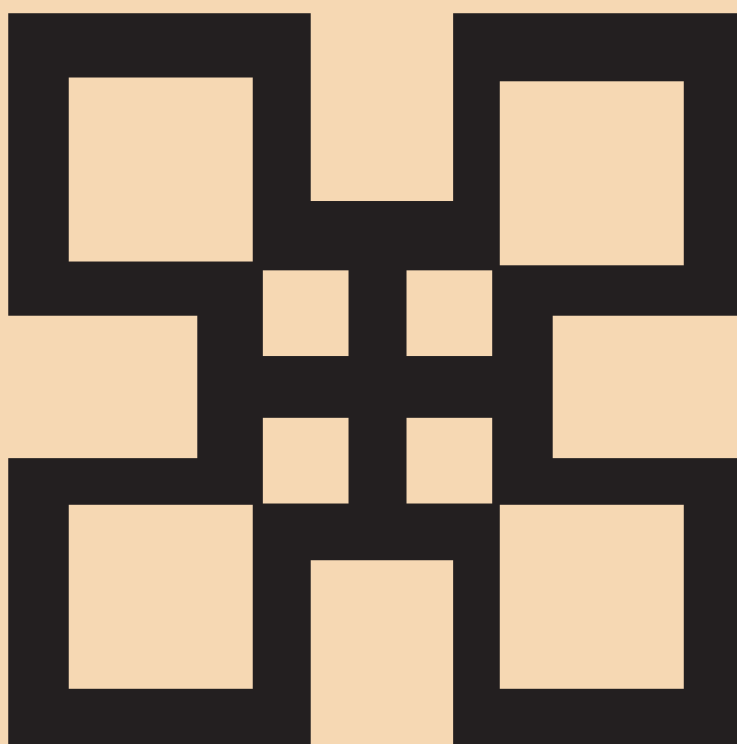


Professional Learning Community Handbook

Home Economics

Year One



Ghana Education
Service (GES)



Professional Learning Community Handbook

Home Economics

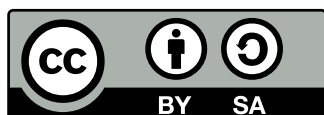
Year One



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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 Home Economics 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 Materials which are available on the curriculum microsite;
- iii. Contains assessment strategies which are aligned with the Teacher Manual, Learner Materials 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 examination (in first and second semesters), two (2) End of Semester examination (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.

- a) **Class Exercises:** This assessment can be conducted in Week 1 of the first semester, as recommended in PLC Session 1. For the second semester, it can be conducted in Week 21. It is recommended to have at least 1 Class Exercise assessment each semester. The highest-scoring assessment from each semester should be recorded in the transcript.
- b) **Practical Assessments (Individual):** This can be done for a couple of weeks. It has been recommended to be conducted in week 7 and 16 and one of the scores to be recorded in the transcript.
- c) **Mid-semester Examination:** This Assessment is suggested to be done in week 6 for the 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.

- d) **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. It is recommended to be discussed in PLC sessions 12 and 24. The scores for these assessments are to be recorded in the transcript.
- e) **Individual Research//Reports/Presentation:** It is suggested that all research, investigations and case studies are followed by report writing which should be scored accordingly as indicated throughout the PLC sessions. It is recommended that learners present reports in class after conducting research.
- f) **Group Project:** 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 has been done in PLC session 10.
- g) **Portfolio:** To adapt flexible assessment and determine learners' strengths and areas of intervention for improvement, it is recommended that teachers prompt learners in week 3 about creating their own portfolio to be submitted via email/hardcopy (keeping their parent in copy) in week 22. Teachers are to ensure recorded scores are submitted via the system on time.
- h) **Individual Project:** To assess learners complex problem-solving skills, involving multiple tasks, research, analysis, and creative solutions, teachers are to prompt learners in week 5 about the creation of a research project to be submitted in week 13. Teachers are to ensure recorded scores are submitted via the system on time.
- i) **Homework:** As an assessment strategy, it involves the use of structured tasks outside of regular class time to evaluate learners understanding, knowledge and skills gained in a specific learning outcome. It is recommended that teachers give learners several homework in the academic year. However, only one of these homework is submitted. It is therefore recommended teachers give learners some homework in week 9 and recorded scores to be submitted via the portal.

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

1. Introduction (20 minutes)

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

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

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

2. Internal assessment structure and frequency (60 minutes)

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

Purpose

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

Learning Outcome

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

Learning Indicators

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

E.g.

Questioning, etc.

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

E.g.

End of Semester Examination, etc.

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

E.g.

Class Exercise:

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

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

E.g.

Provide individual comments on learners' work, etc.

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

E.g.

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

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

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

E.g.

Class exercise, etc.

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

E.g.

Record learners scores immediately, etc.

3. Reflection (10 minutes)

4.1 Reflect and share your views on the session.

4.2 Remember to:

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

PLC SESSION 1: The Scope, Importance and Career Opportunities in Management in Living

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–g).

2. Review of learning plans (60 minutes)

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

Purpose

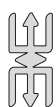
The purpose of the session is to review the learning plan for week 1 by aligning the plan with the Learner Materials and appropriate assessment strategies.

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

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



Note

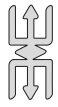
The selected activities should be included in the teacher/learner activity section of the learning plan

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

E.g.

List Five career opportunities in Management in living

Refer to Section 1 of the Home Economics Learner Materials, and Teacher Manual, (Year 1, Book 1) page 13 for further task examples



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*

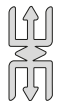
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3n – 3p).

E.g.

The total score for the class exercise is 10 marks. Give a score of 2 for each correct item

Expected answers:

- a. *event planning – 2marks*
- b. *Cleaning – 2marks*
- c. *Teaching – 2marks*
- d. *child -care – 2marks*
- e. *catering – 2marks*



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.

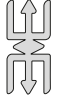
The teacher should assign tasks/ exercise based on the learning outcome and learners with special need, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 80–83 for further notes on how to administer this type of 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–n).

E.g.

Provide constructive feedback and guide learners in marking, 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 (NTS1f, 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 2 and related Learner Materials (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 2 in preparation for the next session (NTS 3a).

PLC SESSION 2: The Focus, Characteristics and Management Processes

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 learning plan with Learner Materials and appropriate assessment strategies.

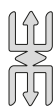
Learning Outcome

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 Materials 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 these in the Learner Materials. 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) on assessment for the week. This week's recommended mode of assessment is **group discussion** (NTS 3k, 3p).

E.g.

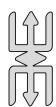
Discuss at least three characteristics of Management in living and relate them to everyday activities (orally or in written format)

Refer to the Teacher Manual (Year 1, Book 1), page 21/LM Section 1 for further task examples

Hint



*It is recommended to give learners a group project on how to investigate ways people store food in the community and present their findings as assessment mode for week 10. More information about how to carry out the assessment is available in **Appendix A**.*



Note

- The assessment tasks/items 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 of the learning plan.*

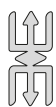
- 2.4** Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p).

E.g.

Assigning a total score of 20 for the assessment task as outlined in the table below:

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Understanding of Concepts	<i>Demonstrates a thorough understanding of management principles and clearly identifies at least three relevant characteristics.</i>	<i>Shows a good understanding of management principles with minor inaccuracies in the characteristics.</i>	<i>Basic understanding of the principles is evident; some characteristics are not clearly linked.</i>	<i>Limited understanding of management principles; characteristics are incorrectly identified.</i>

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Application to Everyday Activities	Excellently relates each characteristic to everyday activities with clear, insightful examples that enhance understanding.	Adequately relates characteristics to everyday activities with relevant examples.	Examples are somewhat relevant but lack clarity or detail in their application.	Fails to relate characteristics to everyday activities or uses irrelevant examples.
Clarity and Coherence	Presentation or written response is exceptionally clear, well-organised, and logically structured.	Mostly clear and well-organised with minor lapses in coherence.	Some organisation and coherence issues; the flow of ideas could be improved.	Disorganised and difficult to follow; lacks logical structure.
Engagement and Interaction (For oral presentations)	Actively engages the audience with dynamic communication; effectively encourages interaction.	Generally, maintain audience interest; some interaction is evident.	Limited engagement with the audience; minimal interaction.	Fails to engage the audience; no meaningful interaction.

**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.

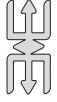
Start and facilitate the discussion (ensure that all learners could participate and encourage learners to engage in critical thinking and reflective thinking, etc.

Refer to the Assessment Manual and Toolkit pages 66–69 for further notes on how to administer this type of 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–n).

E.g.

Provide constructive feedback on the strengths and weaknesses of 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 (NTS1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 2 and 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).



Appendix A: Project Based (group)

1. Assessment task: *investigate other ways people store food in the community and present findings*

Refer to the TM (Year 1, Book 1), page 55/Learner Material Section 3 for more information.

2. Sample rubrics for scoring the assessment task is attached on the next page.
3. How to administer the assessment task(s)/item(s) as a subject group.

E.g.

- a) *Teacher designs the project and provide a project description in line with learning outcomes*
- b) *The teacher defines specific tasks for learners in groups to be undertaken in developing the project, etc.*
- c) *Monitor engagement and participation as you observe learners' interaction with their peers, etc.*

Refer to the Teacher Assessment Manual and Toolkit pages 34–36 for further notes on how to administer this type of assessment

4. How to provide feedback

E.g.

