

Professional Learning Community Handbook

Business Studies

Year One



Ghana Education
Service (GES)



Professional Learning Community Handbook

Business Studies

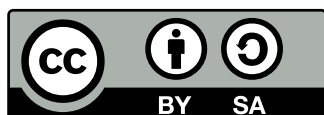
Year One



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Introduction

This Professional Learning Community (PLC) Handbook is designed to enable teachers to deliver effective lessons for Year One of the new Business Studies 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 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 are described below.

1. **Class Exercises/Homework:** This assessment can be done for the individual learner or in groups as it is recommended in PLC Session 7 for first semester and PLC Session 22 for the second semester. The teacher is expected to record one classwork exercise/homework exercise per semester into learner's transcript. It means in the academic year, two mandatory classwork/homework must be recorded into the transcript. Where the teacher has conducted more classwork/homework, the best two scores of learners should be recorded into the transcript.
2. **Group Projects:** It is suggested to be done in the first semester. It has been recommended to be given in week 2 and submitted in week 10 as indicated in PLC Session 2.
3. **Mid Semester Examination:** This Assessment is suggested to be done in week 6 for first semester and week 18 for the second semester. PLC sessions 5 and 17 are to be

preparatory sessions for this exam. It is mandatory to have the scores of this examination recorded in the transcript.

4. **Individual Practical Assessments (Portfolio):** This can be done for a couple of weeks. It has been recommended to be given in week 3 and submitted in the second semester before or on week 18. The scores must be recorded in the learner's transcript.
5. **Individual Project work:** It is suggested to be assigned by week 13 to be submitted by week 20 in the second semester. The scores must also be recorded in the learner's transcript.
6. **End of Semester Examination:** This is the final assessment of each semester. It is suggested to be conducted at the end of the first and second semesters. PLC sessions 12 and 24 is structured for the discussion of end of semester examination. The scores for these assessments are to be recorded in the transcript.

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 Examinations, 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 Material
- b) bring along your Teacher Manual, PLC Handbook and learning plan on *week 1* in preparation for the next session.

PLC SESSION 1: Sole Proprietorship and Partnership Businesses

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, 1b and 2e).
- 1.2 Share your observation on what a colleague did by way of application of lessons learned from previous PLC sessions attended (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

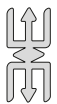
The purpose of the session is to review the learning plan for *week 1* by aligning the plan with the Learner Material and appropriate assessment strategies.

Learning Outcome

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

Learning Indicators

- 3. 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.
 - 4. 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.

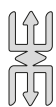
2.3 Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **peer editing/assessment** (NTS 3k, 3p).

E.g.

A young entrepreneur in Ghana is passionate about fashion design and wants to start a clothing boutique.

1. *Analyse three advantages and two disadvantages of establishing the business as a sole proprietorship*
2. *Discuss four impacts the fashion boutique is likely to have on society.*

Refer to page 16 of the Teacher Manual (TM) for more assessment tasks for the week.



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 3n- 3p).

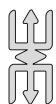
E.g.

Rubrics/Marking Scheme for Assessment (20 marks):

Checklist

Task	Criteria	Marks
a) Advantages and Disadvantages of a sole proprietorship		
Statement of three advantages	Clearly list three advantages of the business which may include: <i>Ease of formation, full control, flexibility and quick decision-making, direct profits, tax benefits, etc.</i>	1 mark per each point
Statement of two disadvantages	Clearly list two disadvantages of the business which may include: <i>Unlimited personal liability, limited resources, limited growth potential, lack of continuity, limited skill set, etc.</i>	1 mark per each point
b) Explanation of Advantages and Disadvantages		
Explanation of three advantages	Provide an explanation of each advantage which may include: 1. <i>Ease of Formation: Sole proprietorships are relatively easy and inexpensive to establish compared to other business structures. There are typically few legal formalities, and no extensive paperwork required to start the business.</i>	1 mark per each point

Task	Criteria	Marks
	2. Full Control: A sole proprietor has complete control over all aspects of their business. They can make decisions independently and implement their vision without the need for consensus or approval from partners or shareholders. 3. Flexibility and Quick Decision-Making: Sole proprietors have the flexibility to make quick decisions and adapt to changing market conditions. This agility allows for swift responses to customer needs, industry trends and competitive forces.	
Explanation of two disadvantages	Provide an explanation of each disadvantage. For instance: 1. Unlimited personal liability: The sole proprietor is personally responsible for all debts and obligations of the business. In the event of legal action or financial difficulties, personal assets may be at risk. 2. Limited Resources: Sole proprietors may face limitations in terms of financial resources and expertise. Raising capital may be more challenging compared to other business structures, as lenders and investors may be hesitant to provide funds due to the increased personal liability, etc.	1 mark per each point
c) Impact on Society		
Identification of four impacts	Clearly identify four impacts the business has on society. For instance: Economic growth and job creation, wealth creation and income distribution, social responsibility and sustainability, consumer satisfaction and choice, innovation and technological advancement, etc.	1 mark per each point
Explanation of four impacts	Provide detailed explanation of each identified impact. Each point should be explained to show how businesses impact the society. For instance, 1. Economic Growth and Job Creation: Businesses are major drivers of economic growth, creating employment opportunities and stimulating economic activity. They contribute to gross domestic product (GDP) and generate income for individuals and households. 2. Wealth Creation and Income Distribution: Successful businesses generate profits and create wealth. This contributes to income distribution as profits are reinvested, shared with shareholders and distributed to employees as wages or salaries. The wealth created by businesses also generates tax revenue for governments, which can be used for public services, infrastructure development and social welfare programmes, etc.	1 mark per each point

**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 3n – 3p).

E.g.

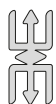
Provide a checklist or prompts or marking scheme to guide learners to assess their colleague's work and provide constructive feedback. Audit the group's assessment done by peers and provide feedback to learners, etc.

Refer to pages 92–93 of the Teacher Assessment Manual and Toolkit on how to effectively administer peer editing as an assessment strategy.

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

E.g.

Conduct an independent audit of the assessment done by the individual groups and communicate back to learners on areas they did well and areas that need 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 1 to provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

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

PLC SESSION 2: Companies and State-owned Enterprises

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 way of application of 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 purpose of the session is to review the learning plan for *week 2* by aligning the plan with the Learner Material and appropriate assessment strategies.

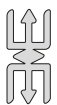
Learning Outcome

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 **group project work** (NTS 3k, 3p).

E.g.

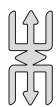
Choose a form of business entity and analyse its operational characteristics. Investigate the challenges it encounters and the benefits it enjoys. Prepare a report of your findings in not more than two pages according to the following structure: Profile of business, operational activities of business, advantages of business, challenges of the business, sources of funds for the business, impact of business on the community, conclusion and recommendations.

Refer to Section 1 of the Learner Material (LM) for more activities to guide learners to undertake the project work.

Hint



Teachers are expected to give the group project work to learners in the 2nd Week. Learners are expected to submit the project work before or by the end of the 8th Week



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 3n- 3p).

E.g.

- a) *Profile and the operational activities of the business entity (4 marks):*

Profile of the business include name of the business, the year the business was established, the activities of the business, owner of the business, location of the business, etc.

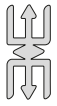
- b) *Advantages and challenges of business the business entity (4 marks):*

Advantage of the business may include location of the business, owner enjoys profit alone, easy decision making, ease of formation, etc.)

Disadvantage of the business may include limited growth of the business, low customers, unrecovered debts, poor location of the business, etc.

- c) *Sources of funds for the business entity (4 marks):*

For instance, loans, personal savings, inheritance, ploughed back profits, 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 3n – 3p).

E.g.

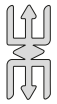
Give support to learners during the period of the project where necessary and receive the project reports from the groups by close of deadline. You may allow a few days for groups that delay in submitting, etc.

Refer to page 34 of the Teacher Assessment Manual and Toolkit for notes on how to administer project work as an assessment tool.

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

E.g.

Communicate group performance to the groups and provide opportunity for discussion of the challenges faced with the work and how to improve future performance. Allow learners to share their experiences with the group, 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 2 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 3 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 3 in preparation for the next session (NTS 3a).

PLC SESSION 3: Planning as a Basic Function of Management

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for week 2 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 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.

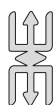
Learning Outcome

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.

7.

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

E.g.

Present a portfolio of completed class exercises, reports from group work, and reflections on class discussions.

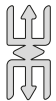
Refer to the Teacher Assessment Manual and Toolkit to read more information on the use of portfolio as an assessment strategy.

Hint



- i. The individual portfolio is to be given to learners in the **3rd week** in the first semester and learners are expected to submit their portfolio before or on the **18th week** in the second semester
- ii. Give learners prompts after class exercises, class discussions and group work to remind them that class exercises and notes taking including their reflections will add up to their portfolio.

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

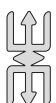
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3n- 3p).

E.g.

- a) Content of portfolio – completion of all class exercises marked, and corrections done (10 marks)
- b) Written reflections, thoughts and questions on lessons taught during class discussions (10 marks), etc.
- c) Written reflection of lessons that inculcated in learners national values and developed their 21st century skills (5 marks)

For instance, the study of accounting standards imbibed in learner's honesty, obedience to principles and loyalty. Also, group work and presentations developed in learner's communication and collaboration skills, 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 3n – 3p).

