own Dance, Music and Drama	6
Appendix A: A Sample of the Research Outline	9
Appendix B: Portfolio Assessment Sample Question	10
PLC SESSION 2: Create a Dance, Music and/or Drama	11
PLC SESSION 3: Rehearse and Perform a Dance, Music or Drama	14
PLC SESSION 4: Emerging Topical Issues in Ghana	17
PLC SESSION 5: Compose/Choreograph Dance, Music and/ or Drama Piece based on Emerging Topical Issues in Ghana	20
PLC SESSION 6: Preparing for Mid–Semester Examination	24
Appendix C: Mid–Semester Performance Test Sample	27
Appendix D: Mid–Semester Performance Assessment Score Sheet	28
PLC SESSION 7: Rehearse Artwork(s) Developed Based on an Emerging Ghanaian Topical Issue	30
PLC SESSION 8: Present/Perform Musical Artwork that Depicts any Emerging Ghanaian Topical Issue	33
PLC SESSION 9: Concept Development, Composition and Performance	37
PLC SESSION 10: Ways by which the Performing Arts are Connected and Related to the Other Art Forms in the Ghanaian Society	41
PLC SESSION 11: Performing Arts Business Opportunities and Challenges	45
PLC SESSION 12: Preparing for End of Semester Examination	48
Appendix E: Item Specification Table for End of Semester Examination (Multiple Choice)	51
Appendix F: Sample Objective and Essay Questions with Scheme	53
Appendix G: Performance Assessment Score Sheet for End of Semester Practical Examination	54
PLC SESSION 13:	56
a) Techniques and Strategies to Access Identified Business Opportunities	56
b) Key Marketing Techniques and Skills to Promote Performing Artworks	56
PLC SESSION 14: Drafting a Business Plan for the Production of Performing Artworks	59

PLC SESSION 15: Topical Issues that Reflect Ideas from Indigenous Knowledge Systems for Artistic Product(s) Planning	62
PLC SESSION 16: Plan to Create/Produce a Performing Arts Artistic Product Using Indigenous Knowledge Systems	65
PLC SESSION 17: Review, Revise, Rehearse, and Fix the Performing Art Artistic Product(s) Planned Based on Indigenous Knowledge Systems	68
PLC SESSION 18: Preparing for Mid–Semester Examination	71
PLC SESSION 19: Record a Creative Product	74
PLC SESSION 20: Elements of Production/Presenting/Performing the Artistic Product(s)	77
PLC SESSION 21: Artistic Expressions of Performing Arts	80
PLC SESSION 22: Individual Showcase Portfolio	84
PLC SESSION 23: Artistic Product(s) to Life Experience	87
PLC SESSION 24: Preparing for End of Semester Examination	90
Appendix H: Item Specification Table for Semester 2 Examination (Multiple Choice)	93
Appendix I: Sample Objective and Essay Questions with Scheme for Second Semester	95
Appendices	96
Appendix 1: Structure of the Senior High School Internal Assessment and Transcript System	96
Appendix 2: Excerpts from The Teacher Assessment Manual and Toolkit	104
Appendix 3: Teacher Lesson Observation Form	138
Appendix 4: How to Check CPD Points and Training Records on Teacher Portal Ghana	142
List of Contributors	145

Introduction

This Professional Learning Community (PLC) Handbook is designed to enable teachers to deliver effective lessons for Year One of the new Performing Arts Curriculum. 'Effective' is defined as meaning that each lesson:

- i. Has a weekly learning plan which is aligned with the content and pedagogy set out in the relevant Teacher Manual;
- ii. Incorporates the relevant Learner Material which are available on the curriculum microsite;
- iii. Contains assessment strategies which are aligned with the Teacher Manual, Learner Material and Transcript Assessment Guidance;
- iv. Is delivered by the teacher in close adherence (Fidelity of Implementation) with i.) to iii.) above.

The PLC Handbook has a strong focus on assessment, outlining structured approaches to assessment derived from the Teacher Assessment Manual and Toolkit (TAMT), emphasising the attainment of learning outcomes, timely feedback to learners and recording learning outcomes accurately.

Additionally, this Handbook prescribes nine (9) main assessment events which teachers should score and record to constitute each learner's academic transcript for the academic year as follows: Two (2) Class exercises or Homework, one (1) Individual Portfolio, one (1) Group Project, two (2) Mid-semester examinations (in first and second semesters), two (2) End of Semester examinations (in first and second semester) and one (1) Individual project. It also promotes continuous weekly assessment for learning across all DoK levels, supporting teachers to deliver an all-inclusive Economics education by inculcating 21st century skills, ICT, national values and support to special needs learners.

The TAMT identifies six modes of assessment which cover the nine events described above. The modes, which are described below.

- a. **Project-Based Assessments:** Project-Based assessment strategies include group-based and individual-based projects that can be done through research, report writing and presentations. Group work enhances learning by assessing the extent of collaboration, development of essential skills of learners and providing teachers with valuable insights into learners' interactions and abilities. Group project assessments, for instance, consider collaboration, creativity, practical application, and holistic evaluation, thereby preparing learners for academic and real-world challenges. In this regard, it is suggested that all research, investigations and case studies are followed by Group report writing which should be scored accordingly as indicated throughout the PLC sessions. It is recommended that learners present reports in groups after conducting research and execute Group-Based projects. This can be done throughout the semester in most of the practical performances.

- b. **Mid-Semester Examination:** This is an effective way to evaluate learners' understanding and application of concepts learned in the subject. It provides a snapshot of their progress and allows both teachers and learners to identify areas for improvement before the end of the semester. This assessment should be a performance of their created performing artwork, which can be a musical composition, choreography or drama piece, which will be performed in groups for a maximum of 10 minutes. Learners will have to be given clear instructions in week 2 (A sample attached) to sensitize them for the project. A sample of the assessment will be discussed in the PLC session before the performance week. Know that this assessment score is mandatory to be recorded in the transcript. the essence is to provide valuable opportunities for both formative and summative feedback, ensuring that learners are on the right track and allows teachers to tailor their instruction to better the practical performances of the learners.
- c. **Homework:** Homework allows learners to continue their practice and reflection outside the classroom, reinforcing concepts and skills learned during class time. It is a valuable assessment tool in the Performing Arts that offers benefits for both learners and teachers. By thoughtfully designing homework assignments, providing clear instructions, and giving constructive feedback, teachers can enhance learners' experiences and support their continuous development in the performing arts. This assessment is suggested for week 1, week 7, week 15 and week 21. The essence is to reinforce lessons taught in class, helping learners retain information and practice skills and provide opportunities for individual practice, which is crucial for mastering techniques in music, dance, or drama.
- d. **Class Exercises:** Class exercises provide a dynamic and interactive environment for skill reinforcement, immediate feedback, and peer learning. Learners can practice and demonstrate their skills in a controlled environment. This assessment can be conducted in week 3, 5, 10, 14 and 24 of the first and second semesters, as recommended in the respective PLC Sessions. It is recommended to have at least 2 Class Exercises each semester. These assessments can include unannounced quizzes or oral tests. The highest-scoring assessment from each semester should be recorded in the transcript.
- e. **Practical or Performance Assessment:** This is a vital tool in performing arts education, which ends up providing learners with the opportunity to demonstrate their skills and creativity in a real-world context. By designing clear, supportive, and engaging performance assessment tasks, teachers can effectively assess learners' abilities and foster their growth as performers. This assessment mode does not only evaluate technical proficiency and artistic expression but also prepares learners for future performance opportunities. Such practical performances can include role play, dramatisation or demonstrations of performing art pieces. Role play (Individual/Group): This can be done for a couple of weeks.
- f. **End of Semester Examination:** The end of semester examination in Performing Arts serves as a comprehensive assessment of learners' knowledge, skills, and creativity acquired throughout the semester. This mode of assessment typically includes both practical and theoretical components, providing a well-rounded evaluation of learners' performance abilities and academic understanding. This is

the final assessment of each semester, conducted to evaluate the knowledge and skills on the learning outcomes covering weeks 1-12 in the first semester and weeks 13-24 in the second semester. The components cover Portfolio, practical performance and a theory paper. The theory paper shall contain 40 multiple choice questions and two essay questions, the latter chosen from 5 optional questions. It is recommended to be discussed in PLC sessions 12 and 24. The scores for these assessments are to be recorded in the transcript.

- g. **Portfolio assessment:** This assessment mode in Performing Arts allows learners to compile and showcase their work, skills, and reflections over the semesters. This comprehensive assessment mode provides a holistic view of a learner's growth, creativity, and learning journey. It offers the teacher a broad view of learners' abilities, achievements, and areas needing improvement. It is suggested to be assigned in week 1 to be submitted by week 10 in the First Semester and assigned in week 13 and submitted in week 22 in the second semester.

PLC SESSION 0: Internal Assessment Structure and Transcript System for SHS/SHTS and STEM Schools

1. Introduction (20 minutes)

This Professional Learning Community (PLC) session focuses on enhancing internal assessment and transcript system to ensure it aligns with the new Senior High School, Senior High Technical School and Science, Technology, Engineering and Mathematics curriculum and effectively supports student learning.

In this session, you will discuss the structure and frequency of assessments, strategies for involving learners in the assessment process, methods for providing constructive feedback and the implementation of a robust transcript system.

- 1.1** Share two ways in which you have used assessment in the past to support teaching and learning.
- 1.2** Share your observation on how a colleague used assessment in the past to support teaching and learning.

2. Internal assessment structure and frequency (60 minutes)

- 2.1** Read the purpose, learning outcome and learning indicators for the session.

Purpose

The purpose of the session is to strengthen teachers' understanding and competence in assessment techniques to effectively teach and assess the new SHS, SHTS and STEM Curriculum.

Learning Outcome

To ensure teachers understand the assessment structure and acquire the skill to design, administer and provide feedback of the assessments that accurately reflect the learning outcomes for each week.

Learning Indicators

- 1. Discuss the formative and summative assessment strategies recommended for the new curriculum.
 - 2. Discuss in detail, the relevance and structure of the assessment transcript system and its use/implementation.
- 2.2** Discuss *formative assessment strategies* which can be used in your subject area.
 - E.g.
 - Questioning, etc.*

2.3 Discuss *summative assessment strategies* which can be used in your subject area.

E.g.

End of Semester Examination, etc.

2.4 Discuss as a subject group how you would administer a given assessment strategy.

E.g.

Class Exercise:

- i. *Inform learners ahead of time*
- ii. *Write the questions on the board, etc.*

2.5 Discuss methods of providing constructive feedback to learners on their performance.

E.g.

Provide individual comments on learners' work, etc.

2.6 Discuss as a subject group some of the do's and don'ts of constructing assessment items/tasks.

E.g.

Do: Align the purpose of the assessment with the task, etc.

Don't: Do not give clues in the stem, etc.

2.7 Discuss as a subject group the main assessments that would be recorded in the transcript system in the academic year.

E.g.

Class exercise, etc.

2.8 Discuss how and where you would record and submit learners' assessments for the transcript system.

E.g.

Record learners scores immediately, etc.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session.

3.2 Remember to:

- a) read PLC Session 1 and related learner materials
bring along your Teacher Manual, PLC Handbook and learning plan on *week 1* in preparation for the next session.

PLC SESSION 1: Concepts for Creating Own Dance, Music and Drama

1. Introduction (20 minutes)

- 1.1 Share two things you did in the classroom based on your experience in the various PLC sessions you have attended (NTS 1a, 1f, 3a, 3c, 3e-3j and 3k-3p).
- 1.2 Share your observation on what a colleague did by applying lessons learned from previous PLC sessions attended (NTS 2e, 2b-2c, 2e, 3e-3j and 3k-3m).

2. Review of learning plans (60 minutes)

- 2.1 Read the purpose, learning outcome and learning indicators for the session.

Purpose

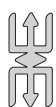
The purpose of the session is to review the learning plan for week 1 by aligning the it with the Learner Material and appropriate assessment strategies.

Learning Outcome

Review your learning plan for week 1 onsidering the cross-cutting issues(NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicators

- 1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
 - 2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.
- 2.2 Review the pedagogical approaches proposed for teaching week 1 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a-2f, 3a-3j).



Note

The selected activities should be included in the teacher/learner activity section of the learning plan.

- 2.3 Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **homework** (NTS 3b, 3k and 3p).

E.g.

- a) *identify 2 songs that highlight specific musical elements.*
- b) *identify 2 traditional dances that demonstrate body, action, space, and energy.*

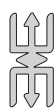
- c) *identify 2 Ghanaian movies that showcase plot, character, and theme.*

Refer to page 15 of the Teacher Manual Year 1 Book 1 for more tasks.

Hint



- a) *Teacher should give out Research work in week 1.*
- b) *Learners will conduct research and submit a group report for Presentation in week 2 (Refer to **Appendix A** for a sample of the details of the instruction regarding the research).*
- c) *Additionally, introduce learners to the creation of their Individual Portfolios which will run through till week 10, where learners will submit for Assessment (Refer to **Appendix B**, for a sample of instructions to learners).*



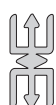
Note

- i. *The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.*

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2b, 3n-p).

E.g.

- a) *Ability to identify 2 songs and the kind of elements of Music embedded in the songs, such as melody, harmony, pitch, etc. will earn **2 marks** (1 mark for each element).*
- b) *Ability to identify 2 traditional dances that highlight such elements of dance as body, action, space, and energy will earn **2 marks**.*
- c) *Ability to identify 2 Ghanaian movies that use elements of drama as plot, character, and theme, etc. will earn **2 marks**, etc.*



Note

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/ learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring*

- 2.5** Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2c, 2e, 3c, 3e, 3f and 3j)

E.g.

Provide learners with detailed instructions on what is expected in their homework, etc.

Refer to pages 57–60 of the Teacher Assessment Manual and Toolkit for more information on how to administer the assessment tasks.

- 2.6** Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 1a, 3l, 3m and 3n).

E.g.

Share the results of the assignment with learners, etc.

Refer to page 59 of the Teacher Assessment Manual and Toolkit for further information on how to administer the assessment tasks.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b and 1e).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 1 to provide feedback on your lesson (NTS 1f, 3f and 3g).
- 3.3** Remember to:
- b) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
 - c) read PLC Session 2 and related Learner Material. (NTS 1b, 2c and 3b).
 - d) bring along your Teacher Manual, PLC Handbook and learning plan on week 2 in preparation for the next session (NTS 1c, 1f and 3a).



Appendix A: A Sample of the Research Outline

Conduct research into any topical issue in Ghana (refer to page 15 of the TM) considering the

- a) background of the chosen topical issue and its relevance.
- b) reason for raising awareness about the issue, etc.

HINT



Reinforce research skills such as note-taking, information storage, formulation of questions, how learners can carry out the research, how reports can be organised and the insight gained from the research.



Appendix B: Portfolio Assessment Sample Question

This form of Assessment is Showcase Portfolio (refer to page 28 of the Teacher Assessment Manual and Toolkit for details). Encourage Learners to own Portfolio case as it is a critical aspect of the performing arts course. The portfolio may be physical or digital, and it will include reflections or self-assessments from the learners themselves. The following items will form part of the portfolio.

- i) *Projects (Music compositions, Choreography/literary works)*
- ii) *Presentations*
- iii) *Synopsis*
- iv) *pictures*
- v) *videos, etc.*

Learners will submit their showcase portfolio in week 10 for Assessment.

PLC SESSION 2: Create a Dance, Music and/or Drama

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for week 1 delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e).
- b) you found challenging (NTS 1a, 1b and 2a–2e).

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by applying lessons learned from the previous session for week 1 that supported learning (NTS 2e, 2f and 3d–3j).

2. Review of learning plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session.

Purpose

The session reviews the learning plan for week 2 by aligning it with the Learner Material and appropriate assessment strategies.

Learning Outcome

Review your learning plan for week 2 considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching week 2 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

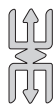
The selected activities should be included in the teacher/learner activity section of the learning plan

- 2.3** Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **presentation** (NTS 3b, 3k and 3p).

E.g.

Present the findings of your research on Ghanaian topical issue and develop a proposal outlining your planned music, dance or drama piece, based on the research to address the given parameters.

Refer to pages 17–18 of the Teacher Manual Year 1 Book 1 for more task items.



Note

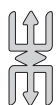
- i. The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan

- 2.4** Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2b, 3n–p).

E.g.

- a) Create a detailed rubric of performance levels (e.g., excellent – **5 marks**, very good – **4 marks**, Average – **3 marks**, below average – **1–2 marks**) for each of the criteria below:
 - i) The research question (s) formulated
 - ii) How the investigation was carried out
 - iii) How well the report was organised
 - iv) Insight the learner gained from the research, etc.
- b) Use the following as a guide for each criterion
 - i) Excellent (Clear, relevant, realistic)
 - ii) Very Good (Clear and relevant but not very realistic)
 - iii) Average (Clear but lacks relevance)
 - iv) Below Average (Not clear, irrelevant), etc.
- c) Collaboration and leadership skills exhibited (**5 marks**)

*A total **mark of 25** can be allocated accordingly.*



Note

- i. The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/ learner activities in the learning plan.
- ii. Take into consideration different modes of responses provided by learners.

- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2a, 2e–2n).

E.g.

Provide clear guidelines for each group, giving specific timelines and the rules for scoring, etc.

Refer to page 107 of the Teacher Assessment Manual and Toolkit for more information on administering the assessment task.

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 1a, 3l, 3m and 3n).

E.g.

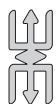
Provide detailed feedback on each research work considering the criteria in the rubrics, etc.

Refer to page 79 of the Teacher Assessment Manual and Toolkit for more information on how to give feedback on the assessment task.

HINT



Note that creative activities are a continuous process, and learners can begin their compositions at this stage using the information from their research with the plan of their creative process. Progress of their creative works will be presented as a performance in 6th week as mid-semester Examination while the final refined performing artwork will be performed at the end of the semester to form part of the End of Semester Examination.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b).

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 2 to provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
- read PLC Session 3 and related Learner Material (NTS 3a).
- bring along your Teacher Manual, PLC Handbook and learning plan on week 3 in preparation for the next session (NTS 3a, 3f, 3l, 3n and 3o).

PLC SESSION 3: Rehearse and Perform a Dance, Music or Drama

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for week 2 delivered last week that:

- a) went well (TS 1a, 2c, 3e–3j and 3k–3n).
- b) you found challenging (NTS 1a, 1b and 2a–2e).

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 2 that supported learning (NTS 2e, 2f and 3d–3j).

2. Review of learning plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session.

Purpose

The purpose of the session is to review the learning plan for week 3 by aligning the plan with the Learner Material and appropriate assessment strategies.

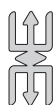
Learning Outcome

Review your learning plan for week 3 considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

- 1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
- 2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching week 3 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



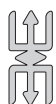
Note

The selected activities should be included in the teacher/learner activity section of the learning plan

- 2.3** Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **project-based** (NTS 3b, 3k and 3p).

E.g.

Using your research findings, create your musical artefact/choreography/drama piece that addresses the topical issue presented in week 2.



Note

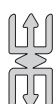
- i. The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan

- 2.4** Discuss (and agree as a subject group) how you will develop the marking scheme/rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2b, 3n-p).

E.g.

- i. Critical thinking in the use of new ideas that are different from any existing work
– 5 marks
- ii. Use of at least 5 elements from the research into the work
– 5 marks
- iii. How well the theme of the creative work matches the research findings – 5 marks
- iv. Explanation of how the project relates to cultural aspects (patriotism and communication)
– 5 marks

Total = 20 marks



Note

- i. The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.
- ii. Take into consideration different modes of responses provided by learners.
- iii. Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring

- 2.5** Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2a, 2e-2n).

E.g.

Provide necessary resources, materials, and support to help learners succeed in their Group projects, etc.

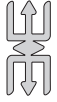
Refer to pages 34–36 of the Teacher Assessment Manual and Toolkit for more information on the administration of the project-based assessment mode.

- 2.6** Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 1a, 3l, 3m and 3n).

E.g.

Provide detailed feedback for continuous refinement on the Project work as groups continue to create, etc.

Refer to page 36 of the Teacher Assessment Manual and Toolkit for additional information.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS (NTS 1a, 1e and 3o).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 3 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 3.3** Remember to:
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
 - b) read PLC Session 4 and related Learner Material (NTS 1b, 2c and 3b).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 4 in preparation for the next session (NTS 1c, 1f and 3a).

PLC SESSION 4: Emerging Topical Issues in Ghana

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for week 3 delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e).
- b) you found challenging (NTS 1a, 1b and 2a–2e).

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 3 (NTS 1e, 1g, 2e, 2f and 3d–3j).

2. Review of learning plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session.

Purpose

The purpose of the session is to review the learning plan for week 4 by aligning the plan with the Learner Material and appropriate assessment strategies.

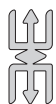
Learning Outcome

Review your learning plan for week 4 considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching week 4 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

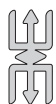
The selected activities should be included in the teacher/learner activity section of the learning plan

2.3 Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **discussion** (NTS 3b, 3k and 3p).

E.g.

Design and discuss your rehearsal process for your created works for presentation. Indicate your goals of your rehearsal and plans for achieving them.

Refer to the teacher manual and the learner material for task example



Note

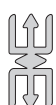
- i. *The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan*

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2b, 3n-p).

E.g.