Guide learners in reflecting on their project-based assessments and help them develop metacognitive skill

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)	Poor (1 point)
Research Depth	<i>Extensive research covering a wide range of food storage methods with detailed information on each method.</i>	<i>Good research but may lack depth in one or two methods.</i>	<i>Adequate research but lacks depth and detail in several methods.</i>	<i>Research is superficial, with significant gaps in information on methods.</i>	<i>Minimal or no research evident; lacks basic information on food storage methods.</i>
Clarity of Presentation	<i>Information is presented in a clear, well-organised, and logical manner that is easy to follow.</i>	<i>Information is mostly clear but could be better organised.</i>	<i>Information is somewhat disorganised, affecting the flow and clarity of presentation.</i>	<i>Presentation is poorly organised, making it difficult to understand.</i>	<i>Presentation is disorganised and confusing with no logical flow.</i>

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)	Poor (1 point)
<i>Use of Visual Aids</i>	<i>Uses visually appealing and relevant aids that enhance the presentation and understanding of the food storage methods.</i>	<i>Uses adequate visual aids that generally support the presentation.</i>	<i>Visual aids are used but do not significantly enhance understanding.</i>	<i>Limited or inappropriate use of visual aids.</i>	<i>No use of visual aids or those used are completely irrelevant.</i>
<i>Group Collaboration</i>	<i>Demonstrates excellent teamwork; each member contributes significantly and equally to the project.</i>	<i>Good teamwork with most members contributing, but one member may be slightly less involved.</i>	<i>Some teamwork evident, but uneven contributions affect the project's quality.</i>	<i>Limited collaboration; some group members do not participate effectively.</i>	<i>Poor teamwork; minimal collaboration or effort from group members.</i>
<i>Audience Engagement</i>	<i>Engages the audience effectively with interactive elements or questions, maintaining interest throughout.</i>	<i>Generally, maintains audience interest but may lack interactive elements.</i>	<i>Engagement is moderate; presentation does not consistently hold audience interest.</i>	<i>Struggles to engage the audience; minimal interaction.</i>	<i>Fails to engage the audience; presentation is uninteresting.</i>
<i>Accuracy and Reliability</i>	<i>Information presented is accurate, well-cited, and conclusions are strongly supported by research.</i>	<i>Information is mostly accurate but may include minor errors or unsupported claims.</i>	<i>Some inaccuracies or generalisations that are not well-supported by research.</i>	<i>Information often inaccurate or poorly supported by evidence.</i>	<i>Information is incorrect, misleading, or completely unsupported by research.</i>

PLC SESSION 3: The Motivators 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 learning plan with Learner Materials and appropriate assessment strategies.

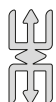
Learning Outcome

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 Materials 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 these in the Learner Materials. 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) on assessment for the week. This week's recommended mode of assessment is **poster assessment** (NTS 3k, 3p).

E.g.

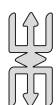
Identify at least three motivators of management and their influence on management practices of any of the following: individuals, families, society

Refer to the Teacher Manual (Year 1, Book 1), page 26/LM Section 1 for more task examples.

Hint



*It is recommended that teachers assign learners the task of creating an individual portfolio to be submitted in week 22. See **Appendix B** for more details.*



Note

- i. *The assessment tasks/items 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 of the learning plan.*

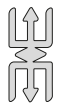
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p).

E.g.

Assigning a total score of 20 for the assessment task as outlined in the table below:

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)	Poor (1 point)
Identification of Motivators	<i>Identifies more than three clear and relevant motivators of management with comprehensive details.</i>	<i>Identifies three clear motivators of management with good detail.</i>	<i>Identifies at least three motivators but details may be generic.</i>	<i>Identifies fewer than three motivators or provides vague details.</i>	<i>Fails to correctly identify or explain any relevant motivators of management.</i>

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)	Poor (1 point)
Depth of Analysis	<i>Provides an in-depth analysis of how each motivator influences management practices across chosen domains (individuals, families, society).</i>	<i>Provides a thorough analysis with minor gaps in how motivators influence management practices.</i>	<i>Provides a basic analysis with some understanding of the connection between motivators and practices.</i>	<i>Analysis lacks depth and contains significant inaccuracies or omissions.</i>	<i>Provides incorrect or no analysis of how motivators influence management practices.</i>
Use of Examples	<i>Uses multiple detailed examples to illustrate the influence of each motivator effectively.</i>	<i>Uses at least one relevant example for each motivator that supports the analysis.</i>	<i>Examples used are relevant but lack detail or do not fully illustrate the influence effectively.</i>	<i>Examples are minimal, irrelevant, or incorrectly applied.</i>	<i>No examples are provided, or examples used are completely irrelevant.</i>
Clarity and Coherence	<i>Presentation or essay is exceptionally well-organised, clear, and logically structured; enhances understanding of the management concepts.</i>	<i>Generally well-organised and clear with minor lapses in coherence that do not impede understanding.</i>	<i>Organisation and coherence are adequate but could be improved to aid understanding.</i>	<i>Disorganised or poorly structured; significantly, hampers understanding of the management concepts.</i>	<i>Lacks any logical structure; very difficult to understand.</i>

**Note**

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

- 2.5** Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

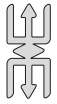
Encourage peer review process to foster collaboration and constructive feedback as the learner progresses, etc.

Refer to the Teacher Assessment Manual and Toolkit page 97 for further notes on how to administer this type of 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–n).

E.g.

Evaluate learners' poster assessment portfolio based on pre-defined criteria, which should include content, visual appeal, and presentation skills, 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 (NTS1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 3 and 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).



Appendix B: Example of an Individual Portfolio for Assessment

Task

Create a portfolio containing the following elements:

1. A brief introduction about yourself (20–30 words)
2. An explanation of why you chose Home Economics as a course (20–30 words)
3. A weekly summary of what you have learned from week 1 to week 21 (30–40 words per week)
4. Submit your work in the 22nd week of the semester via email/hard copy with parents copied

Guidelines For Rubrics

Criteria	Level 1 (2 Marks)	Level 2 (4 Marks)	Level 3 (7 Marks)	Level 4 (10 Marks)
Introduction (20–30 words)	Introduction provided but lacks clarity or exceeds/falls short of the word limit.	Provides a clear introduction about the learner; mostly within the word limit.	Provides a clear and concise introduction about the learner; within the word limit.	Clear, concise, and engaging introduction about the learner; well within the word limit.
Reason for Choosing Home Economics (20–30 words)	Reasoning provided but lacks depth or exceeds/falls short of the word limit.	Provides clear reasoning with some reflection; mostly within the word limit.	Provides clear and thoughtful reasoning; within the word limit.	Strong, clear reasoning with thoughtful reflection; well within the word limit.
Weekly Summaries (30–40 words per week)	Summaries provided but may lack clarity or depth; may exceed/fall short of word limits.	Summaries are clear and cover key points; mostly within word limits.	Summaries are clear, concise, and cover key points effectively; within word limits.	Summaries are clear, concise, and insightful; each week's learning is effectively highlighted; within word limits.
Submission	Submitted via email/hard copy but parents not copied; some errors in following instructions.	Submitted via email/hard copy with parents copied; minor errors in following instructions.	Submitted via email/hard copy with parents copied; follows all instructions.	Submitted via email/hard copy with parents copied; follows all instructions precisely.

PLC SESSION 4: The Concept and Classification of Clothing, Reasons for Wearing Clothes

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 learning plan with Learner Materials and appropriate assessment strategies.

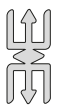
Learning Outcome

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 Materials 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 these in the Learner Materials. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

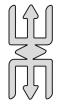
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Identify the various classifications of clothing with at least two examples

Refer to the Teacher Manual (Year 1, Book 1), page 33/LM Section 2 for more task examples



Note

- i. *The assessment tasks/items 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 of the learning plan.*

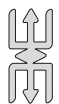
- 2.4** Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p).

E.g.

The total score for the Class Exercise is 10 marks. 3 marks each for the three categories with two examples and 1 mark for logical arrangements of the categories, making 10 marks

Classification of clothing with examples

- a) *Clothes e.g. Corset, panties, etc.*
- b) *Cosmetics e.g. lipstick, powder, etc.*
- c) *Accessories e.g. jewellery, footwear, 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.

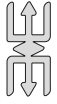
Using self-assessment, guide learners with special educational needs in their assessment through questioning, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 91–94 for further notes on how to administer this type of 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.

Learners provide constructive feedback to their peers after the assessment, 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 (NTS1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 4 and 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: The Ways/Techniques for Caring for and Maintaining Clothing

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 learning plan with Learner Materials and appropriate assessment strategies.

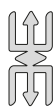
Learning Outcome

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 Materials 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/markingscheme 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 these in the Learner Materials. 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) on assessment for the week. This week's recommended mode of assessment is **individual project work** (NTS 3k, 3p).

E.g.

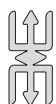
Conduct research by interviewing at least two people in your community on how they care for and maintain their clothing.

Refer to the Teacher Manual (Year 1, Book 1), page 38/LM Section 2 for further task examples

Hint



- i. *At the end of the week's lesson, it is recommended that teachers assign learners an individual research project on "how people care for and maintain their clothing in their communities which should be submitted in week 13.*
- ii. *A sample of an assessment rubrics has been attached to the session's in **Appendix C**.*



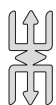
Note

- i. *The assessment tasks/items 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 of 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 3k, 3p).

E.g.