E.g.

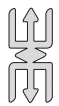
Give learner instructions on what to include in their portfolios (Class exercise books notebooks, reports from group work, marked scripts, reflections, etc.), etc.

Refer to pages 27–31 and 143–149 of the Teacher Assessment Manual and Toolkit on how to administer portfolio as an 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 – 3n).

E.g.

Inspect portfolio preparations by week 9 and provide constructive feedback to learners. Encourage learners to do all corrections to exercises they had wrong, 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 3 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 4 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 4 in preparation for the next session (NTS 3a).

PLC SESSION 4: Organising as a Basic Function of Management

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 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 4 by aligning the plan with the Learner Material and appropriate assessment strategies.

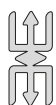
Learning Outcome

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

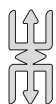
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Motion: "It is Centralisation and not Decentralisation that is effective for organisational success."

Refer to page 45 of the Teacher Manual for more examples of more assessment tasks and LM for activities related to the assessment 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 3n- 3p).

E.g.

- a) *Clear distinction between centralisation and decentralisation (3 marks):*

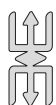
Centralisation concentrates power and decision-making within a single, controlled/ unified authority or organisation. In contrast, decentralisation disperses power and decision-making across multiple levels or local entities, allowing for greater autonomy and responsiveness at each level.

- b) *Use of clear examples, scenarios and proof of analysis of the motion and counterarguments (5 marks):*

For instance, national governance versus local governments, corporate headquarters versus regional offices, top level management decisions versus lower level management decisions, etc.

- c) *Logical flow of arguments, ideas and presentations (2 marks), etc.*

For instance, are the arguments well developed in a coherent and relevant manner?, 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 3n – 3p).

E.g.

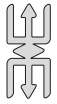
Allocate time for the groups to prepare and debate each other. Each team will have an opportunity to present their arguments, rebuttals and closing statements, etc.

Refer to pages 52 –54 of the Teacher Assessment Manual and Toolkit pages 52–54 for notes on how to use debate as an assessment tool.

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

E.g.

Let the groups understand the rubrics used for the scoring and communicate their performance to them. Discuss 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 4 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 5 and related Learner Material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 5 in preparation for the next session (NTS 3a).

PLC SESSION 5: Leading as a Basic Function of Management

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* 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 5* by aligning the plan with the Learner Material and appropriate assessment strategies.

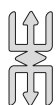
Learning Outcome

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

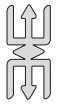
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Interview selected leaders in the school community (Assistant Head teachers, Head of Departments, Prefects, SRC Reps, Class Reps, etc.) to assess their leadership styles.

Refer to Week 5 of the Teacher Manual for more examples on assessment 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

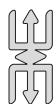
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3n- 3p).

E.g.

- a) Explanation of how the interviewee (leader) leads (example, guides, inspires, etc.) (3 marks)
- b) Clear identification and explanation of the leadership style(s) of the interviewee/leader (10 marks)
- c) Use of the interview guide (2 marks), etc.

Sample Interview Guide for Leadership Interview

Interview Item	Sample questions to ask	Answers and Indicators
Meaning of Leadership	- What values guides your leadership approach? - Give examples of effective leadership that you have demonstrated	- Inspiring subordinates - Providing guidance for subordinates - Communicating clearly
Leadership styles	- How do you demonstrate your style of leadership? - How do you adapt to different situations in discharging your duties as a leader?	Encourage participation of subordinates (democratic leadership style)

**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 3n – 3p).

E.g.

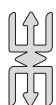
Give timelines for submission of the written interview report, etc.

Refer to pages 13–14 of the Teacher Assessment Manual and Toolkit for more information on interviews as an assessment.

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

E.g.

Discuss learners' experiences regarding the interviews conducted including how to improve next time and provide their results to them, 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 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 session (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 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 6 lessons and mid-semester examination* by aligning the plan with the Learner Material and appropriate assessment strategies.

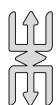
Learning Outcome

Review your learning plan for *week 6 and preparing 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 3k, 3p).

E.g.

a) *Fill in the Blanks Questions:*

A structure with a clear chain of command and multiple levels of authority is called a _____.

b) *Multiple Choice Questions:*

Which principle of organising states that each employee should report to only one manager to avoid confusion and conflicting instructions?

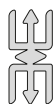
- A. *Delegation of Authority*
- B. *Division of Labour*
- C. *Span of Control*
- D. *Unity of Command*

Refer to the focal areas of week 1–5 of the TM to develop assessment tasks for mid-semester examination. Also, refer to the appendix of this session to read the guide for the mid-semester examination.

Hint



*Refer to the Table of Specification in **Appendix A** to guide you develop assessment tasks for the mid semester examination.*



Note

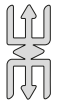
- i. *The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan*

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 3n– 3p).

E.g.

Correct answer to objective test question (1 mark per correct answer), etc.

*For instance, a structure with a clear chain of command and multiple levels of authority is called a **hierarchical structure**.*

**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 3n – 3p).

E.g.

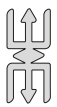
- a) *Create a conducive class atmosphere to administer the questions to learners*
- b) *Allocate time for the assessment for instance (within 60 minutes) and supervise to ensure independence of work among learners, etc.*

Refer to pages 19, 83–85 of the Teacher Assessment Manual and Toolkit for more information on how to use objective questions to assess learners.

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

E.g.

Communicate individual results to learners and advise them on 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 in preparation for the next session (NTS 3a).*



Appendix A: Guidelines for Mid–Semester Examination

Nature:

1. Cover content from weeks 1–5. Taking into consideration Depth of Knowledge (DOK) levels.
2. Resources:
 - a) Answer booklets
 - b) Learning Material
 - c) Teacher Manual
 - d) Assessment Toolkit
 - e) Smart devices/computers (where questions are modelled online)
3. The test should include
 - a) Section A– Multiple Choice (30 questions)
4. Time: 60 minutes
5. Total Score: 30 marks to be scaled down to 20 marks for submission.
6. Provide a Table of Specification

Assessment strategy

Objectives Test:

- a) Fill in the blanks questions
- b) Multiple choice questions

Table of Specification

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
1	The concept of business, sole proprietorship and partnership business entities	<i>Multiple Choice</i>	1	2	–	–	3
		<i>Fill in the Blanks</i>	1	1	1	–	3
2	Companies and State-owned enterprises forms of business entities	<i>Multiple Choice</i>	1	2	1	–	4
		<i>Fill in the Blanks</i>	–	1	1	–	2
3	Introduction to management and Planning as a basic function of management	<i>Multiple Choice</i>	1	2	1	–	4
		<i>Fill in the Blanks</i>	–	1	1	–	2
4	Organising as a Basic Function of Management	<i>Multiple Choice</i>	1	2	1	–	4
		<i>Fill in the Blanks</i>	1	1	–	–	2
5	Controlling as a Basic Function of Management	<i>Multiple Choice</i>	1	2	1	–	4
		<i>Fill in the Blanks</i>	–	1	1	–	2
	Total		7	15	8	–	30

PLC SESSION 7: Business Environment

1. Introduction (20 minutes)

- 1.1** Share one thing on the lesson for week 6 and 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

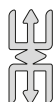
The purpose of the session is to review the learning plan for week 7 by aligning the plan with the Learner Material and appropriate assessment strategies.

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/marking 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 **homework (Case Study)** (NTS 3k, 3p).

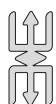
E.g.

Case Study on Business Environment:

ABC Electronics, a medium-sized company based in the Bolgatanga Municipality, specialises in manufacturing and selling consumer electronics. The company boasts a skilled workforce, state-of-the-art production facilities, and a strong reputation for high-quality products. However, ABC Electronics faces significant challenges such as high employee turnover, delay in receiving supplies from suppliers, high government taxes, conflict between management and staff, outdated inventory management systems. ABC Electronics contends with intense competition from both local and international brands, fluctuating market demands and economic instability in the region. Additionally, rapid technological advancements and changing consumer preferences present both opportunities and threats to the business.

Apply the SWOT tool to analyse the internal and external environment of ABC electronics, etc.

Refer to pages 59–63 of the TM for focal areas on business environment for the development of case studies



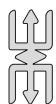
Note

- 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 3n– 3p).

E.g.

- a) Identification of **Strengths** (skilled workforce, state-of-the-art production facilities, strong reputation for high-quality products) of ABC electronics with clear and detailed explanation (3marks)
- b) Identification of **Weaknesses** (High employee turnover, conflict between management and staff, outdated inventory management systems, delay in receiving supplies from suppliers) of ABC electronics with clear and detailed explanation (3marks)
- c) Identification of **Opportunities** (Rapid technological advancement, changing consumer preferences, potential to capture new market segments) of ABC electronics with clear and detailed explanation (3marks)
- d) Identification of **Threats** (intense competition from both local and international brands) of ABC electronics with clear and detailed explanation (2marks), 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 3n – 3p).

E.g.

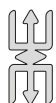
Present the sample case to learners as an individual activity, etc.

Refer to pages 31–34 for detailed guide on how to use case study as an assessment strategy

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

E.g.