- a) **Excellent:** *The discussion of the rehearsal schedule was detailed, goals set were achievable with envisaged ways of achieving them (9–10 marks).*
- b) **Very Good:** *The discussion of the rehearsal schedule was detailed, goals set were achievable but did not indicate ways for achieving them (7–8 marks).*
- c) **Average:** *The discussion of the rehearsal schedule was detailed, goals set were somewhat achievable but plans for achieving them were not discussed (5–6 marks).*
- d) **Below Average:** *The discussion of the rehearsal schedule was done with some goals set but difficult to achieve (1–4 marks), etc.*
- e) **Respect and tolerance** for one another, collaboration with groups – **5 marks**

(Total = 15 marks)



Note

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/ learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring*

- 2.5** Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2a, 2e–2n)

E.g.

Learners must be put into mixed ability groups for the discussion of their rehearsal schedules, etc.

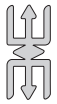
Refer to pages 162–163 of the Teacher Assessment Manual and Toolkit for more procedure for administering the discussion assessment mode.

- 2.6** Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l).

E.g.

Highlight strengths and areas for improvement in the rehearsal plans drawn. Groups to incorporate constructive feedback into their rehearsal schedules for improvement, etc.

Refer to page 164 of the Teacher Assessment Manual and Toolkit for additional information.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b, 1e and 3o).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 4 to provide feedback on your lesson (NTS 1f, 3f, 3g, 3l, 3n and 3o).
- 3.3** Remember to:
- provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
 - read PLC Session 5 and related Learner Material (NTS 1b, 2c, 3a and 3b).
 - bring along your Teacher Manual, PLC Handbook and learning plan on week 5 in preparation for the next session (NTS 3a).

PLC SESSION 5: Compose/Choreograph Dance, Music and/ or Drama Piece based on Emerging Topical Issues in Ghana

1. Introduction (20 minutes)

- 1.1** Share one thing on the lesson for week 4 delivered last week that:
 - a) went well (NTS 1a, 1b and 2a–2e).
 - b) you found challenging (NTS 1a, 1b and 2a–2e).
- 1.2** Share your experience in conducting and/or recording the assessment for the previous week.
- 1.3** Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 4 (NTS 2e, 2f and 3d–3j).

2. Review of learning plans (60 minutes)

- 2.1** Read the purpose, learning outcome and learning indicators for the session.

Purpose

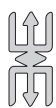
The purpose of the session is to review the learning plan for week 5 by aligning the plan with the Learner Material and appropriate assessment strategies.

Learning Outcome

Review your learning plan for week 5 considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
 2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.
- 2.2** Review the pedagogical approaches proposed for teaching week 5 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

The selected activities should be included in the teacher/learner activity section of the learning plan

2.3 Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **class exercise** (NTS 3b, 3k and 3p).

E.g.

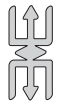
Write a reflection on your creative process, including challenges faced and how they were overcome. You should emphasise the steps of the creative process for composing music, dance or drama, using the research findings on the emerging topical issue in Ghana.

Refer to pages 27–28 of the Teacher Manual Book 1 for other task items.

Hint



*Inform learners of the mid-semester examination scheduled for week 6. The mid-semester examination will be practical-based, and learners must be given the task in week 5 in preparation for the Mid-Semester. Refer to **Appendix C** in week 6 for a sample of the task details.*



Note

- i. *The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan*

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2b, 3n–p).

E.g.

a) Idea Development and Creative Process (Critical thinking)

- i) *Highly original and well-developed ideas (5 marks).*
- ii) *Good development of ideas (4 marks).*
- iii) *Basic development of ideas (3 marks).*
- iv) *Lacks originality and development (2 marks).*

b) Depth of Reflection (Critical thinking & Creativity)

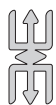
- i) *Detailed reflection, exploring multiple dimensions of the creative process (5 marks).*
- ii) *Provides a clear and complete reflection, addressing key aspects of the creative process (4 marks).*
- iii) *Provides a basic reflection, addressing some aspects of the creative process (3 marks).*
- iv) *Reflection is missing or fails to address the creative process in any meaningful way (2 marks).*

c) Honesty (5 marks)

- i) *Demonstrates full honesty, openly sharing successes, challenges, and areas for improvement without exaggeration or omission (5 marks).*
- ii) *Demonstrates partial honesty, sharing some successes and challenges but omits or downplays significant aspects (4 marks).*
- iii) *Demonstrates minimal honesty, only sharing successes or positive experiences, avoiding challenges or areas for improvement (3 marks).*
- iv) *Reflection lacks honesty, is overly superficial, or is misleading about the creative process (2 marks).*

d) Insight Gained (5 marks)

- i) *Demonstrates significant insights gained from the creative process, with clear examples of learning and growth (5 marks).*
- ii) *Demonstrates limited insights gained, with few examples of learning (4 marks).*
- iii) *Demonstrates minimal insights gained, with vague or no examples of learning (3 marks).*
- iv) *Reflection does not demonstrate any insights gained from the creative process (2 marks).*

Total Marks = 20 marks**Note**

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/ learner activities in the learning plan.*
- ii. *Consider the different responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2a, 2e–2n)

E.g.

Provide learners with guidelines and reflective prompts regarding questions about their topic selection, research, creative process, and challenges, etc.

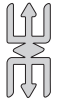
Refer to pages 80–83 of the Teacher Assessment Manual and Toolkit for additional procedure.

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l).

E.g.

Provide constructive written feedback on the reflections, highlighting strengths and areas for improvement, etc.

Refer to page 10 of the Teacher Assessment Manual and Toolkit for further information on the steps for giving feedback on the assessment task.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 5 to provide feedback on your lesson (NTS 1f, 3g).
- 3.3** Remember to:
 - a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
 - b) read PLC Session 6 and related Learner Material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 6 in preparation for the next sessions (NTS 3a).

PLC SESSION 6: Preparing for Mid-Semester Examination

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for week 5 delivered last week that:

- a) went well (NTS 1a, 1b and 2a-2e).
- b) you found challenging (NTS 1a, 1b and 2a-2e).

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 5 (NTS 2e, 2f and 3d-3j).

2. Review of learning plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session.

Purpose

The purpose of the session is to review the learning plan for week 6 lessons and mid-semester examination by aligning the plan with the Learner Material and appropriate assessment strategies.

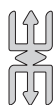
Learning Outcome

Review your learning plan for week 6 and prepare for mid-semester examination considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching week 6 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a-2f, 3a-3j).



Note

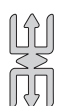
The selected activities should be included in the teacher/learner activity section of the learning plan

- 2.3** Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **mid-semester examination** (NTS 3b, 3k and 3p).

E.g.

In a conveniently sized group, perform your created performing artwork for not more than 10 minutes.

Refer to pages 35–36 of the Teacher Manual Year 1 Book 1 for more tasks.

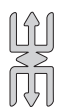


Note

- i. The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan

- 2.4** Discuss (and agree as a subject group) how you will develop the marking scheme/rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2b, 3n–p).

*Refer to **Appendix D** for a sample of mid-semester performance score sheet.*



Note

- i. The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.
- ii. Take into consideration different modes of responses provided by learners.
- iii. Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring

- 2.5** Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2a, 2e–2n)

E.g.

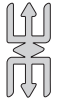
Ensure that learners are in their convenient groups and perform their work in turns and use the score sheet for assessment, etc.

Refer to pages 35–36 of the Teacher Manual Year 1 Book 1 for further details.

- 2.6** Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l).

E.g.

Provide specific feedback on each criterion, highlighting strengths and areas for improvement, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 6 to provide feedback on your lesson (NTS 1f, 3g).
- 3.3** Remember to:
 - a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
 - b) read PLC Session 7 and related Learner Material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 7 (NTS 3a).



Appendix C: Mid-Semester Performance Test Sample

In a conveniently sized group, select a relevant and emerging topical issue in Ghana. Conduct thorough research on the chosen issue, analyse the findings, and create a performing artwork in the form of a musical piece, dance, or drama that addresses the issue. The final composition should be performed before an audience, with the performance lasting for not more than 10 minutes.

Timeline

The performance is to be executed in the 6th week as the mid-semester exams.

Steps

- i. Form groups and select a Ghanaian topical issue.
- ii. Start preliminary research on the chosen topic.
- iii. Conduct detailed research and gather information.
- iv. Analyse findings and discuss in the group.
- v. Develop the creative concept for the performing art piece.
- vi. Compose the performing art work based on the concept.
- vii. Present what you have created so far in a performance, including a write up.

Evaluation

Your performance will be assessed based on the following criteria:

1. Preparation and Organisation
2. Technical Skills and Execution
3. Creativity and Originality
4. Expression and Communication
5. Audience Engagement and Interaction
6. Overall Performance Quality



Appendix D: Mid-Semester Performance Assessment Score Sheet

Name of the Group

1. Preparation and Organisation

Criteria	Excellent (8–10)	Very Good (6–7)	Good (4–5)	Below Average (1–3)
Preparation	Well-rehearsed and organised. All performers are confident and well-prepared.	Mostly well-rehearsed with minor issues. Most performers are prepared.	Adequately rehearsed but some issues evident. Some performers seem underprepared.	Poorly rehearsed and disorganised. Many performers appear underprepared.

2. Technical Skills and Execution

Criteria	Excellent (25–30)	Very Good (18–24)	Good (12–17)	Below Average (5–11)
Musical Accuracy	All notes, rhythms, and dynamics are executed accurately.	Minor inaccuracies in notes, rhythms, or dynamics.	Some inaccuracies but overall execution is acceptable.	Frequent inaccuracies in notes, rhythms, and dynamics.
Choreographic Precision	Movements are precise, well-coordinated, and synchronised.	Movements are mostly precise with minor synchronisation issues.	Movements are somewhat precise but lack coordination.	Movements are not precise and poorly coordinated.
Dramatic Execution	Lines are delivered clearly and expressively; strong stage presence.	Lines are mostly clear and expressive; good stage presence.	Lines are somewhat clear; stage presence which need improvement.	Lines are unclear and inexpressive; weak stage presence.

3. Creativity and Originality

Criteria	Excellent (16–20)	Very Good (12–15)	Good (8–11)	Below Average (1–3)
Innovativeness	Highly creative and original interpretation.	Creative and original with minor predictable elements.	Some creativity but contains predictable elements.	Poorly rehearsed and disorganised. Many performers appear underprepared.

4. Expression and Communication

Criteria	Excellent (8–10)	Very Good (6–7)	Good (4–5)	Below Average (1–3)
Emotional Expression	Strong emotional connection and expression throughout the performance.	Good emotional expression with minor lapses.	Adequate emotional expression but inconsistent.	Lacks emotional expression and connection.
Communication with Audience	Engages and communicates effectively with the audience.	Mostly engages and communicates with the audience.	Some engagement and communication with the audience.	Poor engagement and communication with the audience.

5. Audience Engagement and Interaction

Criteria	Excellent (8–10)	Very Good (6–7)	Good (4–5)	Below Average (1–3)
Engagement	Captivates and maintains audience interest throughout.	Mostly engages the audience with minor lapses.	Engages the audience but inconsistent.	Fails to engage or maintain audience interest.

6. Overall Performance Quality

Criteria	Excellent (8–10)	Very Good (6–7)	Good (4–5)	Below Average (1–3)
Performance Quality	Professional–level performance with strong impact.	High–quality performance with minor issues.	Acceptable performance with noticeable issues.	Poor performance with significant issues.

A total of **100 marks** can be allocated to the Mid–Semester Examination
(To be scaled down to 20 marks)

PLC SESSION 7: Rehearse Artwork(s) Developed Based on an Emerging Ghanaian Topical Issue

1. Introduction (20 minutes)

- 1.1** Share one thing on the lesson for week 6 and the mid-semester examination that:
 - a) went well (NTS 1a, 1b and 2a–2e).
 - b) you found challenging (NTS 1a, 1b and 2a–2e).
- 1.2** Share your experience in conducting and/or recording the assessment for the previous week.
- 1.3** Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 6 that supported learning (NTS 2e, 2f and 3d–3j).

2. Review of learning plans (60 minutes)

- 2.1** Read the purpose, learning outcome and learning indicators for the session.

Purpose

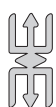
The purpose of the session is to review the learning plan for week 7 by aligning the plan with the Learner Material and appropriate assessment strategies.

Learning Outcome

Review your learning plan for week 7 considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
 2. Discuss and develop assessment tasks and rubrics/marketing scheme for the learning indicators for the week.
- 2.2** Review the pedagogical approaches proposed for teaching week 7 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

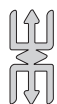
The selected activities should be included in the teacher/learner activity section of the learning plan

2.3 Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **demonstration** (NTS 3b, 3k and 3p).

E.g.

Demonstrate your rehearsal strategies of your compositions in groups.

Refer to page 33 of the Teacher Manual Year 1 Book 1 for further details on the task.



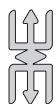
Note

- i. *The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan*

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2b, 3n-p).

E.g.

- a) **Technical Proficiency (Creativity and critical thinking)**
 - i) *Highly skilled demonstration of Rehearsal (5 marks).*
 - ii) *Somewhat competent demonstration of rehearsal (4 marks).*
 - iii) *Demonstration with minor flaws (3 marks).*
 - iv) *Lacks technical proficiency (2 marks).*
- b) **Coherence and Flow (Collaboration and communication)**
 - i) *Seamless transitions in the rehearsal performance/story line (5 marks).*
 - ii) *Lacks few transitions in the rehearsal performance (4 marks).*
 - iii) *Rehearsal lacks a reasonable flow and coherence (3 marks).*
 - iv) *Total absence of coherence and flow in the rehearsal performance (2 marks).*
- c) **Emotional Engagement (Creativity)**
 - i) *Deep emotional connection with the audience (5 marks).*
 - ii) *Engaging and emotive performance (4 marks).*
 - iii) *Some emotional engagement (3 marks).*
 - iv) *Lacks emotional engagement (2 marks).*
- d) **General Impression**
 - i) *Memorable and impactful rehearsal presentation (5 marks).*
 - ii) *Some impactful rehearsal presentation (4 marks).*
 - iii) *Less impact on the audience (3 marks).*
 - iv) *Lacks impact and memorability (2 marks).*

**Note**

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2a, 2e–2n)

E.g.

Provide clear, concise instructions for the demonstration, including any materials or equipment needed, time limits, and the expected outcomes, etc.

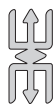
You can find more information on the assessment task administration on pages 63–64 of the Teacher Assessment Manual and Toolkit.

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l).

E.g.

Let learners ask questions about how the groups demonstrated their rehearsal techniques.

Refer to page 65 of the Teacher Assessment Manual and Toolkit further information on the feedback.

**Note**

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b).

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 7 to provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
- b) read PLC Session 8 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 8 (NTS 3a).

PLC SESSION 8: Present/Perform Musical Artwork that Depicts any Emerging Ghanaian Topical Issue

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for week 7 delivered last week that:

- a) went well (NTS 1a, 1b, 2a–2e).
- b) you found challenging (NTS 1a, 1b, 2a–2e).

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 7 (NTS 2e, 2f, 3d–3j).

2. Review of learning plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session.

Purpose

The purpose of the session is to review the learning plan for week 8 by aligning the plan with the Learner Material and appropriate assessment strategies.

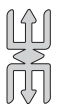
Learning Outcome

Review your learning plan for week 8 considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching week 8 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

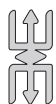
The selected activities should be included in the teacher/learner activity section of the learning plan

- 2.3** Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **performance assessment** (NTS 3b, 3k and 3p).

E.g.

Learners perform their rehearsed music, dance or the drama artwork for assessment and documentation.

Refer to pages 35–36 of the Teacher Manual Year 1 Book 1 for further details on the task.



Note

- i. The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan

- 2.4** Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2b, 3n–p).

E.g.

Assessment Criteria: *Performance Quality, Clarity of Thematic Message, Emotional Engagement and General Impression. Etc.*

a) Performance Quality (Creativity, communication, critical thinking)

- i) *Exceptional technical skill and expression (5 marks).*
- ii) *Good technical skill and expression (4 marks).*
- iii) *Basic technical skill and expression (3 marks).*
- iv) *Lacks technical skill and expression (2 marks).*

b) Thematic Message Clarity

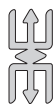
- i) *Clear and compelling thematic communication (5 marks).*
- ii) *Mostly clear thematic communication (4 marks).*
- iii) *Some clarity in thematic communication (3 marks).*
- iv) *Lacks clarity in thematic communication (2 marks).*

c) Emotional Engagement

- i) *Highly engaging and emotionally resonant (5marks).*
- ii) *Engaging and emotionally resonant (4 marks).*
- iii) *Some emotional engagement (3 marks).*
- iv) *Lacks emotional engagement (2 marks).*

d) General Impression

- i) *Memorable and impactful rehearsal presentation (5 marks).*
- ii) *Impactful presentation (4 marks).*
- iii) *Some impact on the audience (3 marks).*
- iv) *Lacks impact and memorability (2 marks).*

**Note**

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2a, 2e–2n)**E.g.**

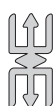
Discuss with learners the purpose of the performance assessment, etc.

For detailed steps on how to administer the assessment task, turn to page 149 of the Teacher Assessment Manual and Toolkit.

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l).**E.g.**

Provide feedback on the quality of the peer assessments to help learners improve their evaluative skills, etc.

Refer to pages 20–21 of the Teacher Assessment Manual and Toolkit for detailed instructions for giving feedback on the assessment task.

**Note**

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)**3.1** Reflect and share your views on the session (NTS 1a, 1b).**3.2** Identify a critical friend to observe your lesson in relation to PLC Session 8 to provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
- b) read PLC Session 9 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 9 (NTS 3a).

PLC SESSION 9: Concept Development, Composition and Performance

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for week 8 delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e).
- b) you found challenging (NTS 1a, 1b and 2a–2e).

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 8 (NTS 2e, 2f and 3d–3j).

2. Review of learning plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session.

Purpose

The purpose of the session is to review the learning plan for week 9 by aligning the plan with the Learner Material and appropriate assessment strategies.

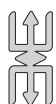
Learning Outcome

Review your learning plan for week 9 considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

- 1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
- 2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching week 9 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

The selected activities should be included in the teacher/learner activity section of the learning plan

2.3 Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **unannounced quiz** (NTS 3b, 3k and 3p).

E.g.

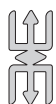
a) Multiple Choice: Which term refers to the speed of the performance?

- A. Forte
- B. Allegro
- C. Crescendo
- D. Staccato, etc.

b) Short Answer: List **three (3)** features of Pre-production stage, etc.

c) Alternatively, play a number of musical video clips, dance clips or movies and ask of terminologies associated with particular changes occurring in the clips or movies for learners to respond to them, etc.

Refer to page 39 of the Teacher Manual Year 1 Book 1 for further items.



Note

- i. The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment. (NTS 2b, 3n-p).

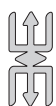
E.g.

a) Multiple Choice: The correct option is B. Allegro (1 mark)

b) Short Answer:

- i) Concept Development
- ii) Music or Script/Score Creation
- iii) Budgeting
- iv) Scheduling
- v) Casting and Hiring, etc. (1 mark for each correct feature)

A total of **20 marks** may be appropriate for this task.



Note

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2a, 2e–2n)

E.g.

Create variety of question types to keep the quiz interesting and test different levels of understanding:

- i) **Multiple Choice:** *Identify the correct term or definition.*
- ii) **Fill-in-the-Blanks:** *Complete the sentence with the correct term.*
- iii) **Matching:** *Match terms with their definitions.*
- iv) **True or False:** *Assess basic knowledge and comprehension.*
- v) **Short Answer:** *Explain a term in a few sentences.*
- vi) **Audio Identification:** *Play a piece of music, dance or drama and ask questions about the terms that apply, etc.*

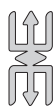
Refer to pages 9 and 14 of the Teacher Assessment Manual and Toolkit for detailed instructions on formative assessment tools.

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class. (NTS 3l).

E.g.

Provide feedback on correct and incorrect answers to reinforce learning, etc.

Consult page 14 of the Teacher Assessment Manual and Toolkit on diagnostic assessment strategies for further guidance on the feedback.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b).

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 9 to provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
- b) read PLC Session 10 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 10 (NTS 3a).

PLC SESSION 10: Ways by which the Performing Arts are Connected and Related to the Other Art Forms in the Ghanaian Society

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for week 9 delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e).
- b) you found challenging (NTS 1a, 1b and 2a–2e).

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 9 (NTS 2e, 2f and 3d–3j).

2. Review of learning plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session.

Purpose

The purpose of the session is to review the learning plan for week 10 by aligning the plan with the Learner Material and appropriate assessment strategies.

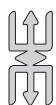
Learning Outcome

Review your learning plan for week 10 considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching week 10 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

The selected activities should be included in the teacher/learner activity section of the learning plan

2.3 Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **portfolio** (NTS 3b, 3k and 3p).

E.g.

Submit your portfolio that include the listed items for review and assessment.

- i) *Projects (Music compositions, Choreography/literary works)*
- ii) *Presentations*
- iii) *Synopsis*
- iv) *pictures*
- v) *videos, etc.*

Hint

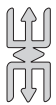


Learners carry out a case study and present the report in week 11.

Learners in their convenient groups:

- a) *select a real-life performing arts organisation, business, or artistes. Conduct in-depth desk research on the selected or provided case.*
- b) *identify the business opportunities and challenges faced by the organisation or project*
- c) *submit report for assessment.*

Note



- i. *The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan*

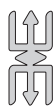
- 2.4** Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment. (NTS 2b, 3n-p).

E.g.