*A total score of 35 marks is recommended for the individual project work. Refer to **Appendix C** for the rubrics for scoring the assessment task*



Note

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

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

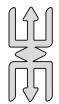
Define specific tasks for individual learners to be undertaken in developing the project, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 34–36 for further notes on how to administer this type of 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 in reflecting on their project-based assessments and help them develop metacognitive skill, 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 (NTS1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 5 and 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 6 and related learner material (NTS 3a).
 - bring along your Teacher Manual, PLC Handbook and learning plan on week 6 in preparation for the next session (NTS 3a).



Appendix C: Guide for Individual Research Assignment Rubric

Criteria	Level 1 (2 marks)	Level 2 (3 marks)	Level 3 (4 marks)	Level 4 (5 marks)
Research Content	<i>Limited research, few relevant details</i>	<i>Some research, some relevant details</i>	<i>Good research, relevant and detailed</i>	<i>Extensive research, highly relevant details</i>
Understanding of Hazards	<i>Minimal understanding, few examples</i>	<i>Basic understanding, some examples</i>	<i>Clear understanding, several examples</i>	<i>Comprehensive understanding, numerous examples</i>
Report Organisation	<i>Poorly organised, difficult to follow</i>	<i>Some organisation, somewhat clear</i>	<i>Well-organised, mostly clear</i>	<i>Highly organised, very clear</i>
Writing Quality	<i>Numerous errors, hard to understand</i>	<i>Several errors, somewhat clear</i>	<i>Few errors, clear and coherent</i>	<i>No errors, very clear and coherent</i>
Presentation Skills	<i>Poor delivery, lacks confidence</i>	<i>Basic delivery, somewhat confident</i>	<i>Good delivery, confident</i>	<i>Excellent delivery, very confident</i>
Adherence to Guidelines	<i>Few guidelines followed</i>	<i>Some guidelines followed</i>	<i>Most guidelines followed</i>	<i>All guidelines followed</i>
Timeliness	<i>Submitted late</i>	<i>Submitted slightly late</i>	<i>Submitted on time</i>	<i>Submitted early</i>

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 is to review the learning plan for week 6 and mid-semester examination by aligning the learning plan with Learner Materials and appropriate assessment strategies.

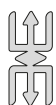
Learning Outcome

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

Learning Indicators

1. Review the activities in the Learner Materials 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 or teaching week 6 in your learning plan, identify activities that align with these in the Learner Materials. 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) on assessment for the week. This week's recommended mode of assessment is **mid-semester examination** (NTS 3k, 3p).

E.g.

Multiple Choice Question:

Management in living is important to society because...

- A. families are large
- B. families are small
- C. resources are in abundance
- D. resources are limited

Essay Question:

Place the following clothing items under their respective groups or categories:

Face powder, panties, shirt, handbag, lipstick, footwear, body paint, night gown, scarf and wristwatch

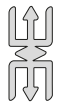
Refer to the Teacher Manual (Year 1, Book 1), pages 13–41 for further information

Hint



Refer to of the session for a sample of the table of specification in **Appendix D**.

Note

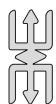


- i. The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.

- 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 3k, 3p).

E.g.

- a) Correct answer is **D** (1mark)
- b) Expected answer for the essay question above: 1mark for each correct classification, totalling 10marks.
 - 1. Clothes: panties, shirt, night gown, scarf – 4marks
 - 2. Cosmetics: face powder, lipstick, body paint – 3marks
 - 3. Accessories: handbag, footwear, wristwatch – 3marks

**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.

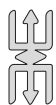
Collect their scripts after the examination, mark, record their scores and give feedback, etc.

Refer to the Teacher Assessment Manual and Toolkit for more task examples

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.

Clarify misconceptions and give support 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 (NTS1a, 1b).

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 6 and 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 D: Table of specification for item construction for section A and B for Mid–Semester Examination

Weeks	Focal Area(s)	Types of Questions	DoK Levels				TOTAL
			1	2	3	4	
1	Scope, Importance and Career opportunities in Management in Living	Multiple Choice	1	2	1	–	4
		Essay	–	1	–	1	2
2	Focus, Characteristics and Management Processes	Multiple Choice	2	2	1	–	5
		Essay	–	–	1	–	1
3	Motivators of Management	Multiple Choice	1	2	2	–	5
		Essay	–	–	–	–	–
4	The Concept and Classification of Clothing, Reasons for Wearing Clothes	Multiple Choice	2	1	2	–	5
		Essay	–	–	–	1	1
5	Ways/techniques for Caring for and Maintaining Clothing	Multiple Choice	2	1	1	–	4
		Essay	–	–	–	1	1
6	Wardrobe Planning	Multiple Choice	1	2	2	–	5
		Essay	–	–	–	1	1
		Total	9	11	10	4	34

PLC SESSION 7: The Concept of Good Grooming

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 it with Learner Materials and appropriate assessment strategies.

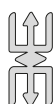
Learning Outcome

Review your learning plan 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 Materials 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 these in the Learner Materials. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

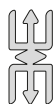
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Exhibit good grooming in a modelling session using appropriate costumes

Refer to the TM (Year 1, Book 1), page 43/LM Section 2 for further task examples



Note

- i. *The assessment tasks/items 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 of 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 3k, 3p).

E.g.

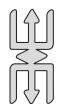
Assigning a total score of 25 for the assessment task as outlined in the table below:

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Personal Grooming	<i>Impeccable grooming; hair, makeup, and nails are professionally done and suit the model perfectly.</i>	<i>Well-groomed with minor adjustments needed; overall neat and appropriate.</i>	<i>Adequately groomed but lacks some finesse in the details.</i>	<i>Grooming is not up to the professional standard expected.</i>
Appropriateness of Costume	<i>Costume perfectly suits the theme of the modelling session and fits impeccably.</i>	<i>Costume suits the theme well but may have minor fit issues.</i>	<i>Costume is appropriate but lacks creativity or perfect fit.</i>	<i>Costume does not fully align with the session's theme.</i>
Presentation Skills	<i>Exhibits exceptional poise and confidence; movements are graceful and well-rehearsed.</i>	<i>Shows good confidence and poise with only slight hesitation.</i>	<i>Adequate presentation but could improve in confidence or smoothness.</i>	<i>Presentation lacks polish; movements are awkward or forced.</i>

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Attention to Detail	Attention to every detail is evident in attire, accessories, and overall presentation.	Most details are well considered, but one or two are overlooked.	Details are attended to, but several elements lack refinement.	Many details are ignored or poorly executed.
Adherence to Instructions	Fully adheres to all session guidelines and instructions without deviation.	Generally, adheres to guidelines with minor deviations.	Adheres to most instructions but overlooks some elements.	Does not adequately follow given instructions.

Hint

Emphasis must be placed on dressing appropriately to suit a particular occasion

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.

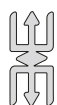
Learners in mixed gender groups demonstrate modelling skills in turns for their peers and the teacher to assess, etc.

Refer to the Teacher Assessment Manual and Toolkit page 46 for further notes on how to administer this type of 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–n).

E.g.

Addresses any restrictions or mistakes, 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 and provide feedback on your lesson (NTS 1f, 3g).
- 2.3** 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: The Basic Concepts in Foods and Nutrition, Food Commodities, Food Habits/Lifestyle

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 learning plan with Learner Materials and appropriate assessment strategies.

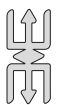
Learning Outcome

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 Materials 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 these in the Learner Materials. 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.

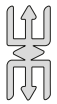
2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **checklist** (NTS 3k, 3p).

E.g.

Explain the following basic concepts in Food and Nutrition orally or in written

- a) *food*
- b) *nutrients*
- c) *nutrition*
- d) *digestion*
- e) *malnutrition*

Refer to TM (Year 1, Book 1), page 47/LM Section 3 for further task examples



Note

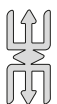
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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 3k, 3p).

E.g.

Expected Answers:

- a) *Food is anything solid or liquid, raw or cooked, which when taken into the body promotes growth, provides heat and energy and regulates body processes – 2marks*
- b) *Nutrients are the chemical substances found in food – 2marks*
- c) *Nutrition is the study of food, nutrients and how food intake affect the body processes such as growth development and metabolism – 2marks*
- d) *Digestion is process of breaking down food into substances the body can use for energy, tissue growth and repair – 2marks*
- e) *Malnutrition refers to deficiencies or excesses in nutrient intake, imbalance of essential nutrients or impaired nutrient utilisation – 2marks*



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.

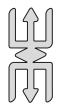
Clearly define the criteria for assessment in each checklist, etc.

Refer to the Teacher Assessment Manual and Toolkit page 71 for more notes on how to administer this type of 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 reflect and provide constructive feedback to help improve themselves, 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 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).
- 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: Implications of Food Habits/Lifestyle

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 1b, 2a–2e).

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 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 session's purpose is review the learning plan for week 9 by aligning it with Learner Materials and appropriate assessment strategies.

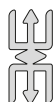
Learning Outcome

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 Materials 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 these in the Learner Materials. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

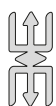
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Discuss at least three food habits/lifestyles and their implications on the nutritional status of the following: individual, families and society

Refer to the TM (Year 1, Book 1), page 53 /LM Section 3 for further task examples



Note

- i. *The assessment tasks/items 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 of the learning plan.*

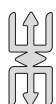
- 2.4** Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p).

E.g.