Revise the case study with learners and discuss the expected answers and encourage them to make the necessary corrections based on the suggestions, 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 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 in preparation for the next session (NTS 3a).

PLC SESSION 8: Corporate Social Responsibility

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 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 7 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

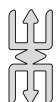
The purpose of the session is to review the learning plan for week 8 by aligning the plan with the Learner Material and appropriate assessment strategies.

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 **group presentation** (NTS 3k, 3p).

E.g.

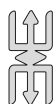
Explain why organisations should be socially responsible and analyse the implications of their activities to their business, the society and the environment. Give examples of activities and initiatives that organisations indulge in as corporate social responsibility.

Refer to page 67 of the Teacher Manual for more examples of assessment tasks.

Hint



Note that in week 8, learners are expected to submit their group project work assigned to them in week 2 for marking, recording into their individual transcript and providing constructive feedback to improve learning.



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 3n- 3p).

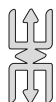
E.g.

- a) *Benefits of corporate social responsibility (CSR) activities to organisations (1 mark per point):*

Benefits may include; enhanced reputation and brand image, increased customer loyalty, attraction and retention of talent, risk mitigation, cost saving, competitive advantage, stakeholder engagement, etc.

- b) *Examples of CSR activities of organisation (5 mark):*

Adopting recycling and waste reduction programmes, participating in reforestation or conservation efforts, building schools, clinics, community centres, sponsoring events that benefit the local community, supporting needy students, 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 3n – 3p).

E.g.

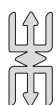
Present the assessment task to the groups to discuss, etc.

Refer to the Teacher Assessment Manual and Toolkit page 10, 14 and 16 for more information on how to use the group presentation assessment tool.

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

E.g.

Discuss the rubrics used in scoring the groups and allow learners to comment on what went well in their group presentation and how to improve future presentations, 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 8 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 9 and related Learner Material (NTS 3a).
 - bring along your Teacher Manual, PLC Handbook and learning plan on week 9 in preparation for the next session (NTS 3a).

PLC SESSION 9: International Business

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 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

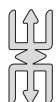
The purpose of the session is to review the learning plan for week 9 by aligning the plan with the Learner Material and appropriate assessment strategies.

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 **case study** (NTS 3k, 3p).

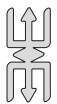
E.g.

Toyota, the Japanese car manufacturer is one of the world's largest multinationals. It is one of Japan's major exporters but also has factories and other operations overseas including Ghana. Toyota employs around 340,000 people in assembly plants and component manufacturing in over 50 different worldwide locations.

The giant corporation has grown steadily since it was set up in 1937. In 2017, Toyota's global sales of cars were 8.97million and its total revenue from Japan, Europe, North America and Africa was 800 million dollars.

- a) *Identify three features of Toyota as a multinational corporation*
- b) *Assess three benefits to Ghana's economy when Toyota operates in the country*
- c) *Explain two ways international trade might help Toyota to grow.*

Refer to the focal areas in week 9 of the TM to enable you to develop case studies to assess 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 3n- 3p).

E.g.

- a) *Identification of three features of Toyota as a multinational corporation (3 marks)*

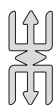
This may include; Toyota operates in over 50 countries including Ghana, Toyota employs around 340,000 people globally, Toyota generates substantial revenue from various global markets, etc.

- b) *Evaluation of three benefits to Ghana's economy when Toyota operates in the country (6 marks)*

For instance,

- i. *Creation of employment opportunities: Toyota gives employment opportunities (Toyota creates jobs in Ghana and other countries which reduces the unemployment rate in the country and provide livelihoods for thousands of people.*
- ii. *Economic growth: The presence of a major multinational corporation like Toyota can stimulate local economies through increased business activity and investment, contributing to GDP growth. The government of Ghana also take taxes from Toyota to undertake developmental projects, hence expanding the Ghanaian economy.*

- iii. *Skill development and technology transfer: Toyota's advanced manufacturing processes and technology can lead to skill development for local workers and the transfer of technology and best practices to the local industry in Ghana such as Kantanka Automobile Company*
- c) *Explanation of two ways international trade might help Toyota to grow (6 marks), etc.*
 - i. *Market expansion: international trade allows Toyota to access new markets and customer bases, which can lead to increased sales and revenue growth by reaching consumers in different countries*
 - ii. *Economies of scale: By trading internationally, Toyota can produce and sell larger quantities of vehicles, benefits from economies of scale that reduce per-unit costs and enhance profitability, 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 3n – 3p).

E.g.

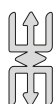
Present the sample case and questions to learners to analyse, etc.

Refer to pages 31–34 for more explanation on how to effectively use case studies to assess learners.

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

E.g.

Guide learners to peer-assess their colleagues' work and offer constructive feedback to improve learning, 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 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* in preparation for the next session (NTS 3a).

PLC SESSION 10: Introduction to Financial Accounting

1. Introduction (20 minutes)

- 1.1** Share one thing on the lesson for week 9 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 9 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

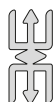
The purpose of the session is to review the learning plan for week 10 by aligning the plan with the Learner Material and appropriate assessment strategies.

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

- 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 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

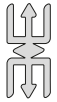
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

- a) *Explain accounting as a system and its importance to business organisations*
- b) *Describe at least three accounting careers, etc.*

Refer to page 81 of the Teacher Manual for more examples of assessment 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 3n– 3p).

E.g.

- a) *Explanation of accounting as a system (2 marks)*

Accounting as a system refers to the application of systematic approaches that a business uses to collect, store, process, manage, retrieve and report its financial data. Accounting is important to business because, it serves as tool for planning by managers, provides information for decision making, helps to evaluate the financial performance of the business and compare the business performance over the years or with other businesses.

- b) *Stating the importance of accounting to business organisations (4 marks)*

For instance, it serves as tool for planning by managers, provides information for decision making, helps to evaluate the financial performance of the business and compare the business performance over the years or with other businesses, etc.

- c) *Description of accounting careers (6 marks)*

For instance,

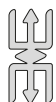
- i. *Auditors: Examine and verify financial statements and records to ensure accuracy and compliance with laws and regulations. There are internal and external auditors who most often collaborate to achieve accounting objectives*
- ii. *Accountants: Perform a range of tasks including preparing financial statements, managing budgets and ensuring compliance with accounting standards*
- iii. *Insurance brokers: Act as intermediaries between clients and insurance companies, helping clients select appropriate insurance policies based on their needs. They analyse and recommend coverage options, manage claims and ensure client's insurance requirements are met*

d) *Systematic oral presentation (3 marks)*

For instance, speaker or presenter communicates clearly and confidently with appropriate pace, volume and eye contact

e) *Response to questions from other teams (3 marks)*

For instance, group's ability to provide answers to other team's questions accurately based on the content being presented on. The content includes the explanation of accounting as a system, its importance and careers in accounting, 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 3n – 3p).

E.g.

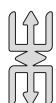
Present the assessment task to the groups and ask them to work collaboratively, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 10, 14 and 16 for more information on oral information as assessment tool.

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

E.g.

Guide learners to peer-assess their colleagues' presentation and offer constructive feedback to improve learning, 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 10 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 11 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 11* in preparation for the next session (NTS 3a).

PLC SESSION 11: Informational Needs, Users of Accounting Information and Accounting Standards

1. Introduction (20 minutes)

- 1.1** Share one thing on the lesson for *week 10* 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 10* 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

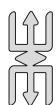
The purpose of the session is to review the learning plan for *week 11* by aligning the plan with the Learner Material and appropriate assessment strategies.

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

- 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 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.

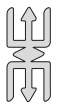
2.3 Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **group discussion** (NTS 3k, 3p).

E.g.

Discuss in groups the following tasks:

- a) *Illustrate using a concept or mind map the users of accounting information*
- b) *Explain accounting standards and analyse the need for accounting standards.*

Refer to the Teacher Manual (Book 1, Page 91) for examples of assessment tasks under the various DoK levels.



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 3n– 3p).

E.g.

- a) *Clear presentation of the users of accounting information on the concept or mind map (5 marks)*

For instance, the concept map shows internal users (owners, managers, employees, etc.) and external users (suppliers, bankers, financial analyst, customers, etc.) of accounting information

- b) *Design and layout of concept or mind map (the concept/mind map has a clear organised layout with well-spaced branches and sub-branches and information is logically structured, making it easy to follow the diagram (2 marks)*

- c) *Clear and accurate explanation of accounting standards (2 marks):*

For instance, accounting standard is a set of principles, rules, guidelines and procedures that define the basis of financial accounting policies and practices

- d) *Analysis for the need for accounting standards (6 marks)*

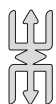
- i. *Clarity: Accounting standards help to rule out ambiguities in recording of transactions. Accounting standards provide common ways for all organisations to record their transactions. By this, transactions are treated in the same manner by all organisations. This provides transparency to accountants, banks, investors, government regulators and the public*

- ii. *Comparability: Any investor would essentially want the financial statements to be comparable with others. Without any standardised regulation, it becomes difficult to compare financial statements of businesses within the same industry. Accounting*

standards ensures the use of one standard for treating similar transactions in different organisations, etc.

e) **Teamwork and collaboration (2 marks)**

For instance, move around the groups to monitor if all members actively participate in the group discussion equally and there are shared roles when it comes to presentation and response to questions, 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 3n – 3p).