Portfolio Assessment Score Sheet for Performing Arts

Name of Learner: **Learner's Number:**

Criterion	Excellent (10)	Good (8)	Satisfactory (6)	Below Average (4)	Score
Content	Includes more than 5 required items	Includes 4-5 required items	Include 2-3 required items	Less than 2 required items	
Performance/ Technical Quality	High skill and artistic expression	Good skill and artistic expression	Skill and artistic expression are basic	Low skill and artistic expression	
Organisation	Well-organised with clear visuals and sounds	Organised with good visuals and sound	Some organisation but issues with visuals or sounds	Disorganised with poor visuals or sound	
Technical Skill	Mastery of skills and techniques	Proficient in skills and techniques	Basic skills and techniques	Limited skills and techniques	
Professionalism	Clear evidence of care and effort	Evidence of care and effort	Some evidence of care and effort	Little to no evidence of care and effort	



Note

- The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/ learner activities in the learning plan.
- Take into consideration different modes of responses provided by learners.
- Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring

- 2.5** Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2a, 2e–2n).

E.g.

Let learners bring their showcase portfolio built over the semester for display, etc.

Refer to pages 28–29 of the Teacher Assessment Manual and Toolkit for additional information on the steps for administering the assessment task.

- 2.6** Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l).

E.g.

Along with the scores, write some comments on what was done well and what can be improved, etc.

Refer to pages 29–30 of the Teacher Assessment Manual and Toolkit for additional information on how to give feedback on the assessment task.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 10 to provide feedback on your lesson (NTS 1f, 3g).
- 3.3** Remember to:
- provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
 - read PLC Session 11 and related Learner Material (NTS 3a).
 - bring along your Teacher Manual, PLC Handbook and learning plan on week 11 (NTS 3a).

PLC SESSION 11: Performing Arts Business Opportunities and Challenges

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for week 10 delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e).
- b) you found challenging. (NTS 1a, 1b and 2a–2e).

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 10 (NTS 2e, 2f and 3d–3j).

2. Review of learning plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session.

Purpose

The purpose of the session is to review the learning plan for week 11 by aligning the plan with the Learner Material and appropriate assessment strategies.

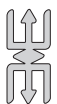
Learning Outcome

Review your learning plan for week 11 considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching week 11 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

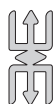
The selected activities should be included in the teacher/learner activity section of the learning plan

2.3 Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **presentation** (NTS 3b, 3k and 3p).

E.g.

Select a real-life performing arts organisation, business, or artiste and identify the business opportunities and challenges faced by that organisation, business or artiste for presentation.

Refer to page 9 of the Teacher Manual Year 1 Book 2 for more information on the task.



Note

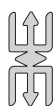
- i. *The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan*

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2b, 3n-p).

E.g.

The Criteria set for the presentation are Content, Delivery and Response to Questions

- a) **Content (critical thinking, financial literacy, communication)**
 - i) *Clearly presents key points from the report (5 marks).*
 - ii) *Presents key points with minor omissions (4 marks).*
 - iii) *Covers most points but misses some key sections (3 marks).*
 - iv) *Misses several key points and sections (1 mark).*
- b) **Delivery (communication, creativity, respect)**
 - i) *Engages the audience with confident and articulate delivery (10 marks).*
 - ii) *Engages the audience with some confidence and clarity (8 marks).*
 - iii) *Shows some engagement but lacks consistency (6 marks).*
 - iv) *Shows little to no engagement with the audience (3 marks).*
- c) **Response to Questions (tolerance, respect)**
 - i) *Responds to questions with confidence and detailed knowledge (5 marks).*
 - ii) *Responds to questions with some confidence and knowledge (4 marks).*
 - iii) *Responds to questions with basic knowledge and limited confidence (3 marks).*
 - iv) *Struggles to respond to questions or provides inaccurate answers (2 marks).*

**Note**

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2a, 2e–2n.)

E.g.

Develop and provide a clear scoring rubric that outlines or defines quality of presentation, etc.

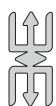
For more details on administering the assessment task, please see page 10 of the Teacher Assessment Manual and Toolkit.

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l).

E.g.

- a) *Give feedback on the clarity, organisation, and delivery of the presentation.*
- b) *Employ Q&A session to address learners' feedback and suggestions, etc.*

Refer to page 151 of the Teacher Assessment Manual and Toolkit on project tasks for more information on feedback.

**Note**

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b).

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 11 to provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- a) *provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).*
- b) *read PLC Session 12 and related Learner Material (NTS 3a).*
- c) *bring along your Teacher Manual, PLC Handbook and learning plan on week 12 (NTS 3a).*

PLC SESSION 12: Preparing for End of Semester Examination

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for week 11 delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e).
- b) you found challenging (NTS 1a, 1b and 2a–2e).

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 11 (NTS 2e, 2f and 3d–3j).

2. Review of learning plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session.

Purpose

The purpose of the session is to review the learning plan for week 12 lessons and end of semester examination by aligning the plan with the Learner Material and appropriate assessment strategies.

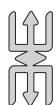
Learning Outcome

Review your learning plan for week 12 and prepare for end of semester examination considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching week 12 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



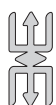
Note

The selected activities should be included in the teacher/learner activity section of the learning plan

2.3 Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **end of semester examination** (NTS 3b, 3k and 3p).

E.g.

- a) *There will be both practical performance test and written test. For the practical performance, learners will present their created works in groups, with each performance lasting for not more than 15 minutes.*
- b) *For the written test, there will be two sections: **Section A** and **Section B**. Learners will answer **40 objective** questions in Section A for **one hour**, which will cover the topics treated in the semester (Refer to a sample of **Specification Table in Appendix E**). In Section B, learners will choose any two questions from four given options for 60 minutes. Refer to examples of test items in **Appendix F**.*



Note

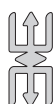
- i. *The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan*

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment. (NTS 2b, 3n-p).

E.g.

- a) *The practical performance will be 50 marks. Refer to **Appendix G** for details for scoring.*
- b) *Section A will carry 40 marks (refer to **Appendix E**) while Section B will carry 30 marks (each of the two chosen questions carrying 15 marks (Refer to **Appendix F**).*
- i) *Practical Performance = 50 marks*
- ii) *Objective = 40 marks*
- iii) *Essay = 30 marks*

Total = 120 marks



Note

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/ learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring*

- 2.5** Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2a, 2e–2n.)

E.g.

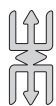
Let groups perform their works in turns and use the score sheet for assessment, etc.

For further steps on how to administer the assessment task, refer to pages 16–17 of the Teacher Assessment Manual and Toolkit on summative Assessment modes.

- 2.6** Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l).

E.g.

- a) *Discuss examination questions with learners in the next meeting.*
- b) *Give written feedback to learners on their performance for improvement, etc.*



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 12 to provide feedback on your lesson (NTS 1f, 3g).
- 3.3** Remember to:
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
 - b) read PLC Session 13 and related Learner Material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 13 (NTS 3a).



Appendix E: Item Specification Table for End of Semester Examination (Multiple Choice)

PAPER 1 – 1 Hour

S/N	Strands	Sub-Strand	Week	Focal Areas	DoK1	DoK2	DoK3	DoK4	Total
	Foundations in Artistic Knowledge and Processes	Rudiments in Performing Arts	1	Elements of Performing Arts	2	3	1		6
			2	Creative Design and the Process of Designing Performing artwork	1	2	2		5
			3	Rehearsal 1	1	1			2
		Skills in Performance	4	Emerging Topical Issues in Ghana		1			1
			5	Creative Process Based on Emerging Topical Issues in Ghana	1		1		2
			6	Audition	2	1			3
			7	Rehearsal 2	2	1	1		4
			8	Performing the Artwork		1	2		3
		Communications in the performing arts	9	Terminologies in Performing Arts Process	1	2			3
		Business Cycles in the Performing Arts	10	Connectedness of Performing Arts to other Art Forms		2	1		3
			11	Challenges and Opportunities of the Performing Arts industry	1	2			3
			12	Analysing Business Opportunities and challenges	1	2	2		5
				Total					40

NB: Distribution of Questions in the aspects of the Performing Arts

- i) *General knowledge in the Performing Arts = 10 questions*
- ii) *Music Specific = 10 Questions*
- iii) *Dance Specific = 10 Questions*
- iv) *Drama Specific = 10 Questions*

Total = 40 Questions



Appendix F: Sample Objective and Essay Questions with Scheme

SECTION A – Objective Questions (40 marks)

Which of the following pairs of performing arts elements are most appropriate for creating a musical piece?

- A. Energy and Space
- B. Melody and Pitch (LI 2, DoK 2)
- C. Characterization and Plot
- D. Costume and Energy, etc.

Key is B (1 mark for each correct option)

SECTION B – Essay Questions (30 marks)

Learners will be expected to answer two questions from four given options for 1 hour.

E.g.

Give three (3) reasons why the production of a performing artwork cannot be effective without the application of Science and Technology.

Sample Answer

- i) Science and technology have transformed performing arts. Modern lighting and sound systems use advanced technology to create amazing visual and audio effects, making performances look and sound better.
- ii) Science helps keep performers safe. Knowledge of body movements prevents injuries, and safer materials and stage designs protect against accidents.
- iii) Science introduces new tools for artistes, like virtual reality (VR) and augmented reality (AR), creating immersive and interactive performances that engage audiences in new ways.
- iv) Science improves efficiency and precision in production. Computer-aided design (CAD) and automated stage machinery make set design and scene changes faster and more accurate, ensuring smooth performances.
- v) Science, especially data science and psychology, helps understand and improve audience engagement. Performances can be analysed and tailored to meet expectations, making them more enjoyable and memorable.

Any 3 correct points @ 5 marks each = 15 marks.



Appendix G: Performance Assessment Score Sheet for End of Semester Practical Examination

S/N	Name of Learner	Artistic Intent and Concept	Creativity and Originality	Technical Proficiency	Artistic Expression	Stage Presence	Interpretation	Timing and Pacing	Audience Engagement	Ensemble or Group Dynamics	General Impression	Total
		14	26	12	14	6	8	4	6	4	6	100 marks
1												
2												
3												
4												
5												
6												
7												

Explanation of the Criteria

1. **Artistic Intent and Concept:** The relevance of the theme or message, and the coherence of the overall artistic concept.
2. **Creativity and Originality:** The creativity of the choreography, musical arrangement, or theatrical staging.
3. **Technical Proficiency:** The performers' technical skills, including their mastery of instrumental or vocal techniques, dance movements, or acting abilities.
4. **Artistic Expression:** The performers' ability to convey emotions, tell a story, or express the intended message of the performance through their artistic interpretation.
5. **Stage Presence:** The performers' confidence, charisma, and engagement with the audience, as well as their ability to command attention and maintain focus throughout the performance.
6. **Interpretation:** How well the performers interpret and convey the intended meaning or theme of the piece.
7. **Timing and Pacing:** The timing and pacing of the performance, including the transitions between different sections or movements, as well as the overall flow and rhythm of the presentation.
8. **Ensemble or Group Dynamics:** Consider the cohesion and synergy among performers when assessing group performances, including their ability to work together harmoniously and complement each other's contributions.
9. **Audience Engagement:** The impact of the performance on the audience, including their emotional response, level of engagement, and overall enjoyment of the presentation.
10. **General Impression:** The overall impact, effectiveness and aesthetics of a performance or artistic work.

PLC SESSION 13:

- a) **Techniques and Strategies to Access Identified Business Opportunities**
- b) **Key Marketing Techniques and Skills to Promote Performing Artworks**

1. Introduction (20 minutes)

- 1.1** Share one thing on the lesson for *week 12 and the end of semester examination* that:
 - a) went well (NTS 1a, 2c, 3e–3j and 3k–3n).
 - b) you found challenging (NTS 3j, 3p).
- 0.2** Share your experience in conducting and/or recording the assessments for the previous semester.
- 1.3** Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 12* that supported learning (NTS 1e, 1g, 2b–2c, 3e–3j and 3k–3m).

2. Review of learning plans (60 minutes)

- 2.1** Read the purpose, learning outcome and learning indicators for the session.

Purpose

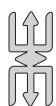
The purpose of the session is to review the learning plan for week 13 by aligning the plan with the Learner Material and appropriate assessment strategies.

Learning Outcome

Review your learning plan for week 13 (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

- 1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
 - 2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.
- 2.2** Review the pedagogical approaches proposed for teaching week 13 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).

**Note**

The selected activities should be included in the teacher/learner activity section of the learning plan

- 2.3** Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **homework** (NTS 3b, 3k and 3p).

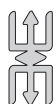
E.g.

Identify the techniques and strategies used to overcome business challenges and show how these can be applied in other context of business.

Refer to the tasks in page 9 of the Teacher Manual Year 1 Book 2 for more details.

Hint

Let learners continue to build their portfolios which were started in the first semester. The Portfolios will run through till week 22, where learners will submit for Assessment. Remind learners of the items expected in their portfolios (Refer to page 28 of the Teacher Assessment Manual and Toolkit for details)

**Note**

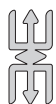
- i. *The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan*

- 2.4** Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2b, 3n-p).

E.g.

- a) *More than five techniques and strategies identified with relevant application to other contexts (15 marks).*
- b) *Four to five techniques and strategies identified with relevant application to other contexts (12 marks).*
- c) *Two to Three techniques and strategies identified with relevant application to other contexts (9 marks).*
- d) *Below two techniques and strategies identified with relevant application to other contexts (5 marks).*

A total of 15 marks can be allocated

**Note**

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2c, 2e, 3c, 3e, 3f and 3j)

E.g.

Introduce the homework assignment to the learners, providing clear instructions and expectations, etc.

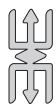
Refer to pages 57–60 of the Teacher Assessment Manual and Toolkit for more detailed steps for administering the assessment task.

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 1a, 3l, 3m and 3n).

E.g.

Provide written feedback on each assignment, highlighting strengths and areas for improvement, etc.

Refer to page 161 of the Teacher Assessment Manual and Toolkit for more information on assessment feedback.

**Note**

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b and 1e).

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 13 to provide feedback on your lesson (NTS 1f, 3f and 3g).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
- b) read PLC Session 14 and related Learner Material. (NTS 1b, 2c and 3b).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 14 in preparation for the next session (NTS 1c, 1f and 3a).

PLC SESSION 14: Drafting a Business Plan for the Production of Performing Artworks

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for week 13 delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e).
- b) you found challenging (NTS 1a, 1b and 2a–2e).

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 13 that supported learning (NTS 2e, 2f and 3d–3j).

2. Review of learning plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session.

Purpose

The purpose of the session is to review the learning plan for week 14 by aligning the plan with the Learner Material and appropriate assessment strategies.

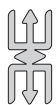
Learning Outcome

Review your learning plan for week 14 considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

- 1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
- 2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching week 14 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

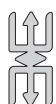
The selected activities should be included in the teacher/learner activity section of the learning plan

- 2.3** Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **class exercise** (NTS 3b, 3k and 3p).

E.g.

Draft a business plan for producing performing artworks considering (i) Summary of the plan, (ii) Financial Plan (iii) Risk Analysis

Refer to pages 17–18 of the Teacher Manual Year 1 Book 2 for more task items.



Note

- i. *The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan*

- 2.1** Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment. (NTS 2b, 3n–p).

E.g.

a) Summary of the plan (critical thinking)

- i) *Very clear covering five or more points of the plan (5 marks)*
- ii) *Clear summary stating four points of the plan (4 marks)*
- iii) *The summary states three points (3 marks)*
- iv) *Summary states less than three points (2 marks)*

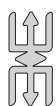
b) Financial Plan (financial literacy)

- i) *Accurate and detailed projections (5 marks)*
- ii) *Good projections with minor errors (4 marks)*
- iii) *Basic plan; some missing aspects (3 marks)*
- iv) *Inaccurate or incomplete projections (2 marks)*

c) Risk Analysis (freedom and independence)

- i) *Comprehensive and well-considered (5 marks)*
- ii) *Addresses most risks (4 marks)*
- iii) *Some risks missing (3 marks)*
- iv) *Superficial risk analysis (2 marks)*

A total of 15 marks can be allocated for the Essay

**Note**

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring*

2.2 Discuss how you will administer the assessment task(s)/item(s) as a subject group. (NTS 2a, 2e—2n).

E.g.

Explain the criteria for drafting a business plan, etc.

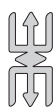
You can find more information on the class exercise assessment task page 168 of the Teacher Assessment Manual and Toolkit.

2.3 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 1a, 3l, 3m and 3n).

E.g.

Provide written feedback on each essay by highlighting strengths and areas for improvement, etc.

Refer to page 168 of the Teacher Assessment Manual and Toolkit for more information on feedback of the assessment.

**Note**

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b).

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 14 to provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
- b) read PLC Session 15 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 15 in preparation for the next session (NTS 3a, 3f, 3l, 3n and 3o).

PLC SESSION 15: Topical Issues that Reflect Ideas from Indigenous Knowledge Systems for Artistic Product(s) Planning

1. Introduction (20 minutes)

- 0.1** Share one thing on the lesson for week 14 delivered last week that:
 - a) went well (TS 1a, 2c, 3e–3j and 3k–3n).
 - b) you found challenging (NTS 1a, 1b and 2a–2e).
- 0.2** Share your experience in conducting and/or recording the assessment for the previous week.
- 0.3** Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 14 that supported learning (NTS 2e, 2f and 3d–3j).

2. Review of learning plans (60 minutes)

- 2.1** Read the purpose, learning outcome and learning indicators for the session.

Purpose

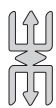
The purpose of the session is to review the learning plan for week 15 by aligning the plan with the Learner Material and appropriate assessment strategies.

Learning Outcome

Review your learning plan for week 15 considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

- 1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
 - 2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.
- 2.2** Review the pedagogical approaches proposed for teaching week 15 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

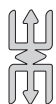
The selected activities should be included in the teacher/learner activity section of the learning plan

- 2.3** Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **research** (NTS 3b, 3k and 3p).

E.g.

Find out indigenous knowledge systems for planning event of artistic performances.

Refer to the Teacher Manual, Year 1, Book 2 pages 22–23, for more tasks.



Note

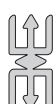
- i. The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan

- 2.4** Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2b, 3n–p).

E.g.

- a) Create a detailed rubric with specific criteria and performance levels regarding the criteria such as **research question formulation, Insight gained and References**.
- b) Use the following as a guide for each criterion:
 - i) Excellent (Clear, relevant and realistic) – **(5 marks)**
 - ii) Good (Clear, relevant but lacks reality) – **(4 marks)**
 - iii) Fairly Good (Somewhat clear, lacks relevance) – **(3 marks)**
 - iv) Below Average (Relevant but not realistic and clear) – **(2 marks)**

Total = 15 marks



Note

- i. The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/ learner activities in the learning plan.
- ii. Take into consideration different modes of responses provided by learners.
- iii. Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring

2.2 Discuss how you will administer the assessment task(s)/item(s) as a subject group. (NTS 2a, 2e–2n).

E.g.

- a) *Allow learners to develop their own questions based on indigenous knowledge systems, and its application to artistic planning.*
- b) *Outline the steps of the research process, including timelines, resources needed.*

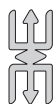
For further guidance on the steps to administer the assessment task, refer to pages 167–168 of the Teacher Assessment Manual and Toolkit.

2.3 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 1a, 3l, 3m and 3n).

E.g.

Provide constructive feedback focusing on the integration of research findings and how they can be practically applied to indigenous knowledge systems in the performing arts, etc.

Refer to page 168 of the Teacher Assessment Manual and Toolkit for more information on Feedback.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session. (NTS (NTS 1a, 1e and 3o).

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 15 to provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).

3.3 Remember to:

- a) *provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).*
- b) *read PLC Session 16 and related Learner Material (NTS 1b, 2c and 3b).*
- c) *bring along your Teacher Manual, PLC Handbook and learning plan on week 16 in preparation for the next session (NTS 1c, 1f and 3a).*

PLC SESSION 16: Plan to Create/Produce a Performing Arts Artistic Product Using Indigenous Knowledge Systems

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for week 15 delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e).
- b) you found challenging (NTS 1a, 1b and 2a–2e).

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 15 (NTS 1e, 1g, 2e, 2f and 3d–3j).

2. Review of learning plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session.

Purpose

The purpose of the session is to review the learning plan for week 16 by aligning the plan with the Learner Material and appropriate assessment strategies.

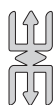
Learning Outcome

Review your learning plan for week 16 considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching week 16 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

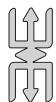
The selected activities should be included in the teacher/learner activity section of the learning plan

2.3 Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **checklist** (NTS 3b, 3k and 3p).

E.g.

In groups, plan a project to create or produce an artistic product (e.g., music, dance, or drama) that incorporates indigenous knowledge systems.

Refer to page 25 of the Teacher Manual, Year 1, Book 2 for more details on the task.



Note

- i. *The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan*

2.1 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment. (NTS 2b, 3n-p).

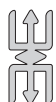
E.g.

a) Suggested Checklist (Creativity, communication, critical thinking, etc.)

- i. *Project Concept and Vision – Clear idea and goal for the project.*
- ii. *Research and Inspiration – Background information and creative ideas that include indigenous knowledge systems.*
- iii. *Project Scope – What the project will cover.*
- iv. *Resource Allocation: Materials, tools, and target audience.*
- v. *Timeline and Scheduling – Setting a schedule with key dates and deadlines.*
- vi. *Outline of Creative Process – Steps for how the project will be created.*
- vii. *Documentation of the Plan – Keeping a record of the project's plan and progress.*

b) Scoring

- i) *or more aspects (criteria) are included in the plan (15 marks, 3 marks for each)*
- ii) *criteria are included in the plan (12 marks, 3 for each).*
- iii) *3 criteria are included in the plan (9 marks, 3 marks for each), etc.*



Note

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/ learner activities in the learning plan.*
- ii. *Take into consideration the different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring*

2.2 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2a, 2e–2n)

E.g.