Assigning a total score of 25 for the assessment task as outlined in the table below:

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Identification of Food Habits	Identifies more than three relevant food habits or lifestyles and describes them in detail.	Identifies three food habits or lifestyles with good descriptions.	Identifies at least three food habits or lifestyles but descriptions lack some detail.	Identifies fewer than three food habits or provides vague descriptions.
Analysis of Implications	Provides a comprehensive analysis of the implications of each habit on the nutritional status of individuals, families, and society.	Provides a thorough analysis with minor gaps; covers individuals, families, and society.	Analysis covers basic implications but may miss depth or neglect one of the groups (individual, family, society).	Analysis lacks depth and contains significant inaccuracies or omissions.

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
<i>Use of Examples</i>	<i>Uses multiple detailed examples to effectively illustrate the implications of each food habit.</i>	<i>Uses relevant examples that support the analysis but may lack detail.</i>	<i>Provides examples that are somewhat relevant but lack clarity or detail.</i>	<i>Minimal or irrelevant examples used; does not effectively support the analysis.</i>
<i>Clarity and Coherence</i>	<i>Discussion is exceptionally well-organised, clear, and logically structured; enhances understanding of the impact of food habits.</i>	<i>Well-organised and clear with minor lapses in coherence that do not impede understanding.</i>	<i>Organisation and coherence are adequate but could be improved to aid understanding.</i>	<i>Disorganised or poorly structured; significantly hampers understanding of the impact.</i>
<i>Research and Referencing</i>	<i>Shows extensive research with multiple credible sources correctly cited; demonstrates a deep understanding.</i>	<i>Good research with credible sources; minor errors in citations.</i>	<i>Adequate research but limited sources and some citation errors.</i>	<i>Insufficient research and numerous errors in or lack of citations.</i>

**Note**

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

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n,3p).

E.g.

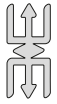
Ask learners to actively work on the homework, focusing on understanding the concept of food habits/ lifestyles and manage their time effectively, etc.

Refer to the Teacher Assessment Manual and Toolkit page 57 for further notes on how to administer this type of 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.

Learners should mention confusing questions for class discussion and use feedback to learn from their mistakes and 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 9 and 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–3g).
 - 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: Concept of Food Spoilage and Food Storage

1. Introduction (20 minutes)

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

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 9 that supported learning (NTS 2e).

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 it with Learner Materials and appropriate assessment strategies.

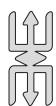
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching week 10 in your learning plan, identify activities that align with these in the Learner Materials. 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) on assessment for the week. This week's recommended mode of assessment is **group project** (NTS 3k, 3p).

E.g.

Find out other ways people store food in the community and present findings

Refer to the TM (Year 1, Book 1), page 55/Learner Material Section 3 for further task examples

Hint

Submission of group project work this week

Note

- i. *The assessment tasks/items 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 of 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 3k, 3p).

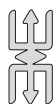
E.g.

Ways of storing food commodities: fridge/freezer, basket, sacks or containers, racks, barns, bury in the soil, etc.

Assigning a total score of 30 for the assessment task as outlined in the table below:

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)	Poor (1 point)
Research Depth	<i>Extensive research covering a wide range of food storage methods with detailed information on each method.</i>	<i>Good research but may lack depth in one or two methods.</i>	<i>Adequate research but lacks depth and detail in several methods.</i>	<i>Research is superficial, with significant gaps in information on methods.</i>	<i>Minimal or no research evident; lacks basic information on food storage methods.</i>

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)	Poor (1 point)
Clarity of Presentation	Information is presented in a clear, well-organised, and logical manner that is easy to follow.	Information is mostly clear but could be better organised.	Information is somewhat disorganised, affecting the flow and clarity of presentation.	Presentation is poorly organised, making it difficult to understand.	Presentation is disorganised and confusing with no logical flow.
Use of Visual Aids	Uses visually appealing and relevant aids that enhance the presentation and understanding of the food storage methods.	Uses adequate visual aids that generally support the presentation.	Visual aids are used but do not significantly enhance understanding.	Limited or inappropriate use of visual aids.	No use of visual aids or those used are completely irrelevant.
Group Collaboration	Demonstrates excellent teamwork; each member contributes significantly and equally to the project.	Good teamwork with most members contributing, but one member may be slightly less involved.	Some teamwork evident, but uneven contributions affect the project's quality.	Limited collaboration; some group members do not participate effectively.	Poor teamwork; minimal collaboration or effort from group members.
Audience Engagement	Engages the audience effectively with interactive elements or questions, maintaining interest throughout.	Generally, maintains audience interest but may lack interactive elements.	Engagement is moderate; presentation does not consistently hold audience interest.	Struggles to engage the audience; minimal interaction.	Fails to engage the audience; presentation is uninteresting.
Accuracy and Reliability	Information presented is accurate, well-cited, and conclusions are strongly supported by research.	Information is mostly accurate but may include minor errors or unsupported claims.	Some inaccuracies or generalisations that are not well-supported by research.	Information often inaccurate or poorly supported by evidence.	Information is incorrect, misleading, or completely unsupported by research.

**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.

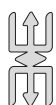
Designs the project and provides a project description in line with learning outcomes, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 34–36 for further notes on how to administer this type of 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 in reflecting on their project-based assessments and help them develop metacognitive skills, 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 and 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: Demonstration on how to store Food Commodities

1. Introduction (20 minutes)

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

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 10 that supported learning (NTS 2e, 2f and 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 it with Learner Materials and appropriate assessment strategies.

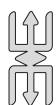
Learning Outcome

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

Learning Indicators

1. Review the activities in the Learner Materials 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 11 in your learning plan, identify activities that align with these in the Learner Materials. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

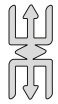
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Demonstrate how to store food commodities appropriately

Refer to the TM (Year 1, Book 1) page, 59/ LM Section 3 for further task examples



Note

- i. *The assessment tasks/items 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 of the learning plan.*

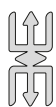
- 2.4** Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p).

E.g.

Assigning a total score of 30 for the assessment task as outlined in the table below:

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Accuracy of Methods	<i>Demonstrates perfectly accurate and appropriate methods for storing food commodities based on best practices.</i>	<i>Methods are mostly accurate and appropriate with minor deviations from best practices.</i>	<i>Methods are correct but lack optimal detail or precision.</i>	<i>Some methods demonstrated are incorrect or not suitable for the food commodities.</i>
Understanding of Principles	<i>Shows a deep understanding of the principles of food storage, including why certain methods are used.</i>	<i>Shows a good understanding with only slight inaccuracies in explaining the principles.</i>	<i>Understanding is adequate but explanations lack depth or clarity.</i>	<i>Limited understanding of food storage principles; explanations are often incorrect or incomplete.</i>

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Clarity of Presentation	Presentation is exceptionally clear, well-organised, and engages the audience effectively.	Presentation is clear and organised with minor issues in engagement or flow.	Presentation is generally understandable but could be better organised or more engaging.	Presentation lacks clarity and organisation, making it difficult to follow.
Use of Visuals and Aids	Uses highly effective visuals and practical aids that enhance understanding and demonstrate methods vividly.	Uses adequate visuals and aids that support the presentation but may lack impact.	Visuals and aids are used but are basic and do not significantly enhance the demonstration.	Limited or inappropriate use of visuals and aids; does not effectively support the demonstration.
Teamwork	Excellent collaboration among all group members; roles are well-distributed, and each member contributes significantly.	Good teamwork with most members contributing effectively, though one member may be less involved.	Adequate teamwork but contributions from members are uneven.	Poor teamwork with minimal collaboration; one or more members do not participate effectively.
Practical Application	Demonstrates practical application of storage methods with real food items, showing full competence and skill.	Practical application is good but may lack finesse or complete competence in handling food items.	Practical demonstrations are correct but performed with hesitation or uncertainty.	Demonstrates a lack of practical skill or confidence in handling food for storage.

**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.

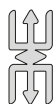
Learners take the necessary steps to prepare for the demonstration by reviewing the instructions and rehearsing the expected knowledge, skills, and competencies, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 62–72 for further notes on how to administer this type of 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.

Identify specific areas where Learners need further assistance or practice, seek out additional resources such as tutorials, online courses, or books to support their learning and assessment, 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 and 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 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 aligning the learning plan with Learner Materials and appropriate assessment strategies.

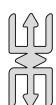
Learning Outcome

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 Materials 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 these in the Learner Materials. 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) on assessment for the week. This week's recommended mode of assessment is **end of semester examination** (NTS 3k, 3p).

E.g.

Multiple choice questions:

The problem of feeding, clothing and the use of income are all matters of...

- A. Management
- B. Morals
- C. Motivators
- D. Values

Essay questions:

1a. List four factors that influence an individuals' food habits/lifestyle

1b. Describe how to preserve fresh fish in the home

Test of practical:

Describe the steps involved in caring for and maintaining clothing

Refer to TM (Year 1, Book 1), pages 1–66/LM Section 1–4 for further task examples

Hint

*Refer to of the session for a sample of the table of specification in **Appendix E**.*



Note

- i. *The assessment tasks/items 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 of 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 3k, 3p)

E.g.

Section A – correct answer is A: 1mark

Section B:

1a. Listing any four of the points stated – 4marks

- i. *culture and tradition*
- ii. *social factors*
- iii. *cost*
- iv. *environmental concerns*

- v. *taste preferences*
- vi. *passion for cooking*
- vii. *time available*
- etc.

1b. *Describing how to preserve fresh fish in the home – 6 marks.*

- i. *Smoking*
- ii. *Salting*
- iii. *Freezing*
- iv. *Drying*

Test of practical exam (Section C):

Expected response: mending, washing, ironing, storage (5 marks each)

Notes:

- 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).