E.g.

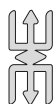
Encourage learners to consider the following in their discussion; respect the views of others, do not dominate the discussion, pay attention to others when they are contributing their opinions, etc.

Refer to Pages 4, 13 and 80 of the Teacher Assessment Manual and Toolkit for notes on group discussions.

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

E.g.

Guide learners to peer-assess their colleagues' presentation and offer constructive feedback to improve learning, 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 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* in preparation for the next session (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* 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 12 lessons and end of semester examination* by aligning the plan with the Learner Material and appropriate assessment strategies.

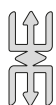
Learning Outcome

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 learning 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 3k, 3p).

E.g.

Section A: Objectives

- a) *Which principle of organising states that each employee should report to only one manager to avoid confusion and conflicting instructions?*
 - A. *Delegation of Authority*
 - B. *Division of Labour*
 - C. *Span of Control*
 - D. *Unity of Command*
- b) *Planning is considered the first step in the management process because it sets the foundation for all other management functions. True or False?*

Section B: Essay and Case Study – 25 marks

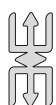
- a) *Analyse at three benefits and limitations of planning to business organisations*
- b) *Draw an organisational chart to illustrate the structure of the school*

Refer to the Teacher Manual from weeks 1–12 for the focal areas to develop assessment tasks for the end of semester examination.

Hint



- i. *Refer to **Appendix B** to read the guidelines on how to conduct mid-semester examination to guide you to conduct the end of semester examination. Take note of the table of specification and develop one that covers week 1–12 for the end of semester examination.*
- ii. *The assessment tasks for the end of semester examination should be developed from concepts learnt from week 1 to week 12 which is in the TM.*



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 3n– 3p).

E.g.

- a) *Identification of benefits and limitations of planning to business organisations (1 mark per point)*

Benefits of planning include; goal setting, effective decision making, efficient resource allocation, risk management, etc.

Limitations of planning include; time and effort consuming, uncertainty and change, incomplete information, resistance to change, etc.

- b) *Explanation of benefits and limitations of planning to business organisations (2 marks per explanation of each correct point)*

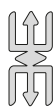
i. *Time and Effort Consuming: Planning requires time, effort and resources to gather information, analyse data and develop detailed plans. Organisations need to strike a balance between planning activities and the actual execution of plans to ensure effectiveness.*

ii. *Uncertainty and Change: The business environment is dynamic, and plans may become outdated due to unforeseen circumstances or changes in market conditions. Organisations need to be flexible and adaptable to adjust their plans accordingly to adapt to changing circumstances, etc.*

- c) *Identification of the advantages and disadvantages of partnership business entities (1 mark per point)*

Advantages of partnership; ease of formation, shared decision making, access to complementary skills and knowledge, less financial burden, etc.

Disadvantages of partnership; unlimited liability, conflict of interest, dependency on partners, delay in decision making, succession planning issues, 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 3n – 3p).

E.g.

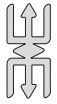
- a) *Create a conducive classroom atmosphere for learners to take the end of semester examination*
- b) *Control the environment to prevent cheating, etc.*

Refer to page 19, 31–33 of the Teacher Assessment Manual and Toolkit for more information on how to use essays and case study as tools for assessment

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

E.g.

Mark examination scripts, record into individual learner's transcript and discuss with learners the examination questions including how to improve performance, 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:
- Provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
 - Read PLC Session 13 and related Learner Material (NTS 3a).
 - Bring along your Teacher Manual, PLC Handbook and learning plan on *week 13* in preparation for the next session (NTS 3a).



Appendix B: Guidelines for End of Semester Examination

Nature:

1. Cover content from weeks 1–12. Taking into consideration Depth of Knowledge (DOK) levels.
2. Resources:
 - a) Answer booklets
 - b) Learning Material
 - c) Teacher Manual
 - d) Assessment Toolkit
 - e) Smart devices/computers (where questions are modelled on line)
3. The test should include
 - a) Section A– Objectives
 - b) Section B– Essay questions
 - c) Section C– Case Study
5. Time: 120 minutes
7. Total Score: 100 marks to be scaled down to 60 marks for submission.
8. Provide a Table of Specification

Assessment strategy

1. Essay
2. Multiple Choice Questions
3. Case Study

Assessment Tasks

Refer to Teacher Manual, Learning Material and Assessment Toolkits for more information.

Example:

Section A: Multiple Choice Questions – 40 marks

1. Which principle of organizing states that each employee should report to only one manager to avoid confusion and conflicting instructions?
 - A. Delegation of Authority
 - B. Division of Labour
 - C. Span of Control
 - D. Unity of Command

2. Which of the functions of management is considered the first step in the management process because it sets the foundation for all other management functions.
 - A. Controlling
 - B. Organising
 - C. Planning
 - D. Leading

Section B: Essay– 35 marks

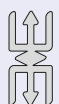
1. Explain accounting as a system and its importance to business organisations
2. Describe at least three accounting careers, etc.

Section C: Case Study (25 marks)

Case on Business Environment:

ABC Electronics, a medium-sized company based in the Bolgatanga Municipality, specialises in manufacturing and selling consumer electronics. The company boasts a skilled workforce, state-of-the-art production facilities, and a strong reputation for high-quality products. However, ABC Electronics faces significant challenges such as high employee turnover, delay in receiving supplies from suppliers, high government taxes, conflict between management and staff, outdated inventory management systems. ABC Electronics contends with intense competition from both local and international brands, fluctuating market demands and economic instability in the region. Additionally, rapid technological advancements and changing consumer preferences present both opportunities and threats to the business.

Apply the SWOT tool to analyse the internal and external environment of ABC electronics, etc.



Note

The questions put under the various sections are just examples of assessment task under objective, essay and case study. Teachers are expected to develop 40 objective questions that will carry 40 marks, essay questions that will carry 35 marks and a case study question that will carry 25 marks.

Marking Scheme Rubrics (Scale the total marks to 20)

Objective Test: Correct answer to objective test questions (1 mark per question)

Essay Test:

The explanation of accounting as a system and its importance

- f) Explanation of accounting as a system (2 marks)

Accounting as a system refers to the application of systematic approaches that a business uses to collect, store, process, manage, retrieve and report its financial data. Accounting is important to business because, it serves as tool for planning by

managers, provides information for decision making, helps to evaluate the financial performance of the business and compare the business performance over the years or with other businesses.

g) Stating the importance of accounting to business organisations (4 marks)

It serves as tool for planning by managers, provides information for decision making, helps to evaluate the financial performance of the business and compare the business performance over the years or with other businesses, etc.

Description of accounting careers (6 marks)

- iv. Auditors: Examine and verify financial statements and records to ensure accuracy and compliance with laws and regulations. There are internal and external auditors who most often collaborate to achieve accounting objectives
- v. Accountants: Perform a range of tasks including preparing financial statements, managing budgets and ensuring compliance with accounting standards
- vi. Insurance brokers: Act as intermediaries between clients and insurance companies, helping clients select appropriate insurance policies based on their needs. They analyse and recommend coverage options, manage claims and ensure client's insurance requirements are met

Section C: Case Study

- e) Identification of Strengths (skilled workforce, state-of-the-art production facilities, strong reputation for high-quality products) of ABC electronics with clear and detailed explanation (6 marks)
- f) Identification of Weaknesses (High employee turnover, conflict between management and staff, outdated inventory management systems, delay in receiving supplies from suppliers) of ABC electronics with clear and detailed explanation (6 marks)
- g) Identification of Opportunities (Rapid technological advancement, changing consumer preferences, potential to capture new market segments) of ABC electronics with clear and detailed explanation (6 marks)
- h) Identification of Threats (intense competition from both local and international brands) of ABC electronics with clear and detailed explanation (6 marks), etc.

How to Administer

Refer to assessment toolkits for more information (Reference to pages 41–43, 83–86 and 94–97).

1. Provide clear instructions and resources needed for the tasks.
2. Prepare a table of test specifications or blueprints (see table of specification below).
3. Write the test items.
4. Ensure questions are of the similar level of difficulty.
5. Provide time allocation for the completion of the essay and assign marks to each of the questions (Give additional time for learners with SEN).

6. Clarify any doubts about the assessment task.
7. Control the environment to prevent cheating.
8. Mark and record learners results into their transcript and provide feedback.

Providing Feedback

1. Discuss assessment questions with learners after the end-of-semester
2. Identify the areas learners did well and areas that needs improvement
3. Communicate individual results to learners and record into their transcript
4. Ask learners to review their own work and do the corrections, etc.