Discuss the checklist with learners and sensitize them on the outline of the plan, etc.

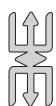
Refer to pages 165–166 of the Teacher Assessment Manual and Toolkit for detailed instructions for administering the assessment task.

2.3 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l).

E.g.

Provide detailed written and verbal feedback after the initial review, focusing on strengths and areas for improvement, etc.

Refer to page 166 of the Teacher Assessment Manual and Toolkit for detailed instructions on feedback of the assessment.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b, 1e and 3o).

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 16 to provide feedback on your lesson (NTS 1f, 3f, 3g, 3l, 3n and 3o).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
- b) read PLC Session 17 and related Learner Material (NTS 1b, 2c, 3a and 3b).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 17 in preparation for the next session (NTS 3a).

PLC SESSION 17: Review, Revise, Rehearse, and Fix the Performing Art Artistic Product(s) Planned Based on Indigenous Knowledge Systems

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for week 16 delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e).
- b) you found challenging (NTS 1a, 1b and 2a–2e).

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 16 (NTS 2e, 2f and 3d–3j).

2. Review of learning plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session.

Purpose

The purpose of the session is to review the learning plan for week 17 by aligning the plan with the Learner Material and appropriate assessment strategies.

Learning Outcome

Review your learning plan for week 17 considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching week 17 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

The selected activities should be included in the teacher/learner activity section of the learning plan

2.3 Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **class exercise** (NTS 3b, 3k and 3p).

E.g.

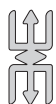
Identify and name five (5) different types of Dances, Music or Drama rehearsals.

Refer to the DoKs in page 28 of the Teacher Manual Year 1 Book 2 for more exercises.

Hint



*Let learners know of the mid-semester examination scheduled for week 18. Mid-semester examination will be practical-based, and learners must be given the task in week 17 in preparation for the Mid-Semester Examination. A sample of the task details is attached as **Appendix C – page 31**.*



Note

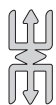
- i. *The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan*

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment. (NTS 2b and 3n-p).

E.g.

- a) *Individual Rehearsal: Practicing alone (2 marks)*
- b) *Group Rehearsal: Practicing with the whole group (2 marks) etc.*

Total = 10 marks



Note

- i) *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/ learner activities in the learning plan.*
- ii) *Take into consideration different modes of responses provided by learners.*
- iii) *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2a, 2e-2n)

E.g.

Discuss the rehearsal process and the assessment rubric, etc.

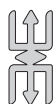
Refer to pages 80–83 of the Teacher Assessment Manual and Toolkit for detailed instructions on administering the assessment task.

- 2.6** Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l).

E.g.

Provide written feedback on the rehearsal types indicating individual strengths and areas for improvement, etc.

Refer to page 10 of the Teacher Assessment Manual and Toolkit for further information on feedback of the assessment task.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 17 to provide feedback on your lesson. (NTS 1f, 3g).
- 3.3** Remember to:
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
 - b) read PLC Session 18 and related Learner Material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 18 in preparation for the next sessions (NTS 3a).

PLC SESSION 18: Preparing for Mid-Semester Examination

1. Introduction (20 minutes)

- 1.1** Share one thing on the lesson for week 17 delivered last week that:
- went well (NTS 1a, 1b and 2a-2e).
 - you found challenging (NTS 1a, 1b and 2a-2e).
- 1.2** Share your experience in conducting and/or recording the assessment for the previous week.
- 1.3** Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 17 (NTS 2e, 2f and 3d-3j).

2. Review of learning plans (60 minutes)

- 2.1** Read the purpose, learning outcome and learning indicators for the session.

Purpose

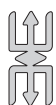
The purpose of the session is to review the learning plan for week 18 lessons and mid-semester examination by aligning the plan with the Learner Material and appropriate assessment strategies.

Learning Outcome

Review your learning plan for week 18 and prepare for mid-semester examination considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicators

- Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
 - Discuss and develop assessment tasks and rubrics/marking scheme for the indicators for the week.
- 2.2** Review the pedagogical approaches proposed for teaching week 18 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a-2f, 3a-3j).



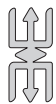
Note

The selected activities should be included in the teacher/learner activity section of the learning plan

- 2.3** Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **mid-semester examination** (NTS 3b, 3k and 3p).

E.g.

In a conveniently sized group, perform your created performing artwork, which incorporates indigenous knowledge systems, for not more than 10 minutes.



Note

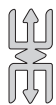
- i. The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan

- 2.4** Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2b, 3n-p).



Hint

Refer to **Appendix D** –page 32 for a sample of performance score sheet, etc.



Note

- i. The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/ learner activities in the learning plan.
- ii. Take into consideration different modes of responses provided by learners.
- iii. Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring

- 2.5** Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2a, 2e-2n)

E.g.

Let groups perform their works in turns and use the score sheet for assessment, etc.

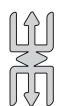
Refer to pages 35–36 of the TM for further details.

- 2.6** Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l).

E.g.

Provide specific feedback on each criterion, highlighting strengths and areas for improvement, etc.

Refer to pages 36 of the Teacher Assessment Manual and Toolkit for additional information on feedback of the assessment.

**Note**

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 18 to provide feedback on your lesson (NTS 1f, 3g).
- 3.3** Remember to:
 - a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
 - b) read PLC Session 19 and related Learner Material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 19 (NTS 3a).

PLC SESSION 19: Record a Creative Product

1. Introduction (20 minutes)

- 0.1** Share one thing on the lesson for week 18 and the mid-semester examination that:
- a) went well (NTS 1a, 1b and 2a–2e).
 - b) you found challenging (NTS 1a, 1b and 2a–2e).
- 0.2** Share your experience in conducting and/or recording the assessment for the previous week.
- 0.3** Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 18 (NTS 2e, 2f and 3d–3j).

2. Review of learning plans (60 minutes)

- 2.1** Read the purpose, learning outcome and learning indicators for the session.

Purpose

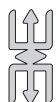
The purpose of the session is to review the learning plan for week 19 by aligning the plan with the Learner Material and appropriate assessment strategies.

Learning Outcome

Review your learning plan for week 19 considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
 2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.
- 2.2** Review the pedagogical approaches proposed for teaching week 19 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

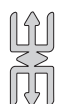
The selected activities should be included in the teacher/learner activity section of the learning plan

- 2.3** Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **peer assessment** (NTS 3b, 3k and 3p).

E.g.

In groups, record your Performance digitally for post-production activities.

Refer to the DoK assessment questions in page 33 of the Teacher Manual Year 1 Book 2 for further details.



Note

- i. The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan

- 2.4** Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2b, 3n-p).

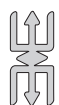
E.g.

a) Recording Quality (10 marks) – critical thinking

- i) Clear and accurate sound and video.
- ii) Good use of camera angles, lighting, and sound.

b) Creativity and Originality (10 marks)

- i) Use of creative methods in recording and editing.
- ii) Showing artistic ideas clearly in the recording.
- iii) Adding unique elements that improve the final product.



Note

- i. The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/ learner activities in the learning plan.
- ii. Take into consideration different modes of responses provided by learners.
- iii. Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring

- 2.5** Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2a, 2e-2n)

E.g.

Discuss the rubrics with learners and let them know the key points to cover, and recording guidelines, etc.

Refer to page 173 of the Teacher Assessment Manual and Toolkit for detailed instructions on administering the assessment task.

- 2.6** Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l).

E.g.

Provide verbal feedback during the recording and editing process to guide learners, etc.

Refer to page 174 of the Teacher Assessment Manual and Toolkit for further instructions on how to give feedback on the peer assessment mode.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 19 to provide feedback on your lesson (NTS 1f, 3g).
- 3.3** Remember to:
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
 - b) read PLC Session 20 and related Learner Material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 20 (NTS 3a).

PLC SESSION 20: Elements of Production/Presenting/Performing the Artistic Product(s)

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for week 19 delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e).
- b) you found challenging (NTS 1a, 1b and 2a–2e).

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 19 (NTS 2e, 2f and 3d–3j).

2. Review of learning plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session.

Purpose

The purpose of the session is to review the learning plan for week 20 by aligning the plan with the Learner Material and appropriate assessment strategies.

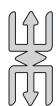
Learning Outcome

Review your learning plan for week 20 considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching week 20 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

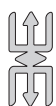
The selected activities should be included in the teacher/learner activity section of the learning plan

- 2.3** Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **project-based** (NTS 3b, 3k and 3p).

E.g.

Write down a report based on discussion of video watched by identifying and evaluating the elements of the production of an artistic product.

Refer to page 38 of the Teacher Manual Year 1 Book 2 for more task items.



Note

- i. The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan

- 2.4** Discuss (and agree as a subject group) how you will develop the marking scheme/rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment. (NTS 2b, 3n-p).

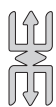
E.g.

a) Content in relation to the elements of production (20) – Creativity

- i) Clearly identifies and explains the elements of production and performance.
- ii) Content is relevant and directly related to the artistic product (music, dance and drama being discussed).

b) Organisation (10) – Critical thinking

- i) Write up has a clear and logical structure with an introduction, body, and conclusion.
- ii) Ideas are presented in a coherent manner, with smooth transitions between points.



Note

- i. The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.
- ii. Take into consideration different modes of responses provided by learners.
- iii. Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring

- 2.5** Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2a, 2e-2n)

E.g.

Provide instructions on the structure of the project-work, key points to address and writing guidelines, etc.

Refer to pages 34–35 of the Teacher Assessment Manual and Toolkit for detailed instructions on how to administer the assessment task.

- 2.6** Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class. (NTS 3l).

E.g.

Provide verbal feedback for the groups after the write up for improvement, etc.

Refer to page 34 of the Teacher Assessment Manual and Toolkit for more details on assessment task feedback.

Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 20 to provide feedback on your lesson (NTS 1f, 3g).
- 3.3** Remember to:
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
 - b) read PLC Session 21 and related Learner Material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 21 (NTS 3a).

PLC SESSION 21: Artistic Expressions of Performing Arts

1. Introduction (20 minutes)

- 0.1** Share one thing on the lesson for week 20 delivered last week that:
- went well (NTS 1a, 1b and 2a–2e).
 - you found challenging (NTS 1a, 1b and 2a–2e).
- 0.2** Share your experience in conducting and/or recording the assessment for the previous week.
- 0.3** Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 20 (NTS 2e, 2f and 3d–3j).

2. Review of learning plans (60 minutes)

- 2.1** Read the purpose, learning outcome and learning indicators for the session.

Purpose

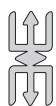
The purpose of the session is to review the learning plan for week 21 by aligning the plan with the Learner Material and appropriate assessment strategies.

Learning Outcome

Review your learning plan for week 21 considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

- Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
 - Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.
- 2.2** Review the pedagogical approaches proposed for teaching week 21 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

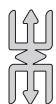
The selected activities should be included in the teacher/learner activity section of the learning plan

- 2.3** Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **essay** (NTS 3b, 3k, 3p).

E.g.

Identify and explain five (5) artistic expressions in a named Performing Arts artistic product, etc.

Refer to page 40 of the Teacher Manual Year 1 Book 2 under key assessment, for more tasks.



Note

- i. *The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan*

- 2.4** Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2b and 3n-p).

E.g.

Identification of Artistic Expressions and explanation of artistic expressions (Critical thinking, communication, creativity, responsibility, etc.)

The performing arts artistic product can be in music, dance or drama.

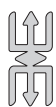
a) Music

- i) *Singing – Using the voice to produce musical sounds, express emotions, and interpret lyrics.*
- ii) *Instrumental Performance – Playing musical instruments to create and convey music, including classical, jazz, rock, and more.*
- iii) *Composition – Crafting original music, including melodies, harmonies, rhythms, and arrangements.*
- iv) *Improvisation – Spontaneously creating and performing music without pre-planned structure, often seen in jazz and blues.*
- v) *Conducting – Leading an ensemble or orchestra, interpreting and directing the performance of a musical work.*
- vi) *Music Production – Using technology to record, mix, and produce music, shaping the sound and quality of recordings.*
- vii) *Songwriting – Writing lyrics and melodies to create songs, often involving both musical and lyrical creativity.*
- viii) *Choral Arrangement – Arranging music for a group of singers, harmonizing voices and creating a cohesive choral performance*

b) Dance

- i) *Ballet: A classical dance form characterised by precise movements, grace, and formalised steps and positions.*
 - ii) *Contemporary Dance: A modern dance style that blends various techniques and focuses on expression, fluidity, and innovation.*
 - iii) *Hip-pop Dance: A dynamic street dance style involving energetic movements, including breaking, popping, and locking.*
 - iv) *Jazz Dance: A lively dance style with influences from African American rhythms and music, known for its expressive, energetic movements.*
 - v) *Modern Dance: An expressive dance form that often rejects traditional ballet techniques in favor of more fluid and abstract movements.*
 - vi) *Folk Dance: Traditional dances that reflect the culture and heritage of a particular community or region, often performed at social gatherings and festivals.*
- c) **Drama**
- i) *Acting: Portraying characters and emotions through speech, movement, and expression on stage or screen.*
 - ii) *Improvisation: Creating and performing scenes spontaneously, without a script, relying on quick thinking and creativity.*
 - iii) *Scriptwriting: Crafting dialogue, scenes, and narratives for plays, films, or television shows, shaping the story and characters.*
 - iv) *Directing: Guiding and shaping the performance of actors, interpreting the script, and overseeing the production to achieve artistic vision.*
 - v) *Stage Design: Creating and arranging the visual elements of a performance, including sets, props, and lighting, to enhance the storytelling.*
 - vi) *Costume Design: Designing and creating costumes that reflect characters, time periods, and themes, contributing to the visual and emotional impact of the performance.*
- d) **Scoring**
- i) **1 mark** for each artistic expression identified = **5 marks**
 - ii) **3 marks** each for any five artistic expressions explained (**15 marks**)
 - iii) **5 marks** for organisation, i.e. Critical thinking where ideas are well-organised, with smooth transitions between points; Writing is clear, concise, and free of errors.

A total of **20 marks** may be allocated to this Essay



Note

- i. The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.
- ii. Take into consideration different modes of responses provided by learners.

- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2a, 2e–2n.)

E.g.

Introduce the Essay to the learners, providing clear instructions and expectations, including the rubrics, etc.

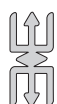
Refer to pages 94–96 of the Teacher Assessment Manual and Toolkit for detailed instructions on the assessment task administration.

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l).

E.g.

Provide written feedback on each assignment, highlighting strengths and areas for improvement, etc.

Refer to page 96 of Teacher Assessment Manual and Toolkit for more information on assessment feedback.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b).

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 21 to provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
- b) read PLC Session 22 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 22 (NTS 3a).

PLC SESSION 22: Individual Showcase Portfolio

1. Introduction (20 minutes)

- 1.1** Share one thing on the lesson for week 21 delivered last week that:
- a) went well (NTS 1a, 1b and 2a–2e).
 - b) you found challenging (NTS 1a, 1b and 2a–2e).
- 1.2** Share your experience in conducting and/or recording the assessment for the previous week.
- 1.3** Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 21 (NTS 2e, 2f and 3d–3j).

2. Review of learning plans (60 minutes)

- 2.1** Read the purpose, learning outcome and learning indicators for the session.

Purpose

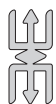
The purpose of the session is to review the learning plan for week 22 by aligning the plan with the Learner Material and appropriate assessment strategies.

Learning Outcome

Review your learning plan for week 22 considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

- 1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
 - 2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.
- 2.2** Review the pedagogical approaches proposed for teaching week 22 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

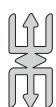
The selected activities should be included in the teacher/learner activity section of the learning plan

2.3 Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **portfolio** (NTS 3b, 3k and 3p).

E.g.

Submit your portfolio that includes the listed items for review and assessment.

- i) *Projects (Music compositions, Choreography/literary works)*
- ii) *Presentations*
- iii) *Synopsis*
- iv) *pictures*
- v) *videos, etc.*



Note

- i. *The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan*

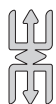
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2b, 3n-p).

E.g.

Portfolio Assessment Score Sheet for Performing Arts

Name of Learner: **Learner's Number:**

Criterion	Excellent (10)	Good (8)	Satisfactory (6)	Below Average (4)	Score
Content	<i>Includes more than 5 required items</i>	<i>Includes 4–5 required items</i>	<i>Include 2–3 required items</i>	<i>Less than 2 required items</i>	
Performance/ Technical Quality	<i>High skill and artistic expression</i>	<i>Good skill and artistic expression</i>	<i>Skill and artistic expression are basic</i>	<i>Low skill and artistic expression</i>	
Organisation	<i>Well-organised with clear visuals and sounds</i>	<i>Organised with good visuals and sound</i>	<i>Some organisation but issues with visuals or sounds</i>	<i>Disorganised with poor visuals or sound</i>	
Technical Skill	<i>Mastery of skills and techniques</i>	<i>Proficient in skills and techniques</i>	<i>Basic skills and techniques</i>	<i>Limited skills and techniques</i>	
Professionalism	<i>Clear evidence of care and effort</i>	<i>Evidence of care and effort</i>	<i>Some evidence of care and effort</i>	<i>Little to no evidence of care and effort</i>	

**Note**

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2a, 2e–2n).

E.g.

Let learners bring their showcase portfolio built over the semester for display and discuss assessment criteria with learners, etc.

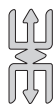
Refer to pages 28–29 of the Teacher Assessment Manual and Toolkit for additional information on the steps for administering the assessment task.

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l).

E.g.

Along with the scores, write some comments on what was done well and what can be improved, etc.

Refer to page 29 of the Teacher Assessment Manual and Toolkit for further details on feedback of the assessment mode.

**Note**

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b).

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 22 to provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
- b) read PLC Session 23 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 23 (NTS 3a).

PLC SESSION 23: Artistic Product(s) to Life Experience

1. Introduction (20 minutes)

- 1.1** Share one thing on the lesson for week 22 delivered last week that:
 - a) went well (NTS 1a, 1b and 2a–2e).
 - b) you found challenging. (NTS 1a, 1b and 2a–2e).
- 1.2** Share your experience in conducting and/or recording the assessment for the previous week.
- 1.3** Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 22 (NTS 2e, 2f and 3d–3j).

2. Review of learning plans (60 minutes)

- 2.1** Read the purpose, learning outcome and learning indicators for the session.

Purpose

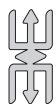
The purpose of the session is to review the learning plan for week 23 by aligning the plan with the Learner Material and appropriate assessment strategies.

Learning Outcome

Review your learning plan for week 23 considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
 2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.
- 2.2** Review the pedagogical approaches proposed for teaching week 23 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

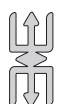
The selected activities should be included in the teacher/learner activity section of the learning plan

- 2.3** Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **class exercise** (NTS 3b, 3k and 3p).

E.g.

Write down how your life experiences, ideas and perspectives are realised through a performing artwork (music or dance or drama) you have watched connects to everyday life, etc.

Refer to the DoKs in page 43 of the Teacher Manual, Year 1, Book 2, for more task items.



Note

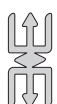
- i. The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan

- 2.4** Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2b, 3n-p).

E.g.

- a) *Discussing life experiences in relation to the performing artwork (10 marks).*
- b) *Analysis of how personal experiences are connected to the themes in the work (10 marks).*
- c) *Inclusion of personal reflections that show how the performance has impacted or resonated with the writer's own life (5 marks).*
- d) *Free from grammatical errors and spelling mistakes (5 marks).*

Total = 30 marks



Note

- i. The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/ learner activities in the learning plan.
- ii. Take into consideration different modes of responses provided by learners.
- iii. Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring

- 2.5** Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2a, 2e-2n).

E.g.

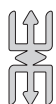
Introduce the class exercise providing clear guidelines and expectations, etc.

For more details on administering the assessment task, refer to pages 80-83 of the Teacher Assessment Manual and Toolkit.

- 2.6** Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l).

E.g.

Give written feedback for each essay, focusing on the depth of thought and quality of reflections, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 23 to provide feedback on your lesson (NTS 1f, 3g).
- 3.3** Remember to:
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
 - b) read PLC Session 24 and related Learner Material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 24 (NTS 3a).

PLC SESSION 24: Preparing for End of Semester Examination

1. Introduction (20 minutes)

- 1.1** Share one thing on the lesson for week 23 delivered last week that:
- went well (NTS 1a, 1b and 2a–2e).
 - you found challenging (NTS 1a, 1b and 2a–2e).
- 1.2** Share your experience in conducting and/or recording the assessment for the previous week.
- 1.3** Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 23 (NTS 2e, 2f and 3d–3j).

2. Review of learning plans (60 minutes)

- 2.1** Read the purpose, learning outcome and learning indicators for the session.

Purpose

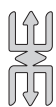
The purpose of the session is to review the learning plan for week 24 lessons and end of semester examination by aligning the plan with the Learner Material and appropriate assessment strategies.

Learning Outcome

Review your learning plan for week 24 and prepare for end of semester examination considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

- Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
 - Discuss and develop assessment tasks and rubrics/marketing scheme for the learning indicators for the week.
- 2.2** Review the pedagogical approaches proposed for teaching week 24 in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



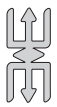
Note

The selected activities should be included in the teacher/learner activity section of the learning plan

2.3 Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **end of semester examination** (NTS 3b, 3k and 3p).

E.g.