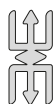
E.g.

Clear instructions should be given on the question paper to aid learners to answer given questions given accurately, etc.

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.

Clarify misconceptions and give support 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 12 and provide feedback on your lesson (NTS 1f, 3g).
- 3.3** Remember to:
 - a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3n).
 - b) read PLC Session 13 and related learner material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 13 in preparation for the next session (NTS 3a).



Appendix E: Table of specification for item construction for section A, B and C for End of Semester Examination

Weeks	Focal areas	Types of Questions	DoK Levels				Total
			1	2	3	4	
1	Scope, Importance and Career opportunities in Management in Living	Multiple Choice	1	1	3	-	5
		Essay	-	-	1	-	1
		Test of Practical	-	-	-	-	-
2	Focus, Characteristics and Management Processes	Multiple Choice	2	1	1	-	4
		Essay	-	-	-	-	-
		Test of Practical	-	-	-	-	-
3	Motivators of Management	Multiple Choice	1	2	1	-	4
		Essay	-	-	1	-	1
		Test of Practical	-	-	-	-	-
4	The Concept and Classification of Clothing, Reasons for Wearing Clothes	Multiple Choice	1	1	2	-	4
		Essay	-	-	1	-	1
		Test of Practical	-	-	-	-	-
5	Ways/techniques for Caring for and Maintaining Clothing	Multiple Choice	1	1	3	-	5
		Essay	-	-	-	-	-
		Test of Practical	-	-	-	1	1
6	Wardrobe Planning	Multiple Choice	1	2	1	-	4
		Essay	-	-	1	-	1
		Test of Practical	-	-	-	-	-
7	The concept of good grooming	Multiple Choice	2	1	1	-	4
		Essay	-	-	-	-	-
		Test of Practical	-	-	-	-	-
8	Basic concepts in Foods and Nutrition, Food Commodities, Food Habits/ Lifestyle	Multiple Choice	1	2	1	-	4
		Essay	-	-	1	-	1
		Test of Practical	-	-	-	-	-
9	Implications of Food Habits/Lifestyle	Multiple Choice	1	1	2	-	4
		Essay	-	-	-	-	-
		Test of Practical	-	-	-	-	-

Weeks	Focal areas	Types of Questions	DoK Levels				Total
			1	2	3	4	
10	Concept of Food Spoilage and Storage	<i>Multiple Choice</i>	2	1	1	-	4
		<i>Essay</i>	-	-	1	-	1
		<i>Test of Practical</i>	-	-	-	-	-
11	Demonstration on how to store Food Commodities	<i>Multiple Choice</i>	2	1	1	-	4
		<i>Essay</i>	-	-	-	-	-
		<i>Test of Practical</i>	-	-	-	-	-
12	The concept of Fibres, Classification of Fibres according to Sources	<i>Multiple Choice</i>	1	2	1	-	4
		<i>Essay</i>	-	-	-	-	-
		<i>Test of Practical</i>	-	-	-	-	-
		Total	16	16	24	1	57

PLC SESSION 13: The Types of Food Laboratories, Factors that affect the Planning of Food Laboratories and Ways of Re-designing a Food Laboratory

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

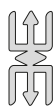
The purpose of the session is to review the learning plan for week 13 by aligning the learning plan with Learner Materials and appropriate assessment strategies.

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 Materials 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 these in the Learner Materials. 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) on assessment for the week. This week's recommended mode of assessment is **research** (NTS 3k, 3p).

E.g.

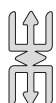
Conduct research into the factors that affect food laboratory planning and present your findings using different presentation modes

Refer to the TM (Year 1, Book 2), page 10/LM Section 5 for further task examples

Hint



Submission of individual project work this week



Note

- i. *The assessment tasks/items 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 of 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 3k, 3p).

E.g.

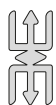
Factors that affect food laboratory planning:

- a) *Location and accessibility*
- b) *Equipment and technology available*
- c) *Size and layout of the laboratory*
- d) *Safety and hygiene standards*
- e) *Budget and funding available, etc.*

Assigning a total score of 30 for the assessment task as outlined in the table below:

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Research Depth	Demonstrates comprehensive research with a detailed exploration of all significant factors affecting food laboratory planning.	Shows thorough research but may overlook one or two minor factors.	Research covers basic factors but lacks depth and detail in some areas.	Research is superficial with major gaps.
Accuracy and Relevance	Information is highly accurate, well-supported by evidence, and directly relevant to food laboratory planning.	Information is mostly accurate and relevant but may include minor errors or unsupported assertions.	Some inaccuracies or irrelevancies present; not all information is well-supported.	Information often inaccurate or irrelevant to the research topic.
Use of Presentation Modes	Excellently utilises multiple presentation modes (e.g., slides, posters, videos) that enhance the communication of research findings.	Effectively uses several presentation modes with minor issues in integration or clarity.	Uses multiple modes but with limited effectiveness in enhancing understanding.	Uses inadequate or poorly integrated presentation modes.
Clarity and Coherence	Presentation of research is exceptionally clear, logically structured, and easy to follow, enhancing audience understanding.	Generally clear and well-structured but may have minor lapses that do not significantly impede understanding.	Presentation is understandable but could be better organised or more engaging.	Lacks clarity or logical structure, making it difficult to follow.
Engagement and Interaction	Actively engages the audience with dynamic content and interactive elements; maintains interest throughout.	Maintains audience interest with some interactive elements but may lack dynamism.	Moderately engages the audience; interaction and content could be more captivating.	Struggles to maintain audience interest; minimal interaction.

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Critical Analysis	<i>Provides insightful analysis of research data, critically evaluating factors with sophisticated understanding of implications.</i>	<i>Provides solid analysis with some insightful evaluations but lacks depth in critical perspectives.</i>	<i>Analysis is adequate but mostly descriptive with little critical evaluation of implications.</i>	<i>Analysis lacks depth and critical perspective; mostly superficial descriptions.</i>



Note

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

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

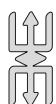
Provide necessary resources, materials, and support to help learners succeed in their research work, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 77–80 for further notes on how to administer this type of 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–n)

E.g.

Guide learners to reflect on their research-based assessments and help them develop metacognitive skills, 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 (NTS1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 13 and 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: The Types of Beverages and their uses, how to Enrich or Fortify Beverages

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 learning plan with Learner Materials and appropriate assessment strategies.

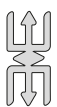
Learning Outcome

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 Materials 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/markingscheme 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 these in the Learner Materials. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

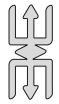
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Discuss at least three uses of beverages in meal service and produce a report for feedback using group presentation

Refer to the TM (Year 1, Book 2), page 15/LM Section 5 for further task examples



Note

- i. *The assessment tasks/items 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 of the learning plan.*

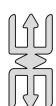
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p).

E.g.

Assigning a total score of 25 for the assessment task as outlined in the table below:

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Depth of Content	<i>Provides an in-depth discussion of more than three uses of beverages, including detailed examples and relevance to meal service.</i>	<i>Discusses three uses with good detail and relevance to meal service but could include more examples.</i>	<i>Covers three uses but lacks detail or depth in the explanation of relevance to meal service.</i>	<i>Discusses fewer than three uses adequately; content is vague or superficial.</i>
Clarity and Organisation	<i>Report is exceptionally well-written, logically structured, and easy to follow; enhances understanding of the topic.</i>	<i>Report is clear and well-organised, with minor issues that do not significantly impede understanding.</i>	<i>Report is understandable but could be better organised or more engaging.</i>	<i>Report lacks clarity or logical structure, making it difficult to follow.</i>

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
<i>Evidence and Support</i>	<i>Uses robust evidence to support conclusions effectively, demonstrating a thorough analysis of each use.</i>	<i>Uses adequate evidence to support conclusions but may rely on less robust or less detailed sources.</i>	<i>Some evidence used, but connections to conclusions are weak or not well supported.</i>	<i>Evidence is insufficient or poorly integrated; conclusions are not convincingly supported.</i>
<i>Presentation and Engagement</i>	<i>Engages the audience with exceptional clarity and professionalism, effectively communicating findings and encouraging interaction.</i>	<i>Good presentation skills; explains findings well and maintains audience interest, though could be more dynamic.</i>	<i>Presentation is adequate; gets the point across but lacks polish or engagement.</i>	<i>Presentation lacks clarity or professionalism, affecting the delivery of information.</i>
<i>Teamwork and Collaboration</i>	<i>Demonstrates excellent teamwork; all members contribute significantly and cohesively during the presentation.</i>	<i>Good teamwork with most members contributing effectively, though one may be less involved.</i>	<i>Adequate teamwork but contributions from members are uneven.</i>	<i>Poor teamwork with minimal collaboration; one or more members do not participate effectively.</i>

**Note**

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

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

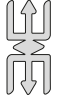
Teacher gives learners the discussion guide and supports them in their discussion by clarifying unfamiliar concepts, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 66–69 for further notes on how to administer this type of 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–n).

E.g.

Assesses content, clarity and organisation of work for appropriate feedback, 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 (NTS1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 14 and 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 Experiment with beverage production: Non-alcoholic

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

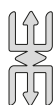
The purpose of the session is to review the learning plan for week 15 by aligning the learning plan with Learner Materials and appropriate assessment strategies.