Table of Specification

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
1	The concept of business, sole proprietorship and partnership business entities	Multiple choice	1	2	1	–	4
		Essay	–	1	–	–	1
2	Companies and State-owned enterprises forms of business entities	Multiple choice	1	1	1	–	3
		Essay	–	–	1	–	1
3	Introduction to management and Planning as a basic function of management	Multiple Choice	1	1	1	–	3
		Essay	–	–	–	–	–
4	Organising as a Basic Function of Management	Multiple Choice	1	2	–	–	3
		Essay	–	–	1	–	1
5	Leading as a Basic Function of Management	Multiple Choice	1	2	–	–	3
		Essay	–	–	–	–	–
6	Controlling as a Basic Function of Management	Multiple Choice	1	2	–	–	3
		Essay	–	–	–	–	1
7	The Internal and External Environment of Business	Multiple Choice	2	1	–	–	3
		Essay	–	–	–	–	–
8	Corporate Social Responsibility	Multiple Choice	1	2	–	–	4
		Essay	–	–	1	–	1
9	International Business	Multiple Choice	2	1	1	–	4
		Essay	–	–	–	–	–
		Case Study	–	–	1	–	1

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
10	Introduction to financial accounting	<i>Multiple Choice</i>	1	2	1	-	3
		<i>Essay</i>	-	-	1	-	1
11	Information needs, users of accounting information and accounting standards	<i>Multiple Choice</i>	1	3	-	-	4
		<i>Essay</i>	-	-	-	-	-
12	Accounting equation and effects of transactions on the accounting equation	<i>Multiple Choice</i>	1	3	-	-	4
		<i>Essay</i>	-	-	1	-	1

Summary**Multiple Choice Questions** – 40 questions**Essay** – 5 Questions, Answer a minimum of three questions**Case Study** – 1 Question

PLC SESSION 13: The Ledger and the Double Entry Principle

1. Introduction (20 minutes)

- 1.1** Share one thing on the lesson for *week 12* and end of 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 12* 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

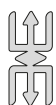
The purpose of the session is to review the learning plan for *week 13* by aligning the plan with the Learner Material and appropriate assessment strategies.

Learning Outcome

Review your learning plan for *week 13* 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 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

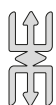
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Identify a business entity of your choice that does not keep proper records. Investigate the financial transactions they make and suggest at least 4 books of accounts the business can maintain and why. Based on their daily transactions, simulate or imagine figures for the transactions for a month and record them into three daybooks (each daybook should contain a minimum of 15 entries of transactions). Submit a project report of your investigations.

Refer to page 19 of the Teacher Manual for examples of assessment tasks under DoK levels.



Note

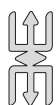
- i. The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan

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 3n- 3p).

E.g.

- a) Title of the project (3 marks)
- b) The 4 books of accounts identified for the business (purchases daybook, sales daybook, return inwards day book, petty cash book, cash book) (8 marks)
- c) Simulated/imagined financial transactions for the business (8 marks)
For instances,
 - i. Purchases of goods worth 200 cedis
 - ii. Sale of items to the tune of 300 cedis
 - iii. Cash amounting to 400 cedis paid into the bank account of the business
 - iv. Paid electricity worth 150 cedis, etc.
- d) Recording of financial transaction into their appropriate books of accounts (recording of the transactions into the purchases and sales day books, etc) (8 marks), etc.

Refer to page 153 for notes on how to develop rubrics for project-based assessment.



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 3n – 3p).

E.g.

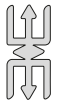
Clearly communicate the project work to the learners, present the structure of the report for the project and give timelines for submission, etc.

Refer to pages 34–36 of the Teacher Assessment Manual and Toolkit for notes on how to administer the project-based assessment.

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

E.g.

Mark, record and provide feedback to learners and discuss 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 13 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 14 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 14 in preparation for the next session (NTS 3a).

PLC SESSION 14: Daybooks (Sales, Purchases, Return Inwards, Return Outwards, General Journal)

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.

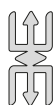
Learning Outcome

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.

- a. Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment is **practical activity (journal entry worksheets)** (NTS 3k, 3p).

E.g.

ABC PLC is a dealer in general merchandise. Their transactions for the month of June, 20X1 are listed below.

June 1: Sold goods to Mensah for GH¢20,000 less 10% trade discount.

June 4: Purchased from Kwasi the following:

200 iron rods at GH¢20 each, 100 filters at ¢30 each; invoice subject to 10% trade discount.

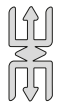
June 6: Purchased from Asante Ltd. 10 bottles of gin at GH¢30 each.

June 7: Returned 60 iron rods purchased on 4th June, to Kwesi.

June 9: Sold the following to Kojo: 300 bags of cement at GH¢15 each, less 15% trade discount; 150 tins of targets at GH¢10 per ton.

June 31: Sold to Jones: 80 iron rods at GH¢50 each. 110 bags of cement at GH¢16 each, 250 filters at GH¢35 each; invoice subject to 15% trade discount.

Refer to Page 27 of the Teacher Manual for more examples of assessment tasks under the DoK levels.



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 3n- 3p).

E.g.

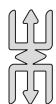
- a) Accurate recording of the financial transactions into the sales daybook (2 marks per entry)

Sales Daybook for June 20X1

Date	Customer Name	Details	Amount (GH¢)	Trade Discount	Net Amount (GH¢)
June 1	Mensah	Goods sold (GH¢20,000)	20,000	10% (2,000)	18,000
June 9	Kojo	300 bags of cement at GH¢15 each	4,500	15% (675)	3,825
		150 tins of targets at GH¢10 each	1,500	0%	1,500

Date	Customer Name	Details	Amount (GH¢)	Trade Discount	Net Amount (GH¢)
June 31	Jones	80 iron rods at GH¢50 each	4,000	15% (600)	3,400
		110 bags of cement at GH¢16 each	1,760	15% (264)	1,496
		250 filters at GH¢35 each	8,750	15% (1,313)	7,438
Total					35,659

- b) Clear labelling of columns of day books (date, customer names, details, amount, net amount, total, etc.) (3 marks)
- c) Accurate computation of the final net amount on the sales daybook of ABC Ltd. (35,659 cedis) (2 marks), etc.



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 3n – 3p).

E.g.

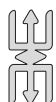
Present a given data on financial transactions of an organisation for learners to read and analyse. This can be individual or group work, etc.

Refer to pages 46–49 of the Teacher Assessment Manual and Toolkit for notes on how to administer practical assessment.

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

E.g.

Mark, record and provide feedback to learners and discusses 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 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).

PLC SESSION 15: The Single Column and Double-entry Principle.

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 14* 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 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.

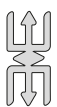
Learning Outcome

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.

2.1 Develop assessment tasks/items based on the learning indicator(s) for the week. This week's recommended mode of assessment *practical activity (computational exercises)*

E.g.

Prepare a double column cash book from the following transactions of XYZ Company Ltd.

June 2: ABC Company Limited received GH¢15,000 in cash from a customer, Mensah, for goods sold

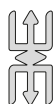
June 5: Paid GH¢4,000 by cheque to Kwasi for the purchase of office furniture

June 10: Paid GH¢2,500 in cash for office rent

June 15: Received a cheque of GH¢8,000 from Kojo for goods sold on credit last month

June 20: ABC Company Limited withdrew GH¢3,000 cash for office use from the bank, etc.

Refer to week 15 of the Teacher Manual for more assessment tasks on double column cash book



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 3n- 3p).

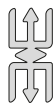
E.g.

- a) *Appropriate recording of financial transactions into the double column cash book (2 marks per entry)*

Date	Details	Ledger Folio	Cash (GH¢)	Bank (GH¢)	Date	Details	Ledger Folio	Cash (GH¢)	Bank (GH¢)
202X			Dr.	Dr.	202X			Cr.	Cr.
June 2	Mensah (Sales)		15,000		June 5	Kwasi (Purchase)			4,000
June 10	Rent (Expense)		2,500		June 20	Bank (Cash Withdrawn)		3,000	
June 15	Kojo (Debtor Payment)			8,000	June 20	Cash (Bank Withdrawn)			3,000
	Total		17,500	8,000		Total		5,500	7,000

- b) *Correct computation of the totals of the double column cash book((2 marks)*

- c) *Proper and clear labelling of the format of a double column cash book (date, details, ledger folio, cash, bank, total, etc.) (3 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 3n – 3p).

E.g.

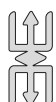
Present learners with financial transactions of a company and task them to record and compute using a double column cash book within a specified period, etc.

Refer to pages 46 – 49 of the Teacher Assessment Manual and Toolkit for notes on Practical Assessment.

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

E.g.

Ask learners to peer review each other's work and point out areas they had correct or wrong. Let learners do the corrections of their exercises and present back for verification, 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 15 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 16 and related Learner Material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 16 in preparation for the next session (NTS 3a).

PLC SESSION 16: Three Column Cash Book and Petty Cash Book

1. Introduction (20 minutes)

- 1.1** Share one thing on the lesson for *week 15* 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 15* 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

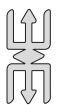
The purpose of the session is to review the learning plan for *week 16* by aligning the plan with the Learner Material and appropriate assessment strategies.

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

- 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 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

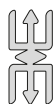
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Discuss the difference between the double column cash book and the triple column cash book.

Refer to the focal areas in week 16 of the Teacher Manual for more examples of assessment tasks and content for the development of more assessment tasks.



Note

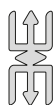
- i. *The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan*

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 3n- 3p).

E.g.

2 marks per each difference between the double column and three column cash book identified and explained by the group. For instance,

- a) *Number of Columns: Double column cash book has two columns (cash and bank), while the triple column cash book includes an additional column for discounts.*
- b) *Discount Tracking: Double column cash book does not track discounts, but the triple column cash book records discounts directly*
- c) *Complexity and Usage: Double column cash book is simpler, while the triple column cash book is more complex, suited for businesses handling frequent discounts, 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 3n - 3p).