- a) *There will be both practical performance test and written test. For the practical performance, learners will present their created works in groups, with each performance lasting for not more than 15 minutes.*
- b) *For the written test, there will be two sections: **Section A** and **Section B**. Learners will answer **40 multiple choice** questions in **Section A** for one hour, which will cover the topics treated in the semester (Refer to the **Specification Table in Appendix H**). In **Section B**, learners will choose any two questions from four given options for 60 minutes. Refer to examples of test items in **Appendix I**.*



Note

- i. *The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan*

2.1 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment. (NTS 2b, 3n-p).

E.g.

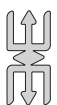
- a) *The practical performance will be 50 marks. Refer to **Appendix G** for a sample of details for scoring.*
- b) *Section A will carry 40 marks (refer to Appendix I) while Section B will carry 30 marks (each of the two chosen questions carrying 15 marks).*

Practical Performance = 50 marks

Objective = 40 marks

Essay = 30 marks

Total= 120 marks



Note

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/ learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring*

- 2.2** Discuss how you will administer the assessment task(s)/item(s) as a subject group. (NTS 2a, 2e–2n.)

E.g.

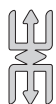
Let groups perform their works in turns and use the score sheet for assessment, etc.

Refer to summative assessment modes on pages 16–17 of the Teacher Assessment Manual and Toolkit for further details.

- 2.3** Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l).

E.g.

- a) *Discuss examination questions with learners in the next meeting.*
- b) *Give written feedback to learners on their performance for improvement, etc.*



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

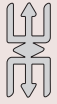
3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 24 to provide feedback on your lesson (NTS 1f, 3g).
- 2.3** Remember to provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).

Appendix H: Item Specification Table for Semester 2 Examination (Multiple Choice)

PAPER 1 – 1 Hour

S/N	Strands	Sub-Strand	Week	Learning indicators	DoK1	DoK2	DoK3	DoK4	Total
1	Foundations in Artistic Knowledge and Processes	Business Cycle in the Performing Arts	13	Marketing Techniques and Strategy	1	3	3		7
			14	Drafting a Business Plan	1	1	2		4
2	Artistic Practice	Developing Artistic Ideas and Works	15	Indigenous Knowledge Systems	1	1	2		4
			16	Production of a Performing Arts Event		1	2		3
			17	Rehearsal	1		1		2
			18	Performance	1	1			2
			19	Recording for Documentation	1	1	1		3
3	Analysis and Interpretation	Critically Responding to One's Own and Others' Creative Works	20	The Post-Production Stage		1	2		3
			21	Artistic Expressions	1	2			3
			22	Performance Aesthetics		1	1		2
			23	Connecting artworks to Real-life Experience	1	2			3
			24	Communicating and Connecting	1	2	1		4
				Total	8	16	15		40



Note

Distribution of Questions in the aspects of the Performing Arts

- i) *General knowledge in the Performing Arts = 10 questions*
- ii) *Music Specific = 10 questions*
- iii) *Dance Specific = 10 Questions*
- iv) *Drama Specific = 10 Questions*

Total = 40 Questions



Appendix I: Sample Objective and Essay Questions with Scheme for Second Semester

SECTION A – Objective Question

As a director, what factors will you consider first when staging a play?

- I. Budget
 - II. Dance
 - III. Costume
 - IV. Lighting
- A. I, II and III
 - B. II and IV
 - C. I, III, and IV (LI 6, DoK 3)
 - D. II only

Key is C (1 mark for each correct option)

SECTION B – Essay Question

Learners will be expected to answer two questions from four given options for 1 hour.

Using the key of F major and any chosen time signature, set the text below into a melody of not less than 12 bars and not more than 16 bars.

I love my Motherland.

Ghana is my Motherland.

Land of peaceful people;

I love my motherland.

Sample Scheme

No definite solution as candidates' answers will be varied. However, marks will be awarded as follows:

- i) Use of strong and weak beats of the syllables (2 marks)
- ii) Suitability of rhythm to the texts (2 marks)
- iii) Application of any five or more melodic device (5 marks, 1 mark for each device)
- iv) Use of cadences (2 marks)
- v) Originality of melody (4 mark)s

Total = 15 marks

Appendices

Appendix 1: Structure of the Senior High School Internal Assessment and Transcript System

Introduction

This document provides details on the structure of the internal assessment and transcript system for effective implementation of the standards-based curriculum at the SHS level. The structure of the internal assessment involves a comprehensive and systematic approach to evaluating learners' performance and learning progress. The frequency of assessment is carefully planned to ensure regular and consistent monitoring, typically occurring at multiple points throughout the academic term. It is crucial to capture learner assessment scores promptly and accurately for the transcript. Therefore, guidance has been provided to ensure that each assessment is recorded in a timely manner. Effective management of the transcript system requires meticulous organisation and updated technology to handle and store data efficiently. Capacity building and training on effective internal assessment are essential for teachers, heads, assessments officers, providing them with the skills and knowledge to conduct assessments that are fair, ethical and align with learning outcomes for valid results. Engaging learners in internal school assessments fosters a sense of responsibility and self-awareness, encouraging them to take an active role in their educational journey through prompt and effective feedback.

A. Structure

Formative Assessment

This assessment may be conducted during a class period, after completing or during a practical activity, or after a teacher completes a sub-strand, strand, or a learning indicator(s). Distinct types of assessment tools can be used for Formative Assessment. These include:

- Observation during in-class activities
- Standard homework exercise for class discussion
- Question and answer sessions (formal and informal)
- Quizzes (e.g. class pop-ups)
- In-class activities and presentations (individuals and groups)
- Project work (individuals and groups)
- Practical assessments
- Field trips/Presentation of Reports

- Class assignments/Self/Peer Assessments
- Class tests
- Portfolios
- Performance assessments (roleplay, demonstration oral/aural)

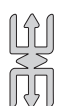
Summative Assessment

Summative Assessment is conducted at the end of the learning sequence (end-of-semester). It records the learners' overall achievement/performance at the end of the learning sequence. The type of tools used may include:

- Mid-Semester Examinations
- End-of-Semester examinations.
- Project work/Portfolio/Research/Practical assessments

TABLE 1: Proposed Structure, assessment activities and marks distribution

	Mode of Assessment	Contribution/ Weight	Submission per Year
1	Class Assessments (e.g., Classwork, Quizzes, Homework, Debate, Presentation, Drama & Roleplay, Case Study)	10 %	2
2	Mid-Semester Examination (Assessment/Project/Research)	10%	2
3	Practical or Portfolio or Performance Assessment (Individual)	10 %	1
4	Group Projects, Research, or Case Studies, Practical/Lab work, Workshops, Performances, Presentations (Out of Class)	10 %	1
5	Individual Projects, Research, or Case Studies, Practical/Lab work, Workshops, Performances, Presentations (Out of Class)	20%	1
6	Supervised Individual Semester Assessment/Project/Research/End of Semester Exam	40 %	2
	Total	100 %	9



Note

Character Qualities/National, Values, 21st Century Skills: Teachers should make a conscious effort to observe these soft skills as learners go about their activities in the class, take notes, and award marks appropriately. Assessment of these skills should be deliberately embedded in the various modes of assessment outlined in the table above.

B. Frequency of Assessment

Table 2 provides a suggested schedule of internal assessment for SHS. It is important to note that whilst assessments should comply with the specific learning outcomes of the subject area, they should cover the 21st century skills and competencies, GESI, SEL and National values as espoused in the TAMT using diversity in assessment modes as suggested in Table 1. Teachers may increase the frequency of assessments using other assessment strategies. The schedules presented should serve as **milestones** for schools to comply with.

Table 2: Suggested schedules of internal assessment for SHS

Semester One																
SN	Modes of Assessment	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	Individual Class Assessment(s)															
2	Practical or Portfolio** or Performance Assessments (Individual)															
3	Group Projects, Research or Case Studies (out of class)															
4	Supervised Individual Semester Assessment															
Semester Two																
SN	Modes of Assessment	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
5	Individual Class Assessment(s)															
6	Group work or Exercises															
7	Practical or Portfolio or Performance Assessments (Individual)															
8	Individual Project work or Research or Case Study															
9	Supervised Individual Semester Assessment															

Notes: How and when to capture learner assessment scores for the Transcript.

- Individual Class Assessment:** This can include individual classwork. This assessment can begin before week 4, but the evaluation scores should be ready by weeks 4 and 18.
- Individual Practical/Performance Assessment:** This form of assessment should include orientation of learners at the beginning to provide enough information

concerning the deliverables, progress review, and feedback processes. The assessment score should be ready by the end of weeks 5 through 10, and 15 through 22.

3. **Group Projects/ Research/Case Studies:** Learners should be grouped to work on a common project, case study or research-based problem. The learners should be given orientation concerning the rubrics and ethical or professional conduct concerning the assessment. The problems, projects, research assignments, or case studies should be related to the learners' environment. The assessment score should be ready by week 10.
4. **Supervised Individual Semester Assessment:** This may be a written examination or project work. It must be noted that regardless of the mode of assessment, there should be supervision throughout. This assessment should be completed by weeks 13/14 and 27/28.
5. **Individual Project Work/Research/Case Study:** This can include mini-design assignments, investigative or case studies or research-based assignments. The assessment score should be ready by week 24.

Assessments should cover the scope of the 21st century skills and competencies, GESI, SEL and national values espoused in the TAMT. Table 3 gives examples of the scope. Refer to the TAMT for a comprehensive list of the scope.

Table 3: Examples of 21st Century skills and competencies, GESI, SEL and National Values to be covered by scope of assessment

21 st Century Skills & Competencies	GESI & SEL	National Values
• Critical Thinking and Problem Solving • Creativity • Innovation • Collaboration • Communication • Global and Local Citizenship • Learning for life • Leadership • Analytic skills • Digital Literacy	• Gender Equality and Social Inclusion • Self-Awareness • Self-Management • Social Awareness • Relationship Skills • Responsible Decision Making • Tolerance	• Respect • Truth and Integrity • Tolerance • Respect • Equity • Communalism • Appreciation • Stewardship • Time Management

Table 4 shows the recommended assessment strategies for the scope in Table 3.

Table 4: Recommended assessment strategies for 21st century skills and competencies

21 st Century Skills & Competencies	Assessment Strategies
Critical Thinking, Problem Solving, Analytical skills	• Debates • Analysis of Case Studies based on learners' environment. • Research & Project work. • Objective and Essay type questions/items
Creativity and Innovation	• Individual and group projects • Analysis of Case Studies based on learners' environment. • Design & product creation to solve societal problems
Communication and Collaboration	• Debates • Group projects. • Presentations • Drama & Role play
Global and Local Citizenship	• Research & Project work. • Analysis of Case Studies based on cultural and global issues
Leadership and learning for life	• Individual and Group projects • Presentations
Digital Literacy	• Research & Project work. • Presentations using ICT tools. • individual and group projects

The TAMT details the rubrics for the assessment strategies suggested in Table 3. A combination of the assessment strategies could provide diversity and ensure that the assessment scope is effectively covered during formative and summative assessments. It is important to note that the GESI, SEL and National values espoused in the TAMT should be incorporated into the assessment strategies.

C. Learner Involvement

What should learners contribute?

Learners' involvement in the internal assessment processes in schools offers valuable insights into how the learner perceives and experiences of the assessment process. This engagement process grants learners the opportunity to explain areas of confusion, frustration, or unfairness, and these help teachers refine their assessment approaches.

Again, learner involvement fosters communication between teachers and students. This can help clarify expectations, address concerns, and create a more positive learning environment.

When to involve learners

As part of the initial needs assessment for teacher training, gather learner input on areas needing improvement in the Internal Assessment Score (IAS) process. This helps to incorporate learner feedback in developing appropriate teacher training materials.

How should learners be involved?

Teachers should organise focus group sessions, to gather learner feedback on past assessments. This feedback can be used to inform future training sessions for teachers. e.g., Mock assessments and Co-creation of rubric.

Guide learners on the learning outcome expected. Involve them in the development of the assessment rubrics, and checklists to evaluate their progress and identify areas for improvement. Learners would demonstrate respect for diverse perspectives and the ability to work cooperatively with others.

Reflection

Integrate reflective activities such as journaling or discussions where students can analyse their learning experiences and identify areas for growth.

By actively involving teachers and learners in the SBA process, we create a dynamic learning environment. This empowers students to take ownership of their learning journey while equipping teachers with the tools to effectively guide and assess student progress.

Transparency and Setting Goals

At the beginning of a lesson, communicate clearly, the assessment criteria to the learners using appropriate language and structure. Present the information in an organised and coherent manner.

Self-assessment

Incorporate opportunities for self-assessment throughout the learning process. Learners can use rubrics or checklists to evaluate their progress and identify areas for improvement. Learners would demonstrate respect for diverse perspectives and the ability to work cooperatively with others.

Goal Setting

Encourage learners to set achievable learning goals aligned with the assessment criteria. This empowers them to take ownership of their learning journey.

Peer Assessment

Strategically incorporate peer assessment activities where students evaluate each other's work based on established criteria. This fosters critical thinking and collaboration skills.

Student-led presentations or projects

Provide opportunities for students to display their learning through presentations or projects. This allows them to develop communication and presentation skills.

By actively involving teachers and learners in the SBA process, we create a dynamic learning environment. This empowers students to take ownership of their learning journey while equipping teachers with the tools to effectively guide and assess student progress.

D. Feedback Mechanism

A feedback mechanism is a systematic approach for providing learners with information about their performance. This information helps them understand their strengths, identify areas for improvement, and achieve their learning goals. In the multi-subject environment of senior high school, timely and constructive feedback is crucial.

Timely means that feedback is provided soon enough for learners to act upon it after each assessment. Here are suggested general timelines to consider for the following types of assessments:

Type of Assessment	Expected Timeline for Feedback
Individual class assessments (mostly written)	1–3 days
Group assignments	1 week, with interim check-ins for assignments over extended periods of time.
Project work/Semester paper/End of Semester examinations	After key milestones and a final comprehensive review upon completion

For feedback to be constructive, it should focus on the task and not the learner's personality. It should be specific, actionable, and delivered in a way that motivates improvement.

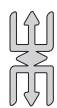
In providing feedback, use the sandwich method (CCC), which starts with a positive aspect of the work (**compliment**), followed by constructive criticism (**correction**), and concludes with another positive note (**compliment**). To set the stage for effective feedback, clearly communicate the learning objectives, expectations, and scoring rubrics before any assessment.

Learners must maintain an “assessment portfolio” where they compile all their assignments, reports, and feedback. Parents and other stakeholders review this portfolio during open days, parent-teacher meetings, or monitoring activities.

Feedback can be delivered using different methods after the assessment is done and marked. The choice of delivery should be guided by best practices and constraints that may exist, such as available time and class sizes. The following are some delivery methods to consider:

- **Whole Class Feedback:** The teacher facilitates a discussion about the assessment with all the learners. During the discussion, the teacher should highlight common strengths and weaknesses, provide clarifications, and share best practices.

- **Individual Feedback:** The teacher gives learners personalised (one-on-one) guidance or written comments. Provide *prompts to guide learners* to self-correct their wrong responses.



Note

Provide checklists or rubrics that learners can use to assess their own work before submitting it. This helps them independently identify errors and make the necessary adjustments.

- **Group Feedback:** The teacher groups learners facing similar challenges for targeted instruction and provides them with feedback.
- **Peer Review Feedback:** The teacher allows learners to learn from one another by giving constructive feedback to peers.
- **Self-Reflection:** After receiving feedback, the teacher should encourage learners to analyse their work, identify areas for improvement, and set goals using rubrics as a guide.
- **External Feedback:** In specific cases, the teacher should consider feedback from subject experts, teachers from other institutions, parents, and other stakeholders.

Regardless of the chosen feedback mechanism, note that self-reflection is essential. This allows learners to internalise feedback, set personal targets for improvement, and develop a growth mindset. Following the feedback, teachers are to provide opportunities for learners to correct mistakes through targeted exercises and reassessments.

By implementing these feedback strategies, teachers can empower senior high school learners to become active participants in their learning journey.

E. Transcript System

Effective data management is crucial for informed decision-making in today's dynamic educational landscape. The computerised transcript system achieves this purpose by offering second-cycle institutions with a comprehensive record of learner performance. The transcript system is a centralised repository for learner information. It gathers key details such as learner profiles, semester information, subjects taken with their respective scores (including continuous assessments and end-of-semester exams), credits, grades, semester, and overall Grade Point Averages (GPAs). Additionally, a dedicated section captures brief descriptions of learners' character qualities at the end of each semester.

There should be at least three individual class assessments, at least one group work and at least one project work.

Appendix 2: Excerpts from The Teacher Assessment Manual and Toolkit

A. Principles of Effective Assessment

As a process of determining the nature and extent of learning and development among learners, it is important to ensure that the assessment process meets the following principles:

1. Validity
2. Reliability
3. Fairness and ethics
4. Transparency
5. Inclusivity
6. Practicability
7. Assessment utility

Developing a valid assessment (Validity of Assessment Results)

To ensure that assessment scores or results are useful and interpreted appropriately, the teacher should:

- i. Clearly state the purpose of the assessment (e.g., what the test will be used for).
- ii. Create a learning and assessment plan (i.e., table of test specification tots)
- iii. Write assessment items or tasks that measure important learning outcomes of the curriculum (e.g., Skills, competencies, collaborative efforts, and lifelong learning).
- iv. Clearly define the performance criteria or standards/schemes/rubrics (i.e., define the specific knowledge, skill or behaviour that learners should demonstrate
- v. Score or grade assessment task based on the performance criteria to avoid biases, stereotyping, among others.
- vi. Ensure that the content of the assessment aligns closely with the defined criteria (thus, the assessment questions, tasks, or activities should directly measure what they want to assess).
- vii. Interpret the assessment results based on the purpose and the performance criteria.

Reliability (Consistency of Assessment Results)

In assessment, consistent standards of teacher assessment and fairness are important goals to aim for. The ‘connoisseur’ approach to assessment; that is, ‘I know it when I see it, but I can’t put it into words’ is not acceptable. Reliable results must be dependable for decision making.

For an Assessment result to be reliable, the teacher should:

- i. Clearly identify the learning outcomes to be assessed.
- ii. Give learners work or completed assessment tasks and activities to other teacher(s) to review.
- iii. Use multiple assessment strategies to measure the same or similar learning outcomes (e.g., giving the tasks or items of a class exercise as another class exercise or homework or group project) or using different item formats to assess learning outcomes.
- iv. Prepare scoring rubrics or marking schemes with specific weighting (marks) allocated to the items and use it consistently.
- vi. Give rubrics of tasks/activities in the case of performance or practical assessment ahead of time.
- vii. Ensure that the load or the length of the tasks are appropriate to the level of the learner (e.g., 25 minutes for 20 items; a project for a week or the term/ semester).
- viii. Administer assessment in a conducive environment that minimise disruption (e.g., noise, lightening, ventilation, among others) and devoid of any cheating.

Fairness and Ethics

Assessment strategies should give learners equitable opportunity to demonstrate what they know and can do taking into consideration their ability, learning styles, gender, special educational needs (SEN), among others. The teacher should:

- i. Ensure that the assessment tasks/activities align with the learning outcomes and content covered in class.
- ii. Use different forms of assessment tasks to assess learning outcomes (e.g., oral assessment, class exercises, class tests, homework, assignments, written tests, projects, and practical demonstrations as well as the end-of-term/ semester assessment).
- iii. Provide clear and detailed instructions to learners about the assessment's format, expectations, and criteria for evaluation.
- iv. Identify learners with SEN and make the necessary adaptation by providing extra time, alternative formats and other necessary accommodations.
- v. Avoid using culturally biased or discriminatory content, unfamiliar words, questioning, or examples in assessments.
- vi. Communicate the assessment plan in advance. For example, date, time, location, and any other relevant logistics.

Transparency

Transparency in assessment refers to making the assessment process and criteria clear and understandable to learners. The teacher should:

- i. Make learners aware of the demand of the assessment tasks.
- ii. Share performance criteria and indicate what will constitute the pass mark.
- iii. Readily share assessment results with the appropriate stakeholders (learners, parents/guidance, teachers).
- iv. Provide opportunity for learners to seek review and redress.
- v. Share the learning outcomes the assessment is designed to measure with learners.
- vi. be ready to share assessment criteria or rubrics when the need arises.

Inclusivity

Inclusivity in assessment will allow teachers to create assessment practices that are fair and accessible to ALL learners (GESI, SEL and SEN).

The teacher should:

- i. Familiarise with the section of inclusivity on the national pre-tertiary learning and assessment framework (NPLAF, page 32).
- ii. Select assessment strategies that are appropriate for different learning needs.
- iii. Assign workload in connection with the developmental and learning needs of learners.
- iv. Work with special education experts in the school system to adapt and accommodate assessment to the needs of all learners (i.e., extra time, alternative formats, or other necessary accommodations should be available).
- v. Make use of different formats (braille, oral translation, text-to-speech, ai, sign language interpretation and other assistive technology forms).
- vi. Develop rubrics that are inclusive (taking into consideration grammar, vocabulary, handwriting, presentation of ideas).

Practicability

For assessment strategies or processes to be feasible, convenient, efficient and successful.

The teacher should:

- i. Ensure that appropriate and adequate assessment materials, resources and security are available.
- ii. Consider appropriate assessment format to match the learning outcome(s), class size, age and ability levels.
- iii. Consider the time available to develop, administer, score and give constructive feedback.