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 Materials 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 these in the Learner Materials. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

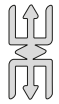
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Write the recipe: ingredients and their quantities, methods, tools and equipment needed to prepare a local non-alcoholic beverage of your choice

Refer to the TM (Year 1, Book 2), page 21/LM Section 5 for further task examples



Note

- i. *The assessment tasks/items 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 of the learning plan.*

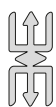
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p).

E.g.

Assigning a total score of 25 for the assessment task as outlined in the table below:

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Completeness of Ingredients	<i>All ingredients listed with precise quantities; includes all necessary details such as specific types or brands.</i>	<i>Most ingredients and quantities are listed correctly; minor details or specifics may be missing.</i>	<i>Ingredients listed but some quantities are vague or missing; lacks detail.</i>	<i>Missing several key ingredients or quantities; list is incomplete.</i>
Accuracy of Quantities	<i>Quantities are perfectly appropriate for the recipe size, ensuring the beverage's intended flavour and volume.</i>	<i>Quantities are mostly accurate but may slightly alter the beverage's balance or yield.</i>	<i>Some quantities are off, affecting the flavour or volume significantly.</i>	<i>Many quantities are incorrect, making the recipe hard to follow or complete.</i>
Clarity of Methods	<i>Methods are described in a clear, detailed, and logical sequence; easy to follow.</i>	<i>Methods are clear with some lack of detail but maintain a logical flow.</i>	<i>Methods are described but sequence may be confusing or lacking in clarity.</i>	<i>Methods are poorly described, lacking detail and logical sequence.</i>

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Use of Tools and Equipment	All necessary tools and equipment are listed with specific purposes explained; enhances recipe execution.	Tools and equipment listed with minor omissions or lack of detail on use.	Tools and equipment mentioned but not well-explained; may confuse a novice.	Many tools or pieces of equipment are missing or incorrectly described.
Presentation and Formatting	Recipe is exceptionally well-presented; professional, easy to read, and aesthetically pleasing layout.	Presentation is good; clear and structured but with minor formatting issues.	Presentation is acceptable; some issues with structure or readability.	Poor presentation; difficult to read due to formatting or structural issues.

**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.

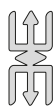
Defines specific tasks for individual learners to be undertaken in developing the project, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 34–36 for further notes on how to administer this type of 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–n).

E.g.

Guides learners to reflect on their project-based assessments and help them develop metacognitive skills. 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 (NTS1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 15 and 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: The Experiment with Beverage Production: Alcoholic

1. Introduction (20 minutes)

- 1.1 Share one thing on the lesson for week 15 delivered last week that:
 - a) went well (NTS 1a, 1b and 2a–2e).
 - b) you found challenging (NTS 1a, 1b and 2a–2e).
- 1.2 Share your experience in conducting and/or recording the assessment for the previous week.
- 1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 15 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

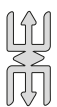
The purpose of the session is to review the learning plan for week 16 by aligning the learning plan with Learner Materials and appropriate assessment strategies.

Learning Outcome

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

Learning Indicators

1. Review the activities in the Learner Materials 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/markingscheme 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 these in the Learner Materials. 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) on assessment for the week. This week's recommended mode of assessment is **individual practical assessment** (NTS 3k, 3p).

E.g.

Follow your work plan to prepare and package your selected alcoholic beverage and display for appraisal

Refer to the TM (Year 1, Book 2), page 24/LM Section 5 for further task examples

Notes:

- i. *The assessment tasks/items 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 of the learning plan.*

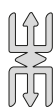
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p).

E.g.

Assigning a total score of 25 for the assessment task as outlined in the table below:

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Quality of Preparation	<i>Beverage is prepared with exceptional skill, showcasing a perfect balance of flavours.</i>	<i>Beverage is well-prepared with good flavour balance, though minor adjustments could enhance it.</i>	<i>Beverage is adequately prepared but lacks optimal flavour balance or refinement.</i>	<i>Preparation techniques are flawed, affecting the flavour and quality of the beverage.</i>
Innovation in Packaging	<i>Packaging is highly innovative and enhances the appeal and identity of the beverage.</i>	<i>Packaging is creative and effectively complements the beverage, though less innovative.</i>	<i>Packaging is functional but lacks creativity or does not fully complement the beverage.</i>	<i>Packaging is basic, with minimal effort to enhance beverage appeal or safety.</i>
Aesthetic Appeal of Display	<i>Display is exceptionally designed, enhancing the visual appeal and inviting appraisal.</i>	<i>Display is well-designed and attractive, though could be more engaging.</i>	<i>Display is adequate but lacks the visual appeal to stand out.</i>	<i>Display is poorly designed, lacking professionalism or aesthetic appeal.</i>

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Accuracy and Compliance	Preparation and packaging strictly adhere to safety and industry standards, with all components accurately labelled.	Generally, adheres to standards with all necessary labels, though one or two minor discrepancies noted.	Meets basic standards but some aspects of labelling or compliance are overlooked.	Several compliance issues or inaccuracies in labelling; needs better adherence to standards.
Presentation Skills	Engages the audience with exceptional clarity and professionalism during the display and explanation of the beverage.	Good presentation skills; explains and displays the beverage well, though could be more dynamic.	Presentation is adequate; gets the point across but lacks polish or engagement.	Presentation lacks clarity or professionalism, affecting the delivery of information.

**Note**

- iv. 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.
- v. Take into consideration different modes of responses provided by learners.
- vi. 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.

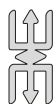
Teacher outlines the stages/process for the experiment and formulate hypotheses, gather materials, make a list of the tools and supplies you will need, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 46–49 for further notes on how to administer this type of 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–n).

E.g.

Learners give a concise visual summary of the results and address any restrictions or mistakes, 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 (NTS1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 16 and 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: The Ways of Ensuring Hygiene in the Food Laboratory

1. Introduction (20 minutes)

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

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 16 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 learning plan with Learner Materials and appropriate assessment strategies.

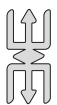
Learning Outcome

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

Learning Indicators

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

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



Note

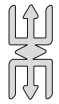
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Discuss three ways of promoting hygiene in food laboratories

Refer to the TM (Year 1, Book 2), page 27/LM Section 5 for further task examples



Note

- i. *The assessment tasks/items 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 of 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 3k, 3p).

E.g.

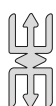
Ways of promoting hygiene in food laboratories:

- a) *ensuring the safety and quality of food products*
- b) *preventing cross-contamination*
- c) *creating a healthy work environment, etc.*

Assigning a total score of 25 for the assessment task as outlined in the table below:

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Understanding of Hygiene Practices	<i>Demonstrates a comprehensive understanding of essential hygiene practices in food laboratories.</i>	<i>Shows a good understanding with minor inaccuracies or omissions.</i>	<i>Basic understanding shown; some key practices are not fully grasped.</i>	<i>Limited understanding; significant misconceptions or gaps.</i>
Practicality of Suggestions	<i>Suggestions are highly practical, clearly feasible, and effectively enhance hygiene in a food laboratory setting.</i>	<i>Suggestions are practical with minor issues in feasibility or effectiveness.</i>	<i>Suggestions are somewhat practical but lack detail on implementation or impact.</i>	<i>Suggestions have limited practicality or feasibility; poor detail on implementation.</i>

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Clarity and Coherence	Information is presented in a clear, well-organised, and logical manner that is easy to follow and understand.	Generally clear and organised but may have minor lapses that do not significantly impede understanding.	Presentation is understandable but could be better organised or more engaging.	Lacks clarity or logical structure, making it difficult to follow.
Use of Evidence	Uses robust evidence to support suggestions, such as current guidelines, studies, or expert opinions.	Uses adequate evidence but may rely on less current or less credible sources.	Some evidence used, but it is weakly connected to the suggestions or lacks credibility.	Minimal use of evidence; sources are outdated or irrelevant.
Presentation Skills	Presentation skills are excellent, with effective use of language and engagement techniques to communicate ideas.	Good presentation skills with only slight hesitation or less effective language use.	Adequate presentation skills but lacking polish or fluency.	Poor presentation skills; difficulties in communication affect the delivery of content.

**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.

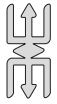
Guide learners to create good assessment posters, etc.

Refer to the Teacher Assessment Manual and Toolkit page 97 for further notes on how to administer this type of 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–n).

E.g.

Ask learners to give constructive feedback by reflecting on their strengths and weaknesses, 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 (NTS1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 17 and 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 learning plan with Learner Materials and appropriate assessment strategies.

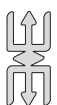
Learning Outcome

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 Materials 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 these in the Learner Materials. 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) on assessment for the week. This week's recommended mode of assessment is **mid-semester examination** (NTS 3k, 3p).

E.g.

a) *Multiple Choice Question:*

A dedicated space in a home, restaurant, hotel or other food establishments where food is prepared, cooked and often served is...

- A. Food area
- B. Food laboratory
- C. Service area
- D. Service laboratory

Sample Essay Question:

Explain five roles of families which are crucial for building healthy communities and creating a positive societal impact

Refer to TM (Year 1, Book 2), Section 5 and 6, pages 1-43/LM Section 5 and 6

Hint

*Refer to of the session for a sample of the table of specification in **Appendix F**.*

Note

- i. *The assessment tasks/items 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 of the learning plan.*

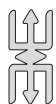
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p).

E.g.