E.g.

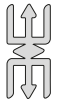
Move around the groups to ensure participation of all learners and provide support for groups that need it, etc.

Refer page 10 and 15 of the Teacher Assessment Manual and Toolkit for more information on oral presentation as an assessment tool

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

E.g.

Provide feedback on presentations and guide learners to peer-assess their colleagues' presentation and offer constructive feedback to improve learning, 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 16 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 17 and related Learner Material (NTS 3a).
 - 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: Preparation of the Financial Statement of a Sole Proprietor

1. Introduction (20 minutes)

- 1.1** Share one thing on the lesson for *week 16* 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 16* 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

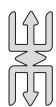
The purpose of the session is to review the learning plan for *week 17* by aligning the plan with the Learner Material and appropriate assessment strategies.

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

- 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 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 **practical assessment/computational exercises** (NTS 3k, 3p).

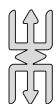
E.g.

Prepare the income statement for the trial balance of ABN sole proprietorship business:

Trial balance as at 31st December, 20XX

Account	Debit (GH¢)	Credit (GH¢)
Capital		120,000
Sales		150,000
Purchases	90,000	
Return Inwards	3,000	
Return Outwards		2,000
Rent Expense	12,000	
Wages and Salaries	18,000	
Insurance	3,500	
Discount Allowed	1,500	
Discount Received		1,200
Electricity Expense	4,000	
Inventory (Opening)	25,000	
Land and Building	80,000	
Fixtures and Fittings	30,000	
Cash in Hand	10,000	
Receivables	15,000	
Payables		20,000
Bank Loan		40,000
Drawings	20,000	
Total	312,000	312,000

Refer to week 17 of the Teacher Manual for more examples of assessment tasks on the final account of a sole proprietorship

**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 3n- 3p).

E.g.

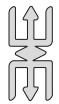
- a) *Proper layout of the format of the income statement of a sole proprietor (columns for description and figures) (2 marks)*
- b) *Accurate recording of entries into the income statement of the sole proprietor (1 mark per entry)*

ABN Income Statement for the Year Ended 31st December, 20XX

	GH¢	GH¢
Revenue:		
Sales		120,000
Less: Return Inwards		(2,500)
Net Sales		117,500
Cost of Goods Sold:		
Opening Inventory (1st Jan, 20XX)	25,000	
Add: Purchases	80,000	
Less: Return Outwards	(1,500)	
Less: Closing Inventory	(20,000)	
Cost of Goods Sold	83,500	(83,500)
Gross Profit		34,000
Operating Expenses:		
Rent Expense	10,000	
Wages	15,000	
Electricity	5,000	
Bad Debts	1,500	

	GH¢	GH¢
Discount Allowed	3,000	
Total Operating Expenses	34,500	(34,500)
Net Profit/Loss		(500)

- c) *Correct computation and balances (Cost of goods sold GH¢ 83500, Gross profit GH¢ 34,000, Net profit/loss –GH¢ 500) (3 marks), etc.*



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 3n – 3p).

E.g.

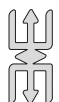
Supervise, observe and take note of learners who are not participating so you can encourage them to participate in the group's work as they analyse the trial balance to prepare the income statement, etc.

Refer to pages 46 – 49 of the Teacher Assessment Manual and Toolkit for notes on Practical Assessment.

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

E.g.

Guide learners to peer-assess their colleagues' presentation and offer constructive feedback to improve learning, 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 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 session (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:
 - 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 17* 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

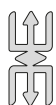
The purpose of the session is to review the learning plan for *week 18* lessons and mid-semester examination by aligning the plan with the Learner Material and appropriate assessment strategies.

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

- 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 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 3k, 3p).

E.g.

Mama Lucy started a business with GH¢50,000 cash on January 2, 20X3. The following transactions took place during the month of January.

	GH¢
Jan 3. Paid rent by cash	2,000
Jan 5. Made cash purchases of	20,000
Jan 6. Sold goods for cash	25,000
Jan 8. Obtained a cash loan from Abena Manu	40,000
Jan 9. Paid transport expenses by cash	1,000
Jan 10. Bought a motor vehicle on credit from Nimako Motors	150,000
Jan 12. Paid motor expenses by cash	3,000
Jan 12. Made cash sales	33,000
Jan 20. Cash purchases	25,000
Jan 22. Paid electricity bill by cash	1,000
Jan 23. Paid wages and salaries by cash	2,500
Jan 24. Took cash for personal use	1,500
Jan 25. Cash sales made	15,000

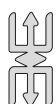
Prepare a single column cash book from the financial transaction of Mama Lucy enterprise

Refer to week 13–18 for more examples of the assessment tasks on the various DoK Levels for mid-semester examination.

Hint



- Note that the portfolio given to learners in week 3 will be due for submission in this 18th week.
- Refer to **Appendix A** in PLC Session 6 to guide you develop a table of specification for the mid-semester examination.



Note

- The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- 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 3n– 3p).

E.g.

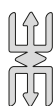
- Proper outline of the format of the double cash book (date, details, ledger folio, amount, etc.) (3 marks)*
- Correct recording of each transaction into the cash book (1 mark per each entry)*

Mama Lucy Enterprise

Single Column Cash Book for January 20X3

Date	Details	Ledger Folio	Amount (GH¢)	Date	Details	Ledger Folio	Amount (GH¢)
Jan 2	Cash introduced by Mama Lucy		50,000				
Jan 3	Paid rent			(2,000)			(2,000)
Jan 5	Made cash purchases			(20,000)			(20,000)
Jan 6	Sold goods for cash		25,000				
Jan 8	Obtained cash loan from Abena Manu		40,000				
Jan 9	Paid transport expenses			(1,000)			(1,000)

- Correct computation and balancing of the cash book (total debits, total credits and closing balance of the cash book) (3 marks), etc.*



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 3n – 3p).

E.g.

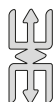
- Create a conducive class atmosphere to administer the questions to learners*
- Allocate time for the assessment for instance (within 60 minutes) and supervise to ensure independence of work among learners, etc.*

Refer to the Teacher Assessment Manual and Toolkit for pages 49–51 and pages 94–97 for more notes on how to administer essay and computational exercises.

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

E.g.

Discuss with learners their performances and give room for suggestions on how to improve their performance next time, 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 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 in *week 19* in preparation for the next session (NTS 3a).

PLC SESSION 19: Adjustments of the Final Accounts of a Sole Proprietor

1. Introduction (20 minutes)

- 1.1 Share one thing on the lesson for *week 18* 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 18* 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

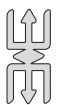
The purpose of the session is to review the learning plan for *week 19* by aligning the plan with the Learner Material and appropriate assessment strategies.

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

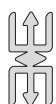
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Prepare the Income Statement and Statement of Financial Position of a sole proprietor including the various adjustments.

Refer to pages 55–56 of the Teacher Manual for more examples of assessment tasks.



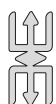
Note

- 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 3n– 3p).

E.g.

- a) *Proper layout of the format of the income statement and financial position of a sole proprietor (2 marks)*
For instance, column should be created for the description of financial transactions and columns for the recording of figures of the financial transactions
- b) *Accurate recording of entries into the income statement and financial position of the sole proprietor (1 mark per entry)*
Sales transactions include; sale of goods, cost of goods sold, etc.
Expenses transactions include; electricity, rent, wages and salaries, bad debts, etc.
- c) *Correct computation and balances (computation of the total sales, cost of sales, gross profit, net profit, etc.) (3 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 3n – 3p).

E.g.

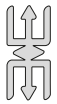
- a) Give prompts on groups clearly identifying adjustments to be made in the task
- b) Move round the groups to ensure collaboration and tolerance during the group work, etc.

Refer to page 125 and 128 for more information on computational exercise/practical activity as an assessment tool.

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

E.g.

Guide learners to peer-assess their colleagues' presentation and offer constructive feedback to improve learning, 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 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 in preparation for the next session (NTS 3a).

PLC SESSION 20: Introduction to Cost Accounting and its Elements

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* 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

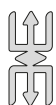
The purpose of the session is to review the learning plan for *week 20* by aligning the plan with the Learner Material and appropriate assessment strategies.

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

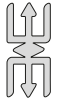
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Explain the elements of cost using a diagram.

Refer to week 20 of the Teacher Manual for more examples of assessment 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

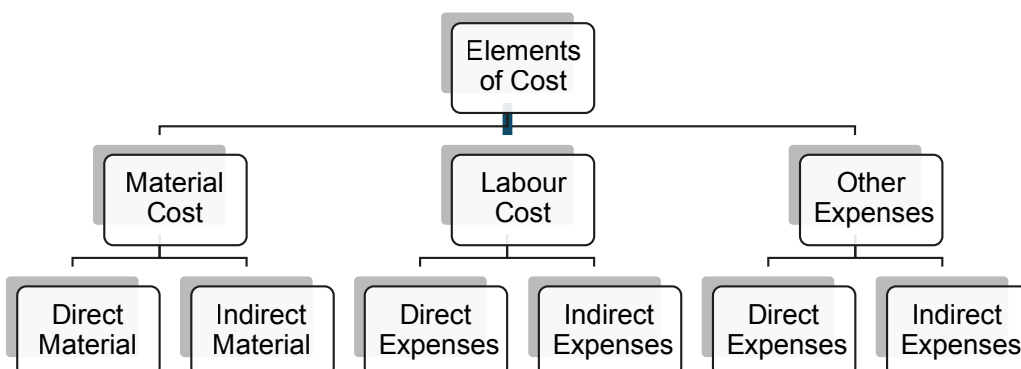
- 2.4** Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3n- 3p).