Assessment Utility (utilisation and benefits)

To enhance the usefulness and practical value of assessment tasks/activities, the teacher should:

- i. Clearly state the intended use of the assessment results.
- ii. Identify the essential learning outcome(s) to be covered in the assessment.
- iii. Construct assessment tasks/activities that are well aligned to real-life situations.
- iv. Select and allocate the appropriate resources for the assessment activities.
- v. Provide constructive feedback to learners on their performances.
- vi. Provide credible information that are useful to learners and other stakeholders (teachers, parent/guardians).
- vii. Weigh and indicate the benefits and the cost of the assessment strategies
- viii. to be used.
- ix. Justify the selection of a particular assessment format over the others (objective-type, essay, project, portfolio, demonstration, etc.).

B. Ethical considerations in Assessment

1. Designing and Developing the Assessment

- i. Identify the specific learning outcome(s) to be assessed.
- ii. State clearly the purpose of the assessment(s).
- iii. Specify the content area (i.e. Content Standards and/or Indicators) to be assessed and align them to the learning outcome(s).
- iv. Select appropriate format or strategy that should be in line with the learner's characteristics, learning outcome(s) and resources.
- v. Design different versions (differentiated assessment) of the assessment including the use of alternative strategies of assessment.
- vi. Avoid biased assessment tasks (e.g., task favouring a group of learners such as males among others).
- vii. Avoid using unfamiliar language and materials in writing the assessment tasks.
- viii. Adapt different versions to suit the needs of all learners. For example, make provision for learners with visual impairment by enlarging the font sizes of the assessment instrument and providing braille versions.
- ix. Develop the marking scheme/ scoring rubrics when developing the assessment task.
- x. Include mark allocation on the individual questions that are given when necessary.
- xi. Ensure that the assessment task is stored securely.
- xii. Provide clear direction for administration of the assessments.
- xiii. Consider logistics.

2. Administering the Assessment

- i. Communicate the assessment nature/structure/format, time, content coverage and location of the assessment tasks clearly to learners.
- ii. Ensure the setting is suitable and conducive for the assessment (e.g., lighting, ventilation, less noise among others).
- iii. For learners with SEN establish rapport and communicate in simple and clear language. Provide alternative settings for learners with SEN to meet their specific needs. (e.g., providing individualised accommodations such as writing the assessment in a separate room).
- iv. Provide needed logistics (e.g., answer booklets, first aid, pens and pencils among others) for the assessment task.
- v. For learners with SEN make room for the use of translators, assistive devices such as hearing aids, braille, computers, recorders, and other technologies that are relevant to their needs.
- vi. Administer assessments within appropriate time limits to enhance validity and to minimise the chance for cheating. Provide additional time for learners with SEN.
- vii. For learners with SEN, make room for varied modes such as oral, written, the use of a computer (text-to-speech and speech-to-text) among others.
- viii. Avoid anxiety, intimidating language, and unnecessary announcements.
- ix. Provide learners with anonymous identifiers and codes instead of names to enhance reliability and validity.
- x. In the case of practical/performance assessments, share rubrics and marking schemes with learners.
- xi. Ensure controlled and supervised distribution of assessment materials to avoid leaks or unauthorised sharing.

3. Scoring the Assessment

- i. Consistently make use of the marking scheme/ scoring rubrics.
- ii. Ensure multiple ratings or scoring/grading are done where necessary (e.g., for essay-type questions, practical/performance assessment).
- iii. Focus on the content (i.e., what is being assessed) instead of handwriting, spelling, punctuations, concord, and vocabulary when scoring.
- iv. For learners with SEN considerations should be made for vocabulary, spelling, and grammar especially in the English language.
- v. Provide opportunity for remarking, review, or redress where necessary.
- vi. Record the actual scores/grades of learners as a reflection of their performance. Do not add or subtract marks based on personal influences.
- vii. Keep assessment results of the learners safe (either manually or digitally).

- viii. Consider the use of professional scorers, judges, or raters in the case of External Assessments.

4. Reporting and Feedback in Assessment

- i. Ensure that the learner is aware of those who will be receiving the report.
- ii. Communicate results to authorised persons such as parents/guardians and other teachers.
- iii. Seek permission (informed consent) from the learner or parent/guardian if a third party may be involved.
- iv. Ensure that the true performance of the learner is reported (do not manipulate or distort the results).
- v. Present assessment results without stereotyping or biases.
- vi. Use language and terminology that is respectful and GESI responsive when reporting reports.
- vii. Provide clear and meaningful interpretation of the assessment results.
- viii. Adhere to legal requirements, ethical guidelines and institutional policies governing the reporting of assessment results.

5. Feedback

- i. Provide constructive feedback timely and promptly.
- ii. Emphasise the learner's strengths and opportunities for improvement rather than focusing solely on weaknesses.
- iii. Ensure that the feedback given to the learner, parents/guardians and other teachers reflects the performance of the learner.
- iv. Consider and adjust the mode of providing feedback to suit the needs of learners (consider GESI and SEN issues).
- v. Provide feedback based on the assessment criteria and not on personal influence.
- vi. Avoid displaying and announcing learners' performance unofficially.
- vii. Create opportunities for learners to readily access their results through creation of portals, portfolios and files for individual learners and other stakeholders.
- viii. Ensure collaborative assessment by sharing and taking the learner's information.
- ix. Create opportunities for learners to reflect on their own assessment results and learning.
- x. Give written comments to learners in formative assessment to help the learner track their errors and make the necessary corrections.

6. Interpreting and Using the Assessment Results

- i. Provide clear and detailed criteria including criterion/pass mark for interpreting the assessment results.

- ii. Avoid biases in interpreting the assessment results. Ensure result interpretation is not influenced by gender, religion, ethnicity, personal liking among others.
- iii. Use simple and clear language in the interpretation of the assessment results.
- iv. Interpret assessment results based on evidence and sound assessment practices.
- v. Ensure that the interpretation of the results accurately reflects the learner's ability, skills, competencies and knowledge.
- vi. Ensure the learner is aware of the assessment process and the consequence of the results.
- vii. Ensure assessment results are used for their INTENDED PURPOSE, aligning with the learning outcomes.
- viii. Seek the consent of the learner and parents/guardians before using the assessment results for any purpose.
- ix. Ensure that assessment informs the teaching and learning process in a fair and unbiased manner and provide remediation where necessary.
- x. Ensure that assessment results are confidentially kept and only shared with relevant stakeholders, such as the learner, parents/guardians, and school administrators.
- xi. Avoid using assessment results to label (name-calling), stereotype and discriminate among learners.
- xii. Ensure that results are stored and used in a secured manner.
- xiii. Avoid discussing the learner's results and performance unofficially with others (e.g., with other teachers, staff, learners and among others).

C. Differentiated Assessment

Differentiated assessment adapts strategies to diverse learning needs, strengths, and interests of all learners. Teachers tailor assessments to accommodate varying levels of readiness, learning styles, and preferences that ensure that all learners have equitable opportunities to demonstrate their understanding and skills.

To implement differentiated assessment, teachers should consider the following:

- i. *Varied assessment formats:* provide a range of assessment options, such as written assignments, oral presentations, projects, or multimedia presentations. This allows learners to exhibit their knowledge and skills using formats that align with their abilities and strengths.
- ii. *Flexible deadlines:* give learners the opportunity to complete assessments within a flexible timeframe. This considers different learning paces and allows learners to manage their time appropriately.
- iii. *Varying tasks:* Vary levels of difficulty for assessment tasks, allowing learners to choose the one that best suits their needs and challenges them appropriately.

- iv. *Accommodations*: Provide necessary accommodations for learners with unique learning needs, such as extended time, modified formats, or additional resources to support their assessment process.
- v. *Individualised feedback*: Provide individualised and constructive feedback that addresses the learner-specific needs and areas for improvement. Tailoring feedback to specific standards and learning outcomes can help learners understand their strengths and areas for improvement.
- vi. *Learner involvement*: Involve learners in the assessment process by encouraging self-reflection, self-assessment, and goal setting. Engaging learners in dialogue about their learning and assessment promotes

D. Guidelines on how to Construct Multiple Choice Questions (attachment)

1. Clearly define the purpose of the test/assessment
2. Define the learning outcome (i.e. knowledge, comprehension, skills, or competencies) you want learners to demonstrate through MCQs.
3. Prepare a table of test specifications or blueprints.
 - i. List topics and subtopics covered during the instructional period
 - ii. Distribute the number of test items among course content and instructional objectives or behaviours.
4. Write the test items (note: it should match the content and DoK levels stated in the table of test specification).
 - i. The central issue of the items should be in the question statement (stem).
 - ii. The options should be plausible and homogeneous in content.
 - iii. All options must follow syntax and punctuation rules.
 - iv. Repetition of words in the options should be avoided.
 - v. Vary the placement of the correct option (appropriately, arrange options in alphabetical order, ascending or descending or in order of magnitude if using numbers or dates).
 - vi. Stems and options should be stated positively. However, a negative stem could be used sparingly, and the word should be emphasized either by underlining it or writing it in capital form (e.g. **not**, **NOT**, not; **except**, **EXCEPT**, except).
5. Write clear directions/instructions. (e.g. Answer All Questions. All questions carry equal marks, Select/Choose from the alternative lettered A-D the correct answer).
6. Review the test items (go through items again after construction i.e. after a few days to week).
7. Prepare scoring key (scoring keys should be prepared concurrently with item construction).

E. Common Assessment Used in the Classroom

Class Exercise As An Assessment Strategy

Description: Class exercise as an assessment strategy are tasks designed to evaluate learner's understanding, knowledge, and skills related to a particular subject to gauge how well learners are grasping a content being taught.

Teachers should mainly use class exercises for formative purposes to assess learners across all subject areas, which can take various forms, such as quizzes, problem-solving tasks, group discussions, reflective questions, case studies, question and answer and practical activities, performance, observation, checklist/rubrics and demonstration providing valuable insights into the learning process.

Purpose: Class exercises can be used to:

- i. Help identify learning gaps in comprehension, retention, application of knowledge, values and attitudes.
- ii. Allow for immediate feedback and clarification of concepts.
- iii. Encourage active participation of learners for deeper understanding.
- iv. Modify teaching and learning techniques, strategies, and resources based on learning outcomes.
- v. Gradually build learners performance in a lesson over time to reduce summative test anxiety.
- vi. Help identify learners who may require special educational support.
- vii. Accommodate different learning styles and abilities, including group work and multiple representations for learners with special educational needs.

Settings

- i. Classroom
- ii. Laboratory/Workshops/Resource Centres/Libraries
- iii. Studios
- iv. Field (school park/garden or community spaces)
- v. Online learning platforms/Virtual classrooms e.g. Zoom, Class WhatsApp pages, Google classrooms.

Time frame: Class exercises often take place in a lesson and may be conducted before, during and after a lesson depending on the learning outcome and the duration of the lesson.

Class size: Class exercises may be conducted for learners either individually, as a group or whole class.

Steps

Before

The teacher should:

- i. Define the learning outcomes.
- ii. Design exercises using simple and clear language.
- iii. Select relevant exercises based on nature of the class exercise and desired skills/ knowledge to be attained. E.g. quizzes, case studies etc.
- iv. Develop and discuss assessment criteria with learners.
- v. Set a reasonable time frame for completion of exercises to maintain focus and efficiency.
- vi. Clearly communicate instructions, including format, length, and resources.

The learner should:

- i. Read and understand instructions to ensure a thorough understanding of the exercise provided.
- ii. Collect all available required resources and tools for the task/exercise.

During

The teacher should:

- i. Assign task/exercise based on the learning outcome as well as learners with special needs.
- ii. Walk around the classroom and observe learners as they work on the exercise.

The learner should:

- i. Organise and set up their work area to facilitate a smooth workflow.
- ii. Plan how to approach the exercise, considering instructions and steps or techniques to employ.
- iii. Commence class exercise timely and promptly to work within the given time for completion of the task.

After

The teacher should:

- i. Evaluate the assessment outcome based on the assessment criteria with the learners.
- ii. Provide constructive feedback for learners' performance for discussions.

NB: Teachers should pay attention to learners with special educational needs.

Reflect and modify teaching and learning strategies and resources based on feedback received.

The learner should:

- i. Reflect, self and peer assess their exercises and provide constructive feedback.
- ii. Use the feedback to improve on their work/exercises.

Homework As An Assessment Strategy

Description: Homework or assignments as an assessment strategy involve the use of structured tasks or projects that learners complete outside of regular class time to evaluate their understanding, knowledge and skills gained in a specific learning outcome. This assessment strategy can take various forms, such as written assignments, projects, research papers, problem sets, essays, or creative tasks.

Some concepts that can be assessed using homework/ assignments include menu planning and recipe development, problem solving exercises in mathematics, hands-on experiments and observations, creative writing assignments and art projects, map development and application of GIS in locating places.

Purpose: The key purposes of using homework/assignment as an assessment strategy by the teacher include:

- i. Assessment of Understanding
- ii. Application of Knowledge
- iii. Reinforcement of Learning
- iv. Independent Study
- v. Provision of valuable feedback
- vi. Skill Development
- vii. Assessment of Diverse Abilities

Settings

- i. Classroom
- ii. Field work
- iii. Online platforms
- iv. Home

Class Size: Depending on the intended learning outcomes, assignments/ homework can be structured for either:

- i. Small class sizes
- ii. Large class sizes

Time Frame: The time frame for conducting assignments can be adjusted based on the desired learning outcomes and the complexity of the task.

- i. Short-term Assignments (Daily or nightly homework and weekly assignments)
- ii. Medium-term Assignments (Bi-weekly or monthly assignments)

iii. Long-term Assignments (Semester/ term-long assignments)

Steps

Before

The teachers should:

- i. Clearly define the learning outcomes intended to be achieved
- ii. Design/ Create a well-structured assignment with clear instructions and expectations.
- iii. Adapt to the needs of diverse learners especially those with special needs
- iv. Provide Resources such as textbooks, online materials, or reference materials, to support learners in completing the assignment successfully.

During

The teachers should:

- i. Keep track of learners' progress on the assignment.
- ii. Be available to answer questions and provide clarification during the assignment phase.
- iii. Provide formative feedback and guidance to help students improve their work.
- iv. Teach learners how to properly cite sources and use information ethically/ avoid plagiarism.

The learner should:

- i. Seek clarification about the task from teachers or peers where necessary
- ii. Actively work on the homework, focusing on comprehension
- iii. Manage their time effectively
- iv. Learners can reach out to their parents/guardians, peers, or online resources for guidance and clarification in responding to the tasks

After

The teacher should:

- i. Evaluate the completed assignments using clear and consistent grading criteria
- ii. Analyse student performance to identify common strengths and areas for improvement.
- iii. Discuss feedback with learners
- iv. Reflect on the outcomes of the assignment.
- v. Share the results of the assignment with learners
- vi. Acknowledge and celebrate learners' achievements to boost motivation and self-esteem.

The learner should:

- i. Review their work to identify errors or areas for improvement.
- ii. Reflect on what they have learned
- iii. Bring up questions that were confusing for class discussion.
- iv. Use feedback to learn from their mistakes and improve performance.

Discussion As An Assessment Strategy

Description: Discussion is a formative assessment strategy that involves using verbal communication and group interaction to assess learners' understanding, knowledge, and skills. The teacher is to observe and assess learners' contributions, ability to analyse and synthesise information, and provide feedback based on their performance. It can be used for both formative and summative assessments.

Discussion can be used in all subject areas of the secondary education curriculum depending on the purpose of the assessment and learning outcomes under consideration.

Purpose: The following are the purposes of discussion as an assessment strategy:

- i. Build knowledge and develop a learner's critical and creative thinking.
- ii. Develop learners' communication skills.
- iii. Increase the depth of the learner's understanding and eliminate misconceptions.
- iv. Engage learners in active participation in the lesson.

Setting

- i. A classroom
- ii. Small groups
- iii. Seminars
- iv. Online learning platforms (virtual classroom and discussion forum)
- v. Fieldwork

Time frame: Appropriately, discussion as an assessment strategy can last for a lesson depending on the learning outcomes and learning indicator.

Class size: The class sizes appropriate for discussion as an assessment strategy can vary from small class to large/whole class.

Steps

Before

The teacher should:

- i. Determine the learning outcomes to be assessed.
- ii. Specify the content to be learnt that aligns with the learning outcome.
- iii. Give prepared questions to guide the discussion (i.e., make use of open-ended questions, adaptive to the diverse/abilities of learners)

- iv. Establish discussion guidelines or rules (let learners know what is expected of them, the content of the discussion and the format of the discussion i.e., individual, small or whole class)

The learner should:

- i. Read any assigned readings, watch videos, or engage with other course materials related to the discussion topic.
- ii. Take notes while reviewing the materials on important concepts, arguments, or evidence.
- iii. Reflect on their own experiences, prior knowledge, or relevant examples that relate to the discussion topic.
- iv. Seek clarification if needed.

During

The teacher should:

- i. Start and facilitate the discussion (ensure that all learners could participate and encourage learners to engage in critical thinking and reflective thinking).
- ii. Monitor and assess learner's participation (encourage self and peer assessment).
- iii. Provide constructive feedback on learners' responses and contributions. NB. Teachers are advised to manage all learners' responses and accommodate them but must be fair and ethical.

The learner should:

- i. Pay attention, maintain eye contact, and be open to different viewpoints and contributions from mates.
- ii. Share their own unique perspectives, insights, and experiences related to the discussion topic.
- iii. Take notes during the discussion to capture key points, new understanding, or questions that arise.
- iv. Ask follow-up questions, seek clarification, or offer alternatives or suggestions respectfully.

After

The teacher and the learners reflect on the discussion in relationship to the expected learning outcomes to check whether the learning outcomes have been achieved.

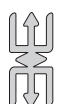
Case Study As An Assessment Strategy

Description: A case study can be used as an assessment and or pedagogical strategy. Usually, it is used as an assessment strategy to examine a learner's ability to apply acquired knowledge, skills and experiences by carefully investigating a particular circumstance or scenario to provide solutions to real-life situations. Usually, it will have the following components:

1. Theme
2. Case description
3. Study of the case
4. Class Discussions
5. Conclusion and reflection

Types of case studies

- i. Descriptive case studies: The teacher should ask learners to analyse and explain the key features and characteristics of the case.
- ii. Explanatory case studies: The teacher should ask learners to give detailed information on the case by identifying and explaining the factors that contributed to the situation.
- iii. Exploratory case reports: The teacher should ask learners to gather information, analyse data, and draw conclusions about a topic where limited information is available
- iv. Cumulative case studies: The teacher should encourage learners to synthesise and integrate their learning across different subjects



Note

Any of these can be done individually or as a group depending on the class size. For large class sizes, a group of 3 to 5 members should be used.

Purpose: The purpose of a case study is for learners to apply acquired knowledge, concepts and theories to solve real-life situations. What should the teacher consider before using a case study as an assessment strategy?

- i. The complexity of the content standard
- ii. The availability of resources
- iii. Ability level of learners
- iv. Time
- v. Class size

Steps: To ensure a well-structured and quality case study, it is important for the teacher to consider the following:

Before

The teacher should:

- i. Clearly define the learning outcomes to be assessed.
- ii. Identify appropriate issues or cases to be investigated.
- iii. Determine the format of the case study (e.g., written document, a multimedia presentation, a video, or a combination of these), depending on the resources available.

- iv. In form the learner on what to do, time frame, and expectations.
- v. Provide materials (i.e., text, videos, pictures etc.) for the case study discussion.
- vi. Develop and provide a clear scoring rubric that outlines or defines quality
- vii. work to learners.

During

The teacher should:

- i. Create and maintain a sound environment for the case study discussion.
- ii. Bring the whole class together and invite each group to share their findings,
- iii. solutions, or recommendations.
- iv. Ask open-ended questions on the issue of discussion to clarify any misconception.
- v. Incorporate peer assessment or peer grading as part of the process.

After

The teacher should:

- i. Provide constructive feedback on learners' responses.
- ii. Ask the learners to reflect on their learning process, such as what they learned, what they found difficult, or what they would do differently.
- iii. Summarise the main points and lessons learned from the case study and link them to the learning outcomes and content.

Ethical Considerations: In the use of case study as an assessment strategy, the teacher should:

- i. Discuss ethical considerations with learners, especially in cases that involve sensitive or potentially controversial topics (e.g., gender, cultural, social, emotional, political and religious issues) when selecting and discussing a case.

Documentation and Record-Keeping: The teacher should keep records of assessments and learners' submissions to maintain transparency and fairness (e.g., portfolio)

Portfolio Assessment- General

Description: A portfolio assessment is an evaluative tool to measure learners' understanding in a comprehensive manner, looking at the overall progress instead of individual marks from tests and quizzes.

Purpose: Portfolio assessment is used to establish various cognitive achievements as well as practical competencies. Portfolio assessment could be used for the different levels of Depth of Knowledge (Levels 1 – 4). It helps teachers identify areas where the learner may need additional support or resources to improve learning and provide a wide variety of learners' mastery of a particular standard and growth over a defined time.

Types of Portfolio Assessments: A portfolio is a systematic collection of learners' work that represents learner's activities, actions, and achievements over a specific period in one or more areas of the curriculum. There are three main types of portfolios:

1. Assessment Portfolios
2. Teaching and Learning or Working portfolios
3. Showcase portfolios

Assessment Portfolios

Assessment portfolios, also known as evaluative portfolios, contain work that has been evaluated according to set standards or criteria. These portfolios demonstrate a learner's ability to meet specific learning standards. They often contain rubrics, test results, learner reflections, teacher's notes, and graded assignments. For instance, in a science class, an assessment portfolio may contain lab reports, results from class tests, assessed projects, and the learner's reflection on their learning throughout the term/semester/year.