Correct answer is 'B - 1 mark

Expected answer for the essay question (elaborate on five of the following points for 10 marks):

- a) *physiological role*
- b) *social role*
- c) *instrumental role*
- d) *expressive role*
- e) *supportive role*
- f) *traditional role*

**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).

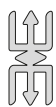
E.g.

Clear instructions should be given on the question paper to aid learners to answer given questions accurately, etc.

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

E.g.

Clarify misconceptions and give support 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 (NTS1a, 1b).

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 18 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
- b) read PLC Session 19 and related learner material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 19 in preparation for the next session (NTS 3a).



Appendix F: Table of Specification for Mid–Semester Examination

Table of specification for item construction for section A and B.

Weeks	Focal Area(s)	Types of Questions	DoK Levels				Total
			1	2	3	4	
13	<i>The Types of Food Laboratories, Factors that Affect the Planning of Food Laboratories, Ways of Re–Designing a Food Laboratory</i>	<i>Multiple Choice</i>	2	1	2	–	5
		<i>Essay</i>	–	–	1	–	1
14	<i>The Types of Beverages and their uses, How to Enrich or Fortify Beverages, Beverage Production</i>	<i>Multiple Choice</i>	1	2	2	–	5
		<i>Essay</i>	–	–	–	–	–
15	<i>Experiment with Beverage Production (Non– Alcoholic)</i>	<i>Multiple Choice</i>	2	3	–	–	5
		<i>Essay</i>	–	–	–	1	1
16	<i>Experiment with Beverage Production (Alcoholic)</i>	<i>Multiple Choice</i>	2	2	1	–	5
		<i>Essay</i>	–	–	–	–	–
17	<i>Ways of ensuring Hygiene in the Food Laboratory</i>	<i>Multiple Choice</i>	2	1	2	–	5
		<i>Essay</i>	–	–	1	–	1
18	<i>The Concept of Family, The Role of Families in the Development of Individuals, Families and the Society, The different Stages of Family Life Cycle and their Implications</i>	<i>Multiple choice</i>	2	2	1	–	5
		<i>Essay</i>	–	–	1	–	1
		Total	11	11	11	1	34

PLC SESSION 19: The Relationships between Families and the Society: Contribution of Family to the Society

1. Introduction (20 minutes)

- 1.1 Share one thing on the lesson for week 18 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 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

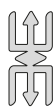
The purpose of the session is to review the learning plan for week 19 by aligning the learning plan with Learner Materials and appropriate assessment strategies.

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 Materials 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 these in the Learner Materials. 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.

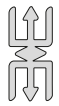
2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **puppet show** (NTS 3k, 3p).

E.g.

Write a report on the relationship between families and any of the following groups in the community for presentation and appraisal:

- a) *Religious groups*
- b) *Traders*
- c) *Schools*
- d) *Hospitals*

Refer to the TM (Year 1, Book 2), page 40/LM Section 6 for further task examples



Note

- i. *The assessment tasks/items 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 of the learning plan.*

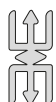
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p).

E.g.

Assigning a total score of 30 for the assessment task as outlined in the table below:

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Content Accuracy	<i>Provides an accurate and insightful exploration of the relationship between families and the chosen community group.</i>	<i>Accurately explores the relationship with minor omissions or simplifications.</i>	<i>Generally accurate depiction but lacks depth in understanding the dynamics of the relationships.</i>	<i>Contains inaccuracies or misconceptions about the relationships.</i>

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
<i>Creativity and Originality</i>	<i>Showcases exceptional creativity in script and puppet design; introduces innovative elements to convey the theme.</i>	<i>Displays creativity in the use of puppets and script, though somewhat conventional.</i>	<i>Some creative elements used, but overall presentation is predictable.</i>	<i>Limited creativity; relies heavily on clichés or overly simplistic designs.</i>
<i>Puppetry Skills</i>	<i>Puppet manipulation is skilful and expressive, enhancing the storytelling.</i>	<i>Puppetry is competent with only minor issues in manipulation or expression.</i>	<i>Adequate puppetry skills; occasional awkwardness or stiffness in puppet manipulation.</i>	<i>Puppetry skills are underdeveloped, impacting the clarity or engagement of the performance.</i>
<i>Audience Engagement</i>	<i>Engages the audience effectively throughout the show with interactive elements or questions.</i>	<i>Maintains audience interest with some interactive elements but may lack dynamism.</i>	<i>Fairly engaging but lacks interaction or dynamism.</i>	<i>Struggles to maintain audience interest; minimal interaction.</i>
<i>Presentation and Clarity</i>	<i>Presentation is exceptionally clear and well-organised; enhances audience understanding of the topic.</i>	<i>Presentation is clear and mostly well-organised, with minor issues in flow.</i>	<i>Presentation is understandable but could be better organised or more engaging.</i>	<i>Poor presentation; difficult to follow due to disorganisation or unclear narration.</i>
<i>Team Collaboration</i>	<i>Demonstrates excellent teamwork; all members contribute significantly and cohesively.</i>	<i>Good teamwork with most members contributing effectively, though one may be less involved.</i>	<i>Adequate teamwork but contributions from members are uneven.</i>	<i>Poor teamwork with minimal collaboration; one or more members do not participate effectively.</i>

**Note**

- i. The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/ learner activities in the learning plan.

- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

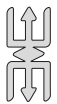
Assist groups to prepare their reports for presentation, etc.

Refer to Teacher Assessment Manual and Toolkit pages 61–62, for more task examples

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

E.g.

Allow learners to provide feedback to other groups, 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 (NTS1a, 1b).

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 19 and 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: The Relationships between Families and the Society: The Contribution of the Society to the Family

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 learning plan with Learner Materials and appropriate assessment strategies.

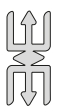
Learning Outcome

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 Materials 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 these in the Learner Materials. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

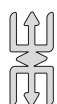
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Investigate the contribution of society to the family in your community and present your report for peer review using different modes of presentation

Refer to the TM (Year 1, Book 2), page 43/LM Section 6 for further task examples



Note

- i. *The assessment tasks/items 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 of the learning plan.*

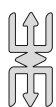
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p).

E.g.

Assigning a total score of 30 for the assessment task as outlined in the table below:

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)	Poor (1 point)
Depth of Research	<i>Provides comprehensive research with detailed examples of societal contributions to family dynamics.</i>	<i>Conducts thorough research with some minor gaps in coverage or detail.</i>	<i>Research covers basic points but lacks depth and detail.</i>	<i>Research is superficial, with significant gaps in information and understanding.</i>	
Clarity and Coherence	<i>Report is exceptionally well-written, logically structured, and easy to follow, enhancing understanding.</i>	<i>Report is clear and mostly well-structured, with minor issues in flow that do not impede understanding.</i>	<i>Report is understandable but could be better organised or more engaging.</i>	<i>Report lacks clarity or logical structure, making it difficult to follow.</i>	

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)	Poor (1 point)
<i>Evidence and Support</i>	<i>Uses robust and varied evidence to support conclusions effectively, demonstrating a thorough analysis of the topic.</i>	<i>Uses adequate evidence to support most conclusions but may rely on less robust sources.</i>	<i>Some evidence used, but connections to conclusions are weak or not well supported.</i>	<i>Evidence is insufficient or poorly integrated; conclusions are not convincingly supported.</i>	
<i>Engagement with Peer Feedback</i>	<i>Actively engages with peers during the review process, incorporating feedback thoughtfully to enhance the report.</i>	<i>Generally receptive to peer feedback and makes some adjustments based on it, though more reflection could be beneficial.</i>	<i>Accepts feedback but shows limited engagement or implementation of suggestions.</i>	<i>Shows reluctance to accept feedback or fails to use it constructively.</i>	
<i>Presentation Skills</i>	<i>Presents the report with exceptional clarity and professionalism, effectively communicating findings.</i>	<i>Presentation skills are good; explains findings well, though could be more dynamic.</i>	<i>Presentation is adequate; gets the point across but lacks polish or engagement.</i>	<i>Presentation lacks clarity or professionalism, affecting the delivery of information.</i>	
<i>Originality and Insight</i>	<i>Demonstrates exceptional insight and originality in analysing societal contributions, offering new perspectives.</i>	<i>Shows good insight and originality; provides thoughtful analysis with some new ideas.</i>	<i>Provides a basic analysis with limited originality or new insights.</i>	<i>Lacks originality; analysis is largely derivative with no new insights.</i>	

**Note**

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

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

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

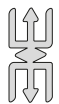
Teacher develops the assessment criteria and scoring rubrics with learners, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 91–94 for further notes on how to administer this type of 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–n).

E.g.

Learners provide constructive feedback to their peers after the assessment, 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 (NTS1a, 1b).

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 20 and 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: Sewing Supplies and Arrangement of Fullness in Garment Construction

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 learning plan with Learner Materials and appropriate assessment strategies.

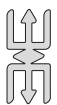
Learning Outcome

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 Materials 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/markingscheme 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 these in the Learner Materials. Indicate the activity(ies) in your learning plan (NTS 2a–2f, 3a–3j).



Note

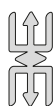
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Discuss at least three types of sewing supplies and present your report orally or in written format

Refer to the TM (Year 1, Book 2), page 48/LM Section 7 for further task examples



Note

- i. *The assessment tasks/items 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 of 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 3k, 3p).

E.g.