E.g.

- a) *Explanation of the elements of cost (6 marks)*

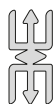
- i. *Material cost: Materials are all the ingredients, raw materials or inputs that go into the production process before the final product or service is provided. Material cost is made up of direct materials and indirect materials.*
- ii. *Labour cost: Labour refers to all human effort (physical or mental) used in the production of goods and services. Labour cost is made up of direct labour and indirect labour and can be made up of wages, salaries, bonuses, overtime, etc.*
- iii. *Other expenses: Other expenses refer to all costs incurred other than materials and labour. They are costs of services paid or unpaid, rendered to an organisation and can direct or indirect expenses.*

- b) *Diagrammatic Illustration (5 marks)*



- c) *Systematic oral presentation of content (3 marks)*

Content is presented clearly and coherently, making it easy to follow and understand key points, 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 3n – 3p).

E.g.

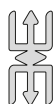
- a) *Present the assessment task to the groups and ask them to work collaboratively*
- b) *Provide time work the groups to discuss their ideas and present, etc.*

Refer page 10 and 15 of the Teacher Assessment Manual and Toolkit for more information on oral presentation as an assessment tool

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

E.g.

Guide learners to peer-assess their colleagues' presentation and offer constructive feedback to improve learning, 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 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 in preparation for the next session (NTS 3a).*

PLC SESSION 21: Specific Job Order Costing (Job, Batch and Contracts)

1. Introduction (20 minutes)

- 1.1** Share one thing on the lesson for *week 20* 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 20* 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

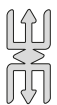
The purpose of the session is to review the learning plan for *week 21* by aligning the plan with the Learner Material and appropriate assessment strategies.

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

- 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 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

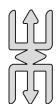
The selected activities should be included in the teacher/learner activity section of the learning plan.

- 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 3k, 3p).

E.g.

Examine the advantages and disadvantages of contract costing.

Refer to week 21 of the Teacher Manual for examples of assessments tasks.



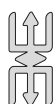
Note

- 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 3n- 3p).

E.g.

- a) *Advantages of contract costing (work can be completed without any delay, the work of tenders and quotations is simplified, it assumes a fixed percentage of profit to the contractor, the contractor gets the benefits in the case of increasing prices by incorporating escalation clauses, etc.,) (6 marks)*
- b) *Disadvantages of contract costing (it is time-consuming when work is not done according to schedule, cost may increase when there are production delays, the contractor may have to be pre-finance the contract, improper accounts records can lead to improper calculation of profits, etc.) (6 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 3n – 3p).

E.g.

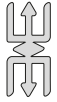
- a) *Develop the essay assessment task which could be open-ended or closed ended*
- b) *Create the rubrics or marking scheme for the assessment task*
- c) *Present the assessment task to learners individually or in groups for them to write and present their ideas for marking and feedback, etc.*

Refer to pages 94–97 of the Teacher Assessment Manual and Toolkit for detailed guidance on how to use essay as an assessment strategy

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

E.g.

Guide learners to peer-assess their colleagues' presentation and offer constructive feedback to improve learning, 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 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 in preparation for the next session (NTS 3a).

PLC SESSION 22: Process and Service Organisations

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* 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

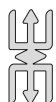
The purpose of the session is to review the learning plan for *week 22* by aligning the plan with the Learner Material and appropriate assessment strategies.

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 **report writing as homework** (NTS 3k, 3p).

E.g.

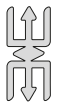
Write a report on the operations of an identified processing organisation of your choice. For instance, a carpentry shop, a pure water manufacturing company, a dressmaking shop, etc.

Refer to key assessment tasks in week 22 of the Teacher Manual for more examples of assessment tasks that learners could do as homework.

Hint



Instead of visiting processing organisations, learners could as well be given videos of processing organisations to watch, analyse and write a report of their observations.



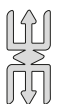
Note

- 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 3n– 3p).

E.g.

- a) *Background of the processing organisation selected (Name of the processing organisation, history of the organisation including the year of establishment, owner, location of operation, etc.) (6 marks)*
- b) *Nature of operations of the processing organisation (state the activities of the processing organisation, the type of business entity, justification why the business is a processing organisation, the impact of the business in the community, etc.) (6 marks)*
- c) *Conclusion (summary of the key findings of the processing organisation and its importance to the community, etc.) (3 marks)*
- d) *Recommendations (suggestions on how the business can improve its operations) (3 marks)*
- e) *Systematic presentation of report (the structure of the report is followed) ((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 3n – 3p).

E.g.

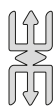
- a) *Present the assessment task to learners in balanced gender and ability groups*
- b) *Learners are given one week duration to present their report on the questions given.*
- c) *Receive the homework from learners and discuss with them their report and how to improve learning, etc.*

Refer page 20 of the Teacher Assessment Manual and Toolkit for more information on field report writing as assessment tool.

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

E.g.

Communicate groups' performance to learners and give opportunity for them to discuss the difficulties encountered in writing the report and how to improve in future, 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 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 in preparation for the next session (NTS 3a).*

PLC SESSION 23: Marginal and Absorption Costing and Break-even analysis

1. Introduction (20 minutes)

- 1.1** Share one thing on the lesson for week 22 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 22 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

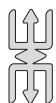
The purpose of the session is to review the learning plan for week 23 by aligning the plan with the Learner Material and appropriate assessment strategies.

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

- 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 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

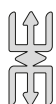
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

- What is break-even analysis?
- State three assumptions underlying break-even analysis.

Refer to week 23 of the Teacher Manual for focal areas for development of assessment tasks or key assessment in that week for more examples of assessment tasks under the various DoK levels.



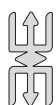
Note

- The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- 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 3n- 3p).

E.g.

- Correct explanation of break-even analysis (2 marks)
Break-even analysis or cost volume profit analysis (CVP) is the study of the interrelationships between costs, volume and profit at different levels of activity
- Correct statement of three assumptions of break-even analysis (3 marks)
Assumption of break-even analysis include; all cost can be segregated into fixed and variable, production volume is equal to sales volume, production methods/technology will remain constant, there is no change in the general price level, etc.



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 3n - 3p).

E.g.

- Present the assessment task to learners to attempt individually

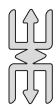
- b) *Let learners start work and move around the classroom to monitor learners progress and deter cheating*
- c) *Announce the time intermittently to help learners manage their time effectively in writing, etc.*

Refer to pages 10, 22 of the Teacher Assessment Manual and Toolkit for more information on the use of quiz as an assessment tool

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

E.g.

- a) *Discuss common mistakes or misconceptions with the class to reinforce learning*
- b) *Provide individual feedback to learners, where necessary focus on areas for improvement*
- c) *Ensure to communicate results to learners in a manner that gives the opportunity for learners who struggled to get the right responses to re-submit answers but that should not be used for grading, 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 in preparation for the next session (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:
 - 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 23* 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

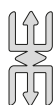
The purpose of the session is to review the learning plan for *week 24 lessons and end of semester examination* by aligning the plan with the Learner Material and appropriate assessment strategies.

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

- 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 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 3k, 3p).

E.g.

Multiple choice questions:

- a) Which of the following is NOT a type of daybook?
 - A. Cash Daybook
 - B. Inventory Daybook
 - C. Purchase Daybook
 - D. Sales Daybook
- b) The Sales Daybook is used to record:
 - A. All cash payments
 - B. All purchases made on credit
 - C. All sales made on credit
 - D. All returns of goods

Essay questions:

- a) Explain accounting as a system and its importance to business organisations
- b) Explain how the SWOT tool can be used to analyse the business environment.

Case studies:

ABC Electronics, a medium-sized company based in the Bolgatanga Municipality, specialises in manufacturing and selling consumer electronics. The company boasts a skilled workforce, state-of-the-art production facilities, and a strong reputation for high-quality products. However, ABC Electronics faces significant challenges such as high employee turnover, delay in receiving supplies from suppliers, high government taxes, conflict between management and staff, outdated inventory management systems. ABC Electronics contends with intense competition from both local and international brands, fluctuating market demands and economic instability in the region. Additionally, rapid technological advancements and changing consumer preferences present both opportunities and threats to the business.

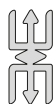
Apply the SWOT tool to analyse the internal and external environment of ABC electronics, etc.

Refer to the focal areas of week 13–24 of the Teacher Manual to develop assessment tasks for the end of semester examination. Deploy a combination of the assessment tools such as MCQs, case study, essay, computation exercises for the end of semester examination.

Hint



Refer to the Table of Specification in **Appendix B** of PLC Session 12 to guide you develop one for the end of semester examination.