Teaching and Learning or Working Portfolios

Teaching and learning or working portfolios are formative in nature. They allow a learner to demonstrate his or her ability to perform a particular skill. For example, a working portfolio may include a collection of lab reports during a semester (term) that highlight a learner's improving ability to create hypotheses.

Showcase Portfolios

Showcase portfolios are summative in nature. They include samples of a learner's best work to demonstrate mastery at the end of a unit of study, semester or school year. The showcase portfolio allows the learner to select their most outstanding work, hence demonstrating their highest level of learning and achievement. It can contain final drafts of assignments, projects, or any piece of work that the learner is particularly proud of, demonstrating the learner's mastery of the relevant skills.

What is in a Portfolio?

A portfolio contains the following:

1. Completed assignments and evaluations (e.g., Self-Assessment, Peer- Assessment)
2. Journal writings (daily report – Date, Time and Activities)
3. Reflections on discussions
4. Photos, sketches, and other visuals
5. A summary statement made at different points regarding what has been learned/ achieved.

Setting: The portfolio assessment strategy can be used in the following settings:

1. Project-Based Learning
2. Independent Study and Research Projects
3. Classroom-based assessment
4. Field Work

5. Exhibitions/ Fairs
6. Problem-based Learning
7. Laboratory environment
8. Studio
9. Resource Centres

For all approaches, the portfolio must demonstrate clear and close adherence to specific learning outcomes in the curriculum.

Steps

Before

The Teacher should:

- i. Determine the purpose of the portfolio. Decide how the results of a portfolio evaluation will be used to inform the subject.
- ii. Identify the learning outcomes the portfolio will address.
- iii. Decide what learners will include in their portfolio. Portfolios can contain a range of items—plans, reports, essays, resumes, checklists, self-assessments, references from employers or supervisors, and audio and video clips. Limit the portfolio to 3-4 pieces of learner's work and one reflective essay/memo.
- iv. Identify or develop the scoring criteria (e.g., a rubric) to judge the quality of the portfolio.
- v. Establish standards of performance and examples (e.g., examples of a high, medium, and low-scoring portfolio).
- vi. Create learner instructions that specify how learners collect, select, reflect, format, and submit.
- vii. It is the teacher's responsibility to help learners by explicitly tying subject assignments to portfolio requirements.

During

The learner should:

- i. Collect evidence related to the outcomes being assessed.
- ii. Select the best and appropriate evidence and label each piece of evidence according to the learning outcome being demonstrated.
- iii. Be guided on how to write a one or two-page reflective essay/memo that explains why they selected the particular examples, how the pieces demonstrate their achievement of the program outcomes, and/or how their knowledge/ability/attitude changed.
- iv. Be guided on how to format requirements (e.g., type of binder, font and style guide requirements, online submission requirements).
- v. Be given submission (and pickup) dates and instructions.

After

The teacher should:

- i. Clearly establish the criteria for evaluating/scoring in a consistent manner
- ii. Mark and record learners' performances
- iii. Reflect on the activity and learner performances
- iv. Provide constructive feedback to the learner
- v. Identify learners with SEN who may need extra support

The learner should:

- i. Reflect on the feedback received
- ii. Revise their work for final submission

Time Frame: Deciding on a time frame for Portfolio assessment depends on and includes the following:

- i. Nature of project/problem or assignment
- ii. Class size
- iii. Resources

However, based on the learning outcome(s) the appropriate time frame for this portfolio is a week for minor activity and a term for extended projects, especially in Art and Design or Performing Arts.

Form

- i. Individual learner's portfolios when the class size is relatively small.
- ii. Group portfolio when the size is relatively large.
- iii. Whole class/ school

Research As An Assessment Strategy

Description: Research as an assessment strategy is a systematic process of inquiry and investigation that aligns with a particular learning outcome to develop knowledge and understand a phenomenon. It involves identifying an issue in need of investigation, collecting and analysing data, conducting experiments, and drawing conclusions based on the findings. Once learners have completed their research work, they will write a report and do a presentation on their findings.

Purpose: Research as an assessment strategy is used to assess learner's ability to:

- i. Identify a problem and gather information (data) from a variety of sources.
- ii. Evaluate the credibility and accuracy of information.
- iii. Analyse and synthesise information from multiple sources.
- iv. Communicate their findings clearly and concisely.

Setting

- i. Classrooms
- ii. Factories/ Industries
- iii. School farms
- iv. School communities
- v. Libraries
- vi. Homes.
- vii. Fieldwork
- viii. Workshops

Class Size: As a teacher, depending on the number of learners in your class, individual or group research-based assessment can be used. However, teachers can create large groups for complex research, where different members can focus on specific aspects of the research.

Time Frame: The time frame for conducting a research-based assessment can vary depending on the complexity of the learning outcomes (skill to be achieved) may be:

- i. Short-term
- ii. Medium-term
- iii. Long term

Steps

Before

The teacher should:

- i. Define the learning outcomes.
- ii. Develop a theme in line with learning outcomes.
- iii. Design the research work and provide a description that is in line with learning outcomes.
- iv. Define specific tasks to be undertaken in developing the research.
- v. create a timeline.
- vi. Select resources and materials needed.
- vii. Provide guidance and support for learners.
- viii. Develop clear assessment rubrics.
- ix. Provide feedback and revisions.

During

The teacher should:

- i. Provide clear guidelines for developing the research and how to assess it.
- ii. Design and plan the research work to align with the learning outcomes.

- iii. Provide necessary resources, materials, and support to help learners succeed in their research work.
- iv. Guide learners in reflecting on their research-based assessments and help them develop metacognitive skills.

After

The teacher should:

- i. *Alignment with learning outcomes:* The research work should be aligned with the learning outcomes of the content standards. This means that the research work should allow learners to demonstrate their understanding of the course material and to develop the skills that are being taught.
- ii. *Originality:* The research work should be original and not simply a rehash of existing information. Learners should be encouraged to develop their ideas and to come up with their conclusions.
- iii. *Critical thinking:* The research work should demonstrate that learners can conceptualise, apply, analyse, synthesise and evaluate the information they have gathered and come out with an action plan.
- iv. *Communication skills:* The research work should be well-written and well-organised. Learners should be able to communicate their findings clearly and concisely.

Practical Assessments

Description: Practical assessment gauges a student's capacity to use their knowledge and abilities in practical and hands-on settings. It involves evaluating learners' ability to perform specific tasks and demonstrate practical skills. It includes laboratory experiments, simulations, demonstrations or projects.

The exact nature of the assessment will depend on the subject or area a teacher is interested in.

Purpose: The purpose of conducting a practical assessment is to:

- i. Evaluate learners' proficiency, problem-solving capacity, and aptitude for carrying out tasks.
- ii. Create and deliver tests that ask learners to complete real-world assignments, experiments, or demonstrations.

Setting: Teachers can use practical assessment in the following settings:

- i. Classroom
- ii. Laboratory
- iii. Field
- iv. School farms/gardens/community
- v. Technical workshops
- vi. Science fair

- vii. Virtual/Digital/Remote
- viii. Co-curricular activities and clubs
- ix. Outdoor spaces
- x. Workplace
- xi. Team project

Time Frame: Based on the learning outcome and the skills to be acquired, a Practical assessment can be done in a week, at the end of a term or year depending on the project.

Class size: Class size suitable for practical assessment can be individual, group or whole class

Steps

Before

Learners can understand the content and theory being used by;

- i. Reviewing the theoretical concept
- ii. Familiarising themselves with the concept under assessment

Choosing experimental design, learners are required to;

- i. Design an experiment using the theoretical concept.
- ii. Outline the stages/process for the experiment and formulate hypotheses.

Gathering materials

- i. Make a list of the tools and supplies you will need.
- ii. Ensure that the necessary materials are available

During

Choosing experimental procedure:

- i. Learners are required describe the step-by-step process in detail including how to control extraneous factors, along with any safety precautions.

Gathering and analysing data

With support from teachers, learners are required to:

- i. Measure the dependent variable appropriately at various factor values to collect data.
- ii. Analyse the data meaningfully.
- iii. Sort, examine, and derive conclusions from the data analysis

After

Display of findings

- i. Give a concise visual summary of the results.

- ii. Address any restrictions or mistakes.

Reflection and improvement

- i. Consider your advantages and disadvantages.
- ii. Improve the design of upcoming experiments.
- iii. Throughout the process, place a strong emphasis on ethics, integrity, and seeking advice as appropriate.
- iv. Encourage a critical and inquisitive outlook on learning.

Debate As An Assessment Strategy

Description: Debate as an assessment strategy involves structured arguments and discussions to evaluate learners' knowledge and understanding of issues/ideas. It encourages research and articulation of views; it can be used for formative or summative assessments. Types of debates include formal debates with rules and roles and informal debates, which are more flexible.

Purpose: Using debate as an assessment strategy offers a comprehensive evaluation of learners' ability to generate ideas based on their knowledge and understanding of concepts and confidence in supporting their own ideas.

Settings

- i. Classroom
- ii. Performance spaces (e.g. dining hall, assembly hall, laboratory)
- iii. Electronic platforms
- iv. Music and drama theatre

Class Size: Depending on the learning outcomes to be achieved debates can be organised in:

- i. Small classes
- ii. Large classes

Time frame: The teacher can conduct a debate within a single class session, it can also span over several class sessions or weeks.

Steps

Before

The teacher should:

- i. Select appropriate motion/ topic, ensuring it is relevant to the learning outcome
- ii. Offer resources and materials to support learners
- iii. Assign roles /create teams or pairings
- iv. Establish rules and procedures

The learner should:

- i. Undertake research regarding the debate's topic or motion
- ii. Play an active role as a team member (in team-based debates)

During

The teacher should:

- i. Host the debate
- ii. Ensure effective time management
- iii. Monitor and take notes

The learner should:

- i. Participate in the debate
- ii. Listen and take notes
- iii. Counter argue when necessary

After

The teacher should:

- i. Facilitate a debriefing session (Teachers should utilise the debriefing sessions to address any misunderstandings or questions that come up from the debate. They should also highlight the key concepts and important lessons based on the learning outcome)
- ii. Implement peer assessments.
- iii. Organise follow-up activities as necessary.

The learners should:

- i. Reflect on their performance and the debate as a whole.
- ii. Assess their peers' performances based on established criteria.

The Test of Practical Knowledge (TPK) Assessment Strategy

Description: This assessment is tailored to evaluate a learner's capacity to apply acquired knowledge in real-life situations by engaging in hands-on tasks or simulations that mirror real-world scenarios, assessing practical skills, problem-solving abilities, and the application of practical knowledge theoretically. It aims to gauge how effectively learners can employ their knowledge to solve problems or accomplish tasks.

Purposes: The general purpose of the test of practical knowledge is to assess learners' ability to apply practical knowledge in theory to:

- i. Evaluate their application-based understanding.
- ii. Assess their problem-solving skills.
- iii. Measure the learner's practical knowledge and its use in real-life situations.
- iv. Provide insights into a learner's ability to transfer practical knowledge into theoretical actions.

Setting: The Test of Practical Knowledge is conducted in environments that simulate real-life situations relevant to the learning outcome and the context being assessed. This could be a

- i. Classroom
- ii. Laboratory
- iii. Field
- iv. School farms/gardens/community
- v. Technical workshops
- vi. Science fair
- vii. Virtual/Digital/Remote
- viii. Outdoor spaces
- ix. Workplace
- x. Team Project

Class Size: The size of the class can vary based on resources and the nature of the practical tasks. It could be individual, smaller groups, or whole class.

Time Frame: The timing for assessing the Test of Practical Knowledge can range from a single session to multiple sessions, depending on the complexity of tasks and skills being assessed.

Steps

Before

The teacher should:

Provide clear instructions and resources needed for the tasks.

Clarify any doubts about the assessment task.

The learner should:

- i. Seek clarification from the teacher or other relevant persons before starting the assessment.
- ii. Familiarise themselves with theoretical concepts beforehand.

During

The teacher should encourage teamwork and effective communication if tasks involve group work.

The learner should

- i. Focus on applying learned concepts to solve problems or complete tasks accurately within the given context.
- ii. Manage time efficiently to complete tasks within allocated timeframes.

After

The teacher should encourage learners to reflect on their performance, review their work, and identify areas for improvement.

Performance Assessment Strategy

Description: In its simplest terms, a performance assessment is one which requires learners to demonstrate that they have mastered specific skills and competencies by performing or producing something. It is important that the task be meaningful and engaging to learners. When learners perform tasks that are meaningful and engaging to them, they can take ownership of their learning and effectively work, either independently or in collaboration, depending on the requirement of the task. Performance assessment can be used as either formative or summative tool.

Purpose: The main purpose of this assessment strategy is to provide learners with the opportunity to demonstrate their knowledge and understanding about a concept and communicate that understanding through a performance task.

Setting: Performance assessment can be used in the following settings:

- i. Classroom
- ii. Laboratory/workshops
- iii. Field
- iv. Theatre

Time Frame: Teachers should note that the learning outcome and learners' achievement expectations may inform the appropriate time frame for the use of performance assessment. However, the designated time of completion of the assessment task should not be too short or too long.

Class Size: Performance assessment works best for all forms of class size. Teachers should, however, be strategic in making learners work individually or in moderate/large groups depending on the unique situation.

Steps: To develop and implement performance assessment, teachers should:

Before

The teacher should:

- i. State the purpose of the assessment.
- ii. Specify the learning outcome to be assessed using the performance assessment strategy.
- iii. Make learners aware whether they will work individually or as groups (e.g., group of 2-5).
- iv. Design a performance task which requires the learners to demonstrate the intended skills and knowledge required of them.
- v. Discuss with learners the rules of engagement which includes the performance criteria that specifies the extent to which learners have mastered the skills and knowledge.

- vi. Discuss with learners the available resources to be used.

The learner should:

- i. Make ready the available resources that will help them perform the assessment task.
- ii. Seek for clarification on the performance task to be performed when necessary.

During:

The teacher should:

- i. Monitor and ensure serenity of the environment for learners to work effectively as individuals or groups as in the case of a laboratory/field/workshop exercise.
- ii. Guide learners to complete the assigned task(s) within the stipulated time.

The learner should:

- i. Design the artifact or the idea using the available resources.
- ii. Should submit the performance product to class at the stimulated time for evaluation.

After:

The teacher should:

- i. Collaborate with learners to evaluate the performance task(s) outcome.
- ii. Communicate constructive feedback of the assessment to the learners.
- iii. Provide information on how the assessment feedback would be used.

The learner(s) should:

- i. Offer constructive feedback on their colleague's work.
- ii. Self-reflect and make use of constructive feedback to shape his/her work.

Demonstration As An Assessment Strategy

Description: Demonstration as an assessment strategy offers a practical and effective way to evaluate learners' knowledge, skills, and abilities by observing their performance in a real or simulated context. This may include a presentation, a practical experiment, a role-play, a performance, or a project.

Purpose: The main purpose of using demonstration as an assessment strategy is to allow learners to showcase their skills and competencies through practical application. Some of the areas in which learners can demonstrate their proficiencies are:

- i. Problem-solving skills
- ii. Critical thinking abilities
- iii. Communication

Settings

- i. Classroom
- ii. Laboratory/ Workshop /Studio
- iii. Simulation studio/environment
- iv. Field or real-world settings (e.g., field trips, community projects, or internships)
- v. Performance spaces (e.g., theatre, music room, or sports field/studio/rooms)
- vi. Online/remote/virtual platform

Time Frame: The time frame for conducting demonstration as an assessment strategy depends on the following:

- i. Learning outcome(s)
- ii. Complexity of the task to be performed
- iii. Resources

NB: The teacher should provide the learner enough time to demonstrate their abilities and ensure the assessment process is managed within the constraints of the learning environment.

Class size: Demonstration can be used for individuals or groups (large or small groups) for the reasons of attention, support, and prompt feedback on factors such as assessors, resources and equipment, learning outcome and the assessment environment.

Steps

Before

The teacher should

- i. Set clear expectations of the learning outcomes, specific skills, knowledge and competencies.
- ii. Provide instructions for the demonstration to include safety precautions, criteria for assessment and time.
- iii. Provide learners the opportunity to rehearse the task or the activity to be demonstrated.
- iv. Provide the needed materials and resources to be used for the demonstration.
- v. Address the concerns of the learners raised after the rehearsals.
- vi. Distribute the task to the learner(s) considering Special Education Needs – SEN)

The learner should:

- i. Understand the learning outcomes, specific skills, knowledge, and competencies expected of them.
- ii. Take the necessary steps to prepare for the demonstration by reviewing the instructions and rehearsing the expected knowledge, skills, and competencies.

- iii. Seek clarification about the instructions and materials to be used for the demonstration.
- iv. Take the opportunity to practice and refine their skills or knowledge before the demonstration.
- v. Reflect on their previous learning and experiences related to the skills or knowledge being assessed.

During

The teacher should:

- i. Observe the learner's performance of the task demonstrated.
- ii. Provide continuous guidance to learner(s) on the task especially when they are working with or in hazardous situations.
- iii. Monitor the progress of the learner(s) on the task.
- iv. Pace the timing of the demonstration such that differentiation is considered.
- v. Assess the performance of the learners on the task.
- vi. Take notes of critical issues such as learners' strengths and areas for improvement

The learner should:

- i. Focus on the demonstration and actively listen to the instructions and explanations provided.
- ii. Carefully watch the demonstration, noting the steps, techniques, and key details being shown.
- iii. Take notes of important points, steps, or tips during the demonstration to refer to later.
- iv. Request feedback from the demonstrator or peers to ensure they are on the right track and identify areas for improvement.

After

The teacher should:

- i. Provide constructive feedback to the learners based on observations. highlighting areas of improvement, reinforcing correct techniques, and encouraging further practice.
- ii. Review notes to consider where learners have performed well and areas that need improvement
- iii. Provide support to learners who may be struggling with the demonstrated skills. This can involve additional explanations, demonstrations, or one-on- one assistance.

The learner should:

- i. Reflect on their own performance during the demonstration and assess their understanding and execution of the demonstrated skills or techniques.

- ii. Share their performance and ask for feedback to improve their learning.
- iii. Identify specific areas where they need further assistance or practice; they can seek out additional resources such as tutorials, online courses, or books to support their learning and assessment.

Questioning As An Assessment Strategy

Description: Questioning as an assessment strategy is the practice of engaging learners in an interactive dialogue or a series of carefully crafted questions to evaluate their understanding, knowledge, skills, and critical thinking abilities. Teachers can use questioning as an assessment strategy in all learning areas or subjects.

Purpose: Questioning as an assessment strategy can be used by the teacher to:

1. Identify learning gaps through the assessment of the level of comprehension, retention and application of knowledge, and skills gained by learners in achieving a learning outcome of a given content.
2. Actively engage learners in the teaching and learning process.
3. Assess if a concept taught has been well grasped as learners' feedback provides valuable feedback to them and the teacher.
4. Clarify concepts leading to deeper understanding or seek additional information in solving real-world or imaginary issues.
5. Promote the acquisition of critical thinking and problem-solving skills.
6. Encourage immediate or real-time feedback from learners leading to deeper thinking.
7. Investigate misconceptions for clarification.
8. Accommodate diverse learning styles to achieve a specific learning outcome.

Types: The following are various types of questioning techniques based on the Depth of Knowledge (DoK) levels that the teacher can use in assessment:

- i. Closed-ended questions – DoK 1: have a limited number of predetermined answers and are designed to gather specific information requiring “yes” or “no”, “True or False”
- ii. Open-ended Questions – DoK 2 and 3: allow for a more detailed and
- iii. comprehensive response, which begins with words like “what,” “why,” or “how.”
- iv. Funnel Questions– DoK 2 and 3: used to gradually narrow down a topic, starting with broader questions and proceeding to more specific ones. This technique helps gather information in a logical and structured manner.
- v. Probing Questions – DoK 2 and 3: used to explore a topic in more detail or to gain deeper insights. They are often used to dig deeper into a previous response or to uncover hidden information,
- vi. Leading Questions – DoK 2 and 3: used to steer learners towards a particular answer or viewpoint. They may imply an expected or desired response.

- vii. Hypothetical Questions– DoK 3 and 4: These questions often involve speculative or creative thinking. They require learners to make connections, apply knowledge, and think beyond the immediate context.

Settings

- i. Classroom
- ii. Co-curricular activities, e.g. School Clubs and Games
- iii. Field trips/work, e.g., Factories/industries, school farms/gardens/ pantries(kitchen)
- iv. Laboratory/Resource Centre
- v. Workshops/studios/theatres

Time Frame: Teachers can use questioning in their daily teaching and learning activities. However, it should be used based on the learning outcome of the subject matter under consideration. It can specifically be used:

- i. Throughout the teaching and learning process (Formative Assessment): before, during and after the teaching of a lesson.
- ii. In summative assessment, questioning can be used together with other forms of assessment such as oral/aural(listening) assessment at the end of a unit or content and programme.

Class size: Individual, small group or whole class

Steps: In using questioning as an assessment strategy, the teacher and learner can employ the following steps:

Before

The teacher should:

- i. Define the Learning Outcomes to be achieved and develop key questions
- ii. before class based on the outcomes.
- iii. Select appropriate question type(s) that align with the content standard/ indicators to be taught and the DoK levels to be achieved. The questions to be asked should be clear, relevant, concise, and free from ambiguity and biases.
- iv. Design valid questions that will suit the type of questioning strategy to be used to achieve the learning outcomes.

NB: Avoid or minimise the use of questions that will yield Yes/No or True/False responses but make more use of questions that allow for explanatory responses.

Plan question sequence and adapt questioning techniques to meet the diverse learning needs and abilities of their learners to promote active participation.

During

The Teacher should:

- i. Select the context and provide relevant information to give learners the basis for the questions.

- ii. Vary the form of questions: those that gauge knowledge, require diagnosis, or challenge conclusions considering the learner's background characteristics to promote inclusivity.
- iii. Ask one question at a time and wait for responses from learners to allow time to think through responses critically.
- iv. Encourage active engagement of all learners.
- v. Monitor learners' performance and learning process to identify areas where learners may need additional support or clarification or to plan appropriate remediation where appropriate.
- vi. Acknowledge all responses/answers- repeat so the class can hear and/or write them on the board.
- vii. Provide constructive and timely feedback; teachers are advised to accommodate learners' varied responses as well as be fair and ethical.
- viii. Use assessment data to modify their teaching techniques, strategies and resources.
- ix. Move around the classroom or learning centre

The learner should:

- i. Ensure they gain an understanding of the learning outcomes and work towards achieving them through self and peer assessment.
- ii. Actively participate in the questioning process by listening carefully to the questions, thinking critically about their responses, and providing thoughtful answers.
- iii. Self and peer assess themselves using a questioning assessment strategy when learning to enable them to reflect on their learning.
- iv. Own their learning by adapting strategies to improve their learning outcomes, skills and competencies.

After

The teacher should:

- i. Analyse responses
- ii. Provide constructive feedback
- iii. Modify teaching and learning processes
- iv. Document assessment data
- v. Reflect and adapt questioning techniques, strategies and resources to check if expected learning outcomes have been achieved.
- vi. Teachers and learners reflect on responses to check if expected learning
- vii. outcomes have been achieved.

Peer/Self Assessment Strategy

Description: Peer/self-assessment is a type of performance monitoring and evaluation related to a learning outcome done by or among learners under the supervision of a teacher to track their learning progress. It can be used as both formative and summative assessment. However, it is predominately used for formative assessment purposes.

Purpose: Peer/self-assessment provides an opportunity for learners to reflect and provides insight, leading to meaningful feedback on their or other learners' work (behaviours, competencies and experiences). Peer/self-assessment enhances deep learning and understanding among learners and trains learners to track their progress and areas for improvement.

Setting

- i. Classroom-based environment
- ii. Fieldwork
- iii. Laboratory i.e., Science Resources Centres
- iv. Studio
- v. Workshop

Class size: Peer assessment strategy can be done in small groups or whole class.

Time Frame: The time frame depends on the complexity of the assignment, the estimated period of the lesson stated in the curriculum and how learners have been adequately prepared. However, the time should neither be too short nor too long.

Steps

Before

The teacher should:

- i. Set clear expectations of the learning outcome, skills and competencies
- ii. Decide the structure and format of the assessment e.g.: written or oral
- iii. Introduce the learners to the assignment to be assessed
- iv. Develop the assessment criteria and scoring rubrics with learners.

During

The teacher should

- i. Model peer/self-assessment by letting learners assess or review what he has taught to open them up to the assessment to be conducted.
- ii. For peer assessment, lead the pairing or grouping for the assessment. in doing this, the teacher should consider mixed groupings, and avoid inter- pairing and pairing amongst friends. (fairness and transparency)
- iii. In self-assessment, the teacher should guide learners with special educational needs in their assessment through questioning
- iv. Provide constructive feedback to learners after the assessment

The learner should:

- i. Work and submit assignments
- ii. Assess their assignments or that of other learners and give constructive feedback
- iii. Reflect on the feedback received and revise the work for final submission

After

The teacher should:

- i. Grade the assignments (summative)
- ii. Reflect on the activity with learners
- iii. Offer help or intervention in areas learners need help
- iv. Work on areas that need improvement

NB: The teacher should be a mediator between arguing learners and should also consider and guide learners in their approach to providing feedback. (Be conscious of gender, cultural, social and religious sensitive comments and issues)

Teacher should also provide multiple opportunities or formats for learners to assess to accommodate all learn.

Appendix 3: Teacher Lesson Observation Form

Name of School:

Subject being observed:

Class

Year 1 ☐

Year 2 ☐

Year 3 ☐

Sex of the teacher

Male ☐

Female ☐

1. Is the purpose of the lesson clearly stated in the lesson plan and focused on learners achieving the lesson learning outcomes?

Yes ☐

In Part ☐

No ☐

NA ☐

1b. Please provide an explanation to your answer in Q1 above

.....

2. Are the unique needs of female learners, male learners, and learners with special education needs adequately catered for in the lesson plan? For example, the choice of teaching methods and learning activities reflects/does not reflect the learning needs of all learners.

For example, the choice of teaching methods, and learning activities.

Yes ☐

In Part ☐

No ☐

NA ☐

2b. Please provide an explanation to your answer in Q2 above

.....

3. Does the teacher manage behaviour well, maintaining a positive and non-threatening learning environment throughout the lesson?

Yes ☐

In Part ☐

No ☐

NA ☐

3b. Please provide an explanation to your answer in Q3 above

.....

4. Are appropriate teaching and learning materials and other resources (including ICT, books, desks) available, accessible and being used to support learning of all females, males and learners with special education needs?

Yes ☐

In Part ☐

No ☐

NA ☐

4b. Please provide an explanation to your answer in Q4 above

.....

5. Are learners engaged on tasks that challenge them in line with the content standards?
Does the teacher take into consideration the uniqueness of learners?

Yes ☐

In Part ☐

No ☐

NA ☐

5b. Please provide an explanation to your answer in Q5 above

6. Is there evidence that students are learning?

Yes ☐ In Part ☐ No ☐ NA ☐

6b. Please provide an explanation to your answer in Q6 above

7. Is teaching differentiated to cater for the varied needs of all learners (i.e., male learners, female learners, learners with special education needs) and those with poor literacy and/ or numeracy proficiency?

Yes ☐ In Part ☐ No ☐ NA ☐

7b. Please provide an explanation to your answer in Q7 above

8. Does the teacher use real life examples which are familiar to learners to explain concepts?

Yes ☐ In Part ☐ No ☐ NA ☐

8b. Please provide an explanation to your answer in Q8 above

9. Does the teacher point out or question traditional gender roles when they come up during the lessons as appropriate?

Yes ☐ In Part ☐ No ☐ NA ☐

9b. Please provide an explanation to your answer in Q9 above

10. Does the lesson include appropriate interactive and creative approaches e.g., group work, role play, storytelling to support learners achieving the learning outcomes?

If yes, give examples of the issues and skills that have been so integrated.

Yes ☐ In Part ☐ No ☐ NA ☐

10b. Please provide an explanation to your answer in Q10 above

11. Have cross-cutting issues and /or 21st century skills been integrated into the lesson to support learners in achieving the learning outcomes e.g., problem-solving, critical thinking, communication? If yes, give examples of the issues and skills that have been so integrated.

Yes ☐ In Part ☐ No ☐ NA ☐

11b. If yes, give examples of the issues and skills that have been so integrated.

12. Does the teacher incorporate ICT into their practice to support learning?

Yes ☐ In Part ☐ No ☐ NA ☐

12b. Please provide an explanation to your answer in Q12 above

13. Does the teacher encourage all female male and male learners (including those who may be shy or afraid to speak) to ask questions, answer questions, participate in group work, etc. during the lesson?

Yes ☐ In Part ☐ No ☐ NA ☐

13b. Please provide an explanation to your answer in Q13 above

.....

14. Is assessment evident in the lesson? If yes, does it include assessment as, for or of learning and go beyond recall?

If yes, did it include assessment of, for or as learning and go beyond recall?

Yes ☐ In Part ☐ No ☐ NA ☐

14b. Please provide an explanation to your answer in Q14 above

.....

15. Do learners make use of feedback from teacher and peers?

Yes ☐ In Part ☐ No ☐ NA ☐

15b. Please provide an explanation to your answer in Q15 above

.....

16. Does the teacher sum up the lesson and evaluate the lesson against the learning outcomes with the learners?

Yes ☐ In Part ☐ No ☐ NA ☐

16b. Please provide an explanation to your answer in Q16 above

.....

17. Does the teachers' planning of lessons taught before the one observed show how they plan for learning over time, considering individual and group needs?

Yes ☐ In Part ☐ No ☐ NA ☐

17b. Please provide an explanation to your answer in Q17 above

.....

18. Does the teacher pay attention to the composition of females and males during group work and assigns females leadership roles.

Yes ☐ In Part ☐ No ☐ NA ☐

18b. Please provide an explanation to your answer in Q18 above

.....

19. Does the teacher provide constructive verbal feedback to both females and males and learners with special education needs?

Yes ☐ In Part ☐ No ☐ NA ☐

19b. Please provide an explanation to your answer in Q19 above

.....

20. Does the teacher provide constructive written feedback to both females and males and learners with special education needs in their exercise book?

Yes ☐

In Part ☐

No ☐

NA ☐

20b. Please provide an explanation to your answer in Q20 above

.....

21. Key strengths in the lesson

.....

22. Areas for development

.....

23. Next steps for teacher

.....

24. Additional Notes (on teacher's actions, the flow of activities, etc.)

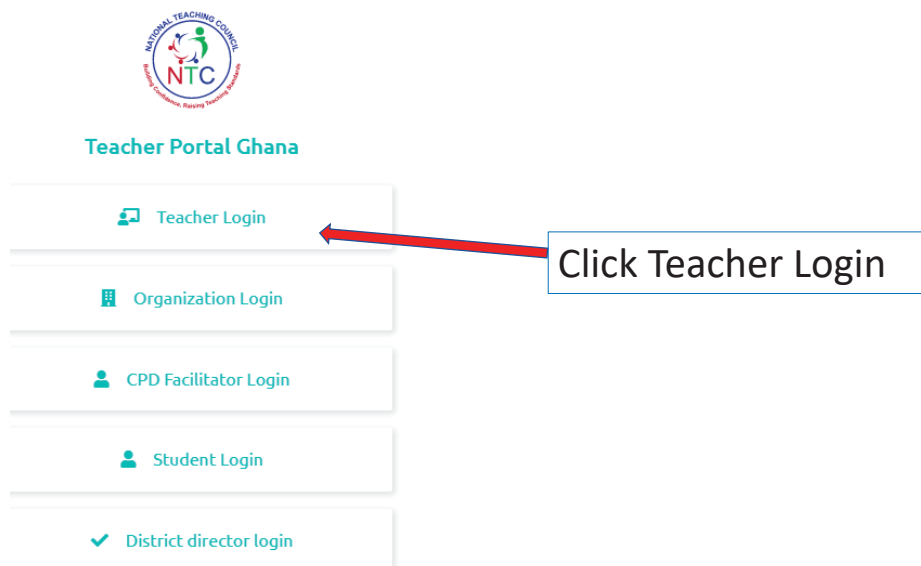
.....

Appendix 4: How to Check CPD Points and Training Records on Teacher Portal Ghana

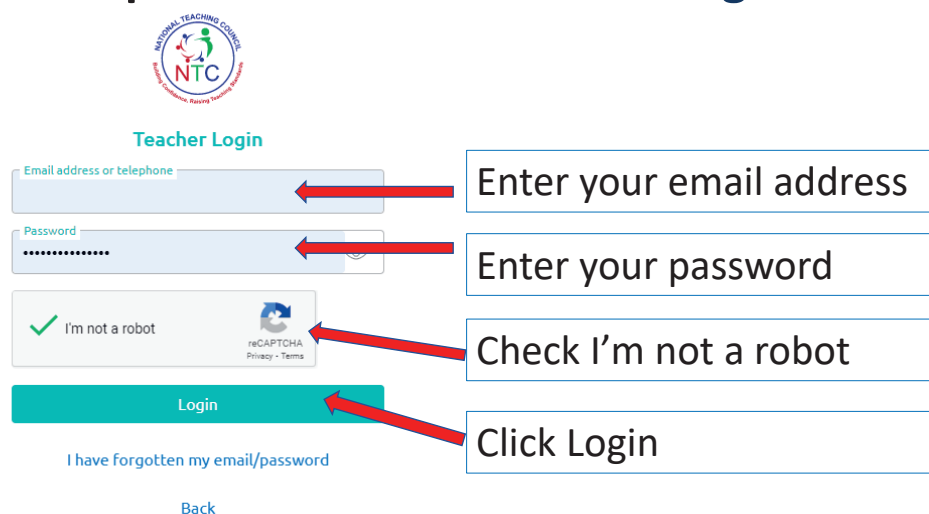
1. Visit *tpg.ntc.gov.gh* and click Login



2. On the Login page, click Teacher Login



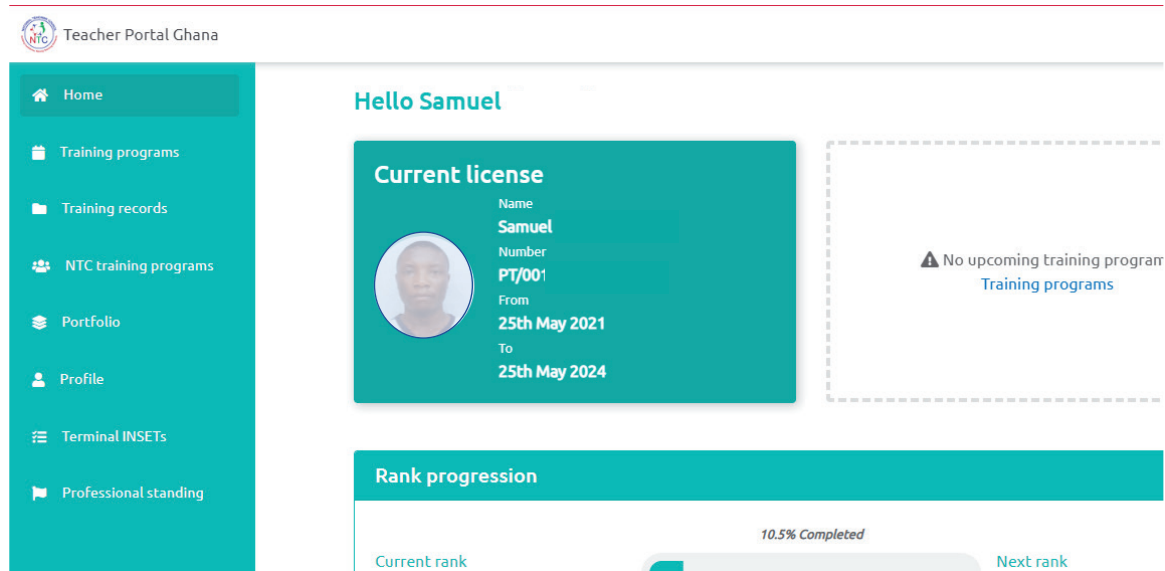
3. On the **Teacher Login** page enter your email address and password and then click **Login**



The image shows the Teacher Login page with the following elements and annotations:

- Teacher Login** (Page Title)
- Email address or telephone** (Input field) → **Enter your email address**
- Password** (Input field) → **Enter your password**
- I'm not a robot** (reCAPTCHA) → **Check I'm not a robot**
- Login** (Button) → **Click Login**
- [I have forgotten my email/password](#)
- [Back](#)

4. After a successful login you will get access to your **TPG account** (Check image below)



The image shows the Teacher Portal Ghana dashboard for a user named Samuel. The dashboard includes the following sections:

- Header:** Teacher Portal Ghana
- Left Sidebar:**
 - Home
 - Training programs
 - Training records
 - NTC training programs
 - Portfolio
 - Profile
 - Terminal INSETs
 - Professional standing
- Main Content Area:**
 - Hello Samuel**
 - Current license**
 - Name: Samuel
 - Number: PT/001
 - From: 25th May 2021
 - To: 25th May 2024
 - Rank progression**
 - Current rank
 - 10.5% Completed
 - Next rank
 - No upcoming training program** (with link to [Training programs](#))

5. To check CPD points, scroll down to **Rank progression. You will see the CPD points progress bar and actual points accrued (Check image below)**



6. To view training records, from the side menu tap on **Training records (Check image below)**

The screenshot shows the 'Teacher Portal Ghana' interface. On the left is a teal side menu with options: Home, Training programs, Training records, NTC training programs, Portfolio, Profile, Terminal INSETs, and Professional standing. A red arrow points from the 'Training records' option to a label. The main content area is titled 'Training records' and shows 'Records for training programs registered and/or attended' with 'Total points: 1.8988'. It lists three programs: 'Sensitization on Education Policies' (Marked as absent), 'Differentiated Learning' (Processed, Credits: 1.32), and 'Advanced Mobile Learning with Multimedia (AMLM)' (Processed, Credits: 0.5788). A red bracket on the right groups these programs under a label.

Teacher Portal Ghana

Home
Training programs
Training records
NTC training programs
Portfolio
Profile
Terminal INSETs
Professional standing

Training records
Records for training programs registered and/or attended
Total points: 1.8988

Sensitization on Education Policies	⚠ Marked as absent
Differentiated Learning	✓ Processed Credits: 1.32
Advanced Mobile Learning with Multimedia (AMLM)	✓ Processed Credits: 0.5788

Click to view training records

List of training programs

List of Contributors

NaCCA Team	
Name of Staff	Designation
Matthew Owusu	Deputy Director-General, Technical Services
Reginald Quartey	Ag. Director, Curriculum Development Directorate
Nii Boye Tagoe	Senior Curriculum Development Officer (History)
Abigail Birago Owusu	Senior Research, Planning, Monitoring and Evaluation Officer
Sharon Antwi-Baah	Assistant Instructional Resource Officer
Dennis Adjasi	Instructional Resource Officer

No.	Subject	Name of Writer	Institution
1.	Aviation and Aerospace Engineering	David Kofi Oppong	Kwame Nkrumah University of Science and Technology
2.	Agriculture	Dr. Esther Fobi Donkor	University of Energy and Natural Resources, Sunyani
3.	Arabic	Dr. Murtada Mahmoud Muaz	AAMUSTED
4.		Dr Mohammed Almu Mahaman	University for Development Studies
5.	Applied Technology	Michael Korblah Tsorgali	AAMUSTED
6.		Gilbert S. Odjamgba	Ziavi Senior High Technical School
7.		Engr. Dr. Prosper Mensah	CSIR – Forestry Research Institute of Ghana
8.	Home Economics	Rev. Sr. Jusinta Kwakyewaa	St. Francis Senior High Technical School
9.	Performing Arts	Prof. Emmanuel Obed Acquah	University of Education Winneba
10.	French	Maurice Adjetey	
11.	Art and Design Foundation	Angela Owusu-Afriyie	Opoku Ware School
12.	Ghanaian Language	David Sarpei Nunoo	University of Education Winneba, Ajumako Campus

No.	Subject	Name of Writer	Institution
13.	Art and Design Studio	Dzorka Etonam Justice	Kpando SHS
14.	Agricultural Science	Issah Abubakari	Half-Assini SHS
15.	Manufacturing Engineering	Dr. Kofi Owura Amoabeng	Kwame Nkrumah University of Science and Technology
16.		Ali Morrow Fatormah	Mfantshipim School
17.		Benjamin Atribawuni Asaaga	Kwame Nkrumah University of Science and Technology
18.	Design and Communication Technology	Henry Angmor Mensah	Anglican Senior High School, Kumasi
19.	Religious Studies	Anthony Mensah	Abetifi College of Education
20.	Spanish	Franklina Kabio-Danlebo	University of Ghana
21.	Social Studies	Dr. Frank Awuah	Dambai College of Education
22.	Religious and Moral Education	Clement Nsorwineh Atigah	Tamale Senior High School
23.	Literature-in-English	Angela Aninakwah	West African Senior High School
24.		Blessington Dzah	Ziavi Senior High Technical School
25.	Chemistry	Michael Amissah	St. Augustine's College
26.	Biology	Abraham Kabu Otu	Prampram Senior High School
27.	Mathematics	Collins Kofi Annan	Mando Senior High School
28.	Additional Mathematics	Gershon Kwame Mantey	University of Education, Winneba
29.	General Science	Saddik Mohammed	Ghana Education Service
30.	English Language	Perfect Quarshie	Mawuko Girls SHS
31.	Biomedical Science	Jennifer Fafa Adzraku	Université Libre de Bruxelles
32.		Davidson N.K. Addo	Bosomtwi STEM
33.	Robotics	Dr. Nii Longdon Sowah	University of Ghana
34.		Isaac Nzoley	Wesley Girls High School

No.	Subject	Name of Writer	Institution
35.	Engineering	Valentina Osei-Himah	Atebubu College of Education
36.		Daniel Agbogbo	Kwabeng Anglican Senior High School
37.	Physical Education and Health (Core and Elective)	Benedictus Kondoh	St. Thomas Aquinas Senior High School
38.		Bagonluri Kizito Mwinig-Kumo	Wa Technical Institute
39.	Computing	Osei Amankwa Gyampo	Wesley Girls SHS, Kumasi
40.	Information Communication Technology	Raphael Senyo Dordoe	Ziavi Senior High Technical School
41.	Geography	George Boateng	Berekum College of Education
42.	History	Kofi Adjei Akrasi	Opoku Ware School
43.	Economics	Salitsi Freeman Etornam	Anlo Senior High School
44.	Government	Samuel Kofi Adu	Fettehman Senior High School
45.	Business Studies	Theodosia Larteley Oppong	Aburi Girls Senior High School
46.		Ansbert Avoles Baba	Bolgatanga Senior High School, Winkogo
47.	Physics	John Tetteh	Benso SHTS
48.	Technical Support	Benjamin Sundeme	St. Ambrose College of Education
49.		Edward Mills Dadson	University for Education, Winneba
50.		Eric Abban	Mt. Mary College of Education
51.		Jennifer Fafa Adzraku	Université Libre de Bruxelles