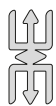
Sewing supplies:

- a) *Fabrics*
- b) *Notions*
- c) *Fasteners*

Assigning a total score of 30 for the assessment task as outlined in the table below:

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Content Depth	<i>Provides comprehensive and detailed descriptions of more than three types of sewing supplies, including uses and benefits.</i>	<i>Discusses three types of sewing supplies with good detail and mention some of the uses and benefits.</i>	<i>Adequately describes three types but with less detail and minimal discussion of uses or benefits.</i>	<i>Descriptions are vague or incomplete; lacks detail on the significance or uses of the supplies.</i>

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Clarity and Coherence	<i>Presentation is exceptionally well-organised, clear, and logically structured, enhancing understanding.</i>	<i>Generally clear and well-organised but may have minor lapses that do not significantly impede understanding.</i>	<i>Presentation is understandable but could be better organised or more engaging.</i>	<i>Lacks clarity or logical structure, making it difficult to follow.</i>
Accuracy of Information	<i>All information presented is accurate, well-researched, and correctly cited.</i>	<i>Information is mostly accurate but may include minor errors.</i>	<i>Some inaccuracies or generalisations; not all information is well-supported.</i>	<i>Information often inaccurate or lacks credible sourcing.</i>
Use of Language	<i>Language use is precise and appropriate to the topic, enhancing the communication of ideas.</i>	<i>Language is generally appropriate with only minor errors or awkward constructions.</i>	<i>Language use is adequate but includes informal or unclear expressions.</i>	<i>Language use is often inappropriate or confusing.</i>
Engagement and Presentation Skills (For oral presentation)	<i>Actively engages the audience, using dynamic communication; effectively encourages interaction.</i>	<i>Maintains audience interest with good communication, though less dynamic.</i>	<i>Fairly engaging but lacks interaction or dynamism.</i>	<i>Limited engagement; presentation skills need significant improvement.</i>
Structure and Format (For written presentation)	<i>The report is well-structured, with clear headings, subheadings, and is aesthetically pleasing.</i>	<i>Structured effectively with minor issues in formatting or aesthetics.</i>	<i>Structure and format are adequate but lack visual appeal or neatness.</i>	<i>Poorly structured and formatted; difficult to navigate.</i>

**Note**

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

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

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

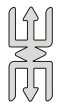
The teacher should assign tasks/ exercise based on the learning outcome and learners with special need, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 80–83 for further notes on how to administer this type of 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–n)

E.g.

Provide constructive feedback and guide learners in marking, 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 (NTS1a, 1b).

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 21 and 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 22 and related learner material (NTS 3a).
- bring along your Teacher Manual, PLC Handbook and learning plan on week 22 in preparation for the next session (NTS 3a).

PLC SESSION 22: The Practical Activities on Arrangement of Fullness

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 on 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 learning plan with Learner Materials and appropriate assessment strategies.

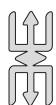
Learning Outcome

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 Materials 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 these in the Learner Materials. 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) on assessment for the week. This week's recommended mode of assessment is **homework** (NTS 3k, 3p).

E.g.

Make samples of the following fullness used in clothing construction and exhibit samples of work for appraisal by both teachers and peers:

- *Gathers (gathering)*
- *Tucks*

Refer to the TM (Year 1, Book 2), page 53/LM Section 7 for further task examples

Hint

Submission of individual portfolios this week

Note

- i. *The assessment tasks/items 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 of the learning plan.*

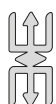
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p).

E.g.

Assigning a total score of 25 for the assessment task as outlined in the table below:

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Craftsmanship	<i>Gathers and tucks are executed with exceptional skill, precision, and cleanliness.</i>	<i>Gathers and tucks are well made with minor imperfections that do not detract from the overall appearance.</i>	<i>Gathers and tucks are adequately constructed but show some unevenness or loose stitching.</i>	<i>Gathers and tucks have noticeable flaws affecting their function and aesthetic.</i>
Accuracy	<i>Gathers and tucks meet the specified requirements perfectly, demonstrating excellent control and placement.</i>	<i>Meets most specifications with slight deviations that do not affect the overall design.</i>	<i>Meets basic specifications but lacks precision in placement or proportion.</i>	<i>Deviates significantly from specifications; incorrect placement or proportion.</i>

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
<i>Creativity</i>	<i>Demonstrates exceptional creativity in integrating gathers and tucks into the clothing design.</i>	<i>Shows good creativity with effective integration of gathers and tucks in the design.</i>	<i>Some creativity shown but the use of gathers and tucks is somewhat conventional.</i>	<i>Limited creativity; gathers and tucks are used minimally or ineffectively in the design.</i>
<i>Presentation</i>	<i>Samples are presented in an exceptionally professional manner, enhancing the visibility and understanding of the work.</i>	<i>Well-presented with clear visibility and good understanding, though minor improvements could be made.</i>	<i>Presentation is adequate but could be more attractive or better organised.</i>	<i>Presentation lacks professionalism; samples are poorly displayed, affecting visibility.</i>
<i>Application of Techniques</i>	<i>Uses gathers and tucks in a way that clearly demonstrates their functional and aesthetic potential in clothing.</i>	<i>Effectively uses techniques, though the application could be slightly more innovative or refined.</i>	<i>Uses techniques adequately, but the application lacks refinement or impact.</i>	<i>Techniques are used but with limited effectiveness, demonstrating a basic grasp of the concepts.</i>

**Note**

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

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group. (NTS 3n–3p)

E.g.

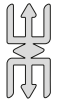
Monitor and assess learner's participation, etc.

Refer to the Teacher Assessment Manual and Toolkit page 57 for further notes on how to administer this type of 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–n).

E.g.

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, 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. (NTS1a, 1b)
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 22 and 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: The Discussion on Openings and Fastenings

1. Introduction (20 minutes)

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

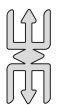
The purpose of the session is to review the learning plan for week 23 by aligning the learning plan with Learner Materials and appropriate assessment strategies.

Learning Outcome

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

Learning Indicators

1. Review the activities in the Learner Materials and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
 2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.
- 2.2 Review the pedagogical approaches proposed for teaching week 23 in your learning plan, identify activities that align with these in the Learner Materials. 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.

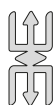
2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **demonstration** (NTS 3k, 3p).

E.g.

Make samples of the following fastenings used in closing openings and exhibit samples of work for appraisal by both teachers and peers:

- a) zip (per)
- b) button and button-hole

Refer to the TM (Year 1, Book 2), page 58 and 59/LM Section 7 for further task examples



Note

- i. *The assessment tasks/items 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 of the learning plan.*

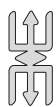
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment. (NTS 3k, 3p)

E.g.

Assigning a total score of 30 for the assessment task as outlined in the table below:

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
Quality of Workmanship	<i>Fastenings are made with exceptional skill; finished samples are flawless and professional in appearance.</i>	<i>Fastenings are well-made with minor imperfections that do not affect functionality or aesthetics.</i>	<i>Fastenings are adequately made but show noticeable imperfections.</i>	<i>Fastenings have significant flaws affecting both appearance and functionality.</i>
Accuracy and Precision	<i>Fastenings match the specifications exactly, with precise measurements and alignment.</i>	<i>Fastenings largely meet specifications with slight deviations in measurements or alignment.</i>	<i>Fastenings meet basic specifications but lack precision in some areas.</i>	<i>Fastenings show a lack of attention to detail, with several inaccuracies.</i>

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (2 points)
<i>Creativity and Aesthetics</i>	<i>Samples demonstrate creativity in design and aesthetics, enhancing the functionality and visual appeal.</i>	<i>Samples show a good level of creativity and are aesthetically pleasing.</i>	<i>Samples are functional with basic aesthetic consideration.</i>	<i>Samples lack creativity; aesthetics are not effectively considered.</i>
<i>Presentation of Work</i>	<i>Work is presented in an exceptionally clear and professional manner, with thoughtful layout and labelling.</i>	<i>Work is well-presented with clear labelling and good organisation.</i>	<i>Presentation is adequate but could be more organised or appealing.</i>	<i>Work is poorly presented, with unclear or messy layout and insufficient labelling.</i>
<i>Feedback Reception</i>	<i>Actively engages with peers and teachers during appraisal, showing openness and thoughtfulness in response to feedback.</i>	<i>Generally receptive to feedback and engages positively with peers and teachers.</i>	<i>Accepts feedback but shows limited engagement or enthusiasm in discussions.</i>	<i>Shows reluctance or discomfort in receiving feedback; minimal interaction.</i>
<i>Application of Feedback</i>	<i>Demonstrates the ability to incorporate feedback effectively, improving the work or explaining adaptations clearly.</i>	<i>Applies feedback well with noticeable improvements or reasonable justifications for choices made.</i>	<i>Feedback is considered but application is inconsistent or unclear.</i>	<i>Struggles to apply feedback constructively; little improvement shown.</i>

**Note**

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

- 2.5** Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

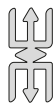
Provide learners with the needed materials and resources for the demonstration, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 62–65 for further notes on how to administer this type of 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–n).

E.g.

Identify specific areas where Learners need further assistance or practice, seek out additional resources such as tutorials, online courses, or books to support their learning and assessment, 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 (NTS1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 23 and 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 24 and related learner material (NTS 3a).
 - 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

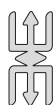
The purpose of the session is to review the learning plan for week 24 lessons and end of semester examination by aligning the learning plan with Learner Materials and appropriate assessment strategies.

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 Materials 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 these in the Learner Materials. 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) on assessment for the week. This week's recommended mode of assessment is **end of semester examination** (NTS 3k, 3p).

E.g.

Multiple Choice Question