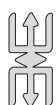
**Note**

- 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 3n– 3p).

E.g.

Objective test questions (1 mark per correct answer), 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 3n – 3p).

E.g.

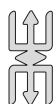
- a) *Develop assessment tasks that include essay, objective test, case study and computational exercises covering week 13–24*
- b) *Present questions to learners to answer and supervise to ensure they work independently, etc.*

Refer to pages 19, 31–34 and 83–85 of the Teacher Assessment Manual and Toolkit for more information on how to use multiple choice questions, case studies, essays, etc. as 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 – 3n).

E.g.

- a) *Discuss the questions and appropriate answers with learners and give them the opportunity to suggest how they can improve learning*
- b) *Communicate individual performances to learners, 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 and 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).

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)

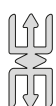
Summative Assessment

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 examination
- End of Semester examination
- 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.

1. **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.
2. **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.

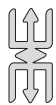
In providing feedback, use the sandwich method (CCC), which starts with a positive aspect of the work (**compliment**), followed by constructive criticism (**correction**), and concludes with another positive note (**compliment**). To set the stage for effective feedback, clearly communicate the learning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

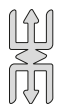
Case Study As An Assessment Strategy

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. Inform 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, 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

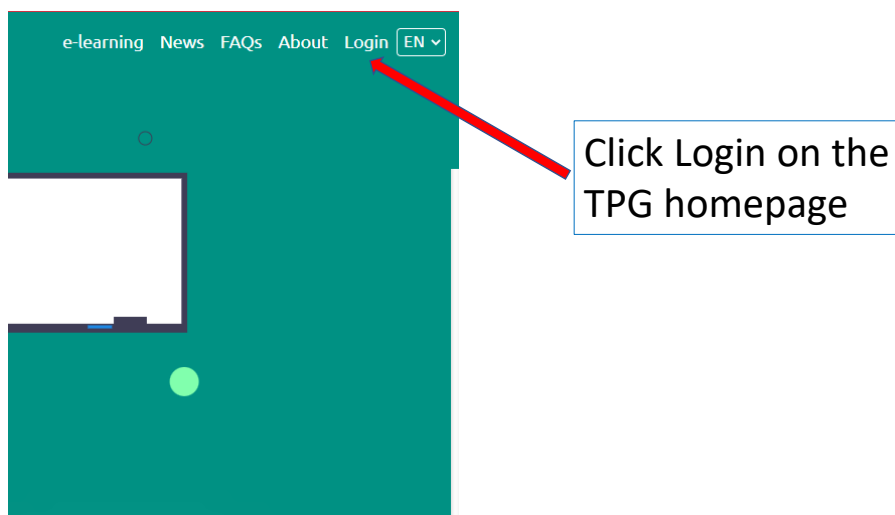
.....

24. Additional Notes (on teacher's actions, the flow of activities, etc.)

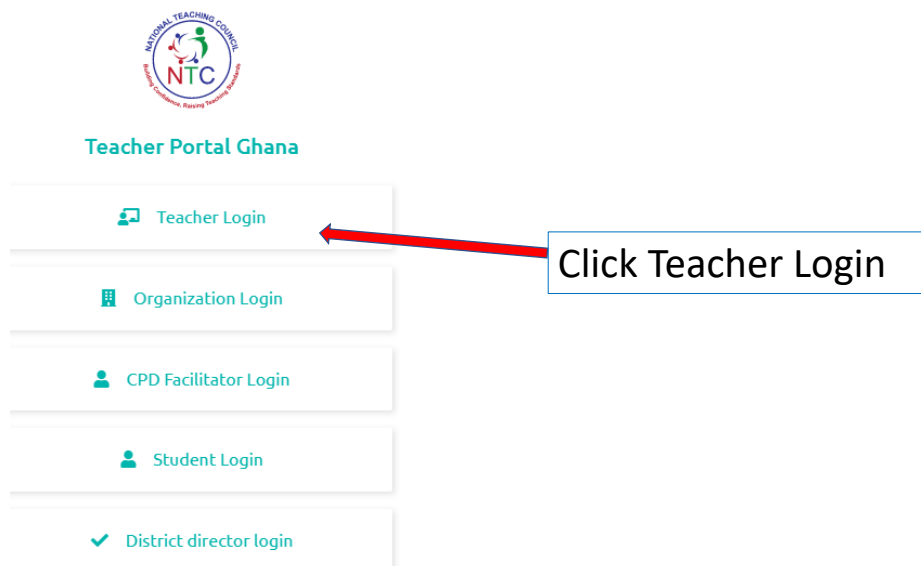
.....

Appendix 4: How to Check CPD Points and Training Records on Teacher Portal Ghana

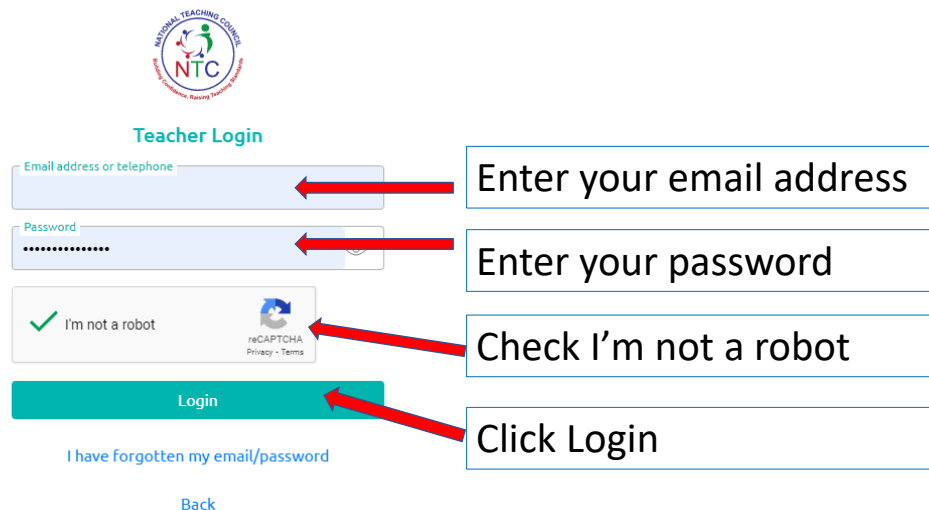
1. Visit tpg.ntc.gov.gh and click Login



2. On the Login page, click Teacher Login



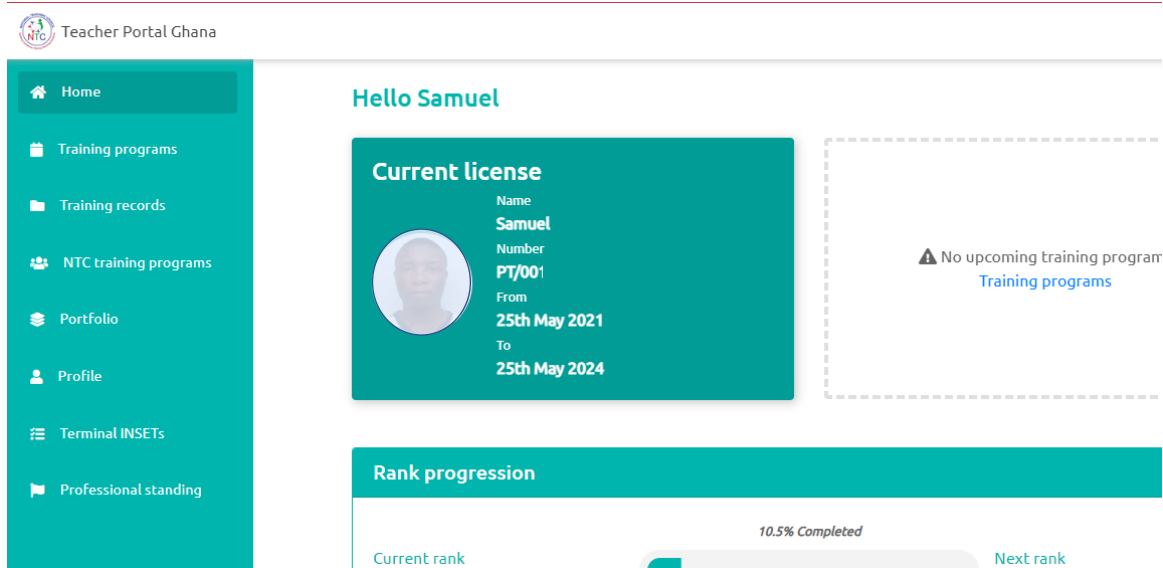
3. On the **Teacher Login** page enter your email address and password and then click **Login**



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 a sidebar with navigation links and a main content area with a greeting and a current license card.

Teacher Portal Ghana

Home

- Training programs
- Training records
- NTC training programs
- Portfolio
- Profile
- Terminal INSETs
- Professional standing

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
[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. The side menu on the left has 'Training records' highlighted. The main content area is titled 'Training records' and shows 'Records for training programs registered and/or attended'. A red arrow points from the 'Training records' menu item to the main content area. A red bracket on the right groups the training program entries under the label 'List of training programs'.

Teacher Portal Ghana

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 (A MLM)	✓ Processed Credits: 0.5788

List of training programs

Click to view training records

List of Contributors

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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
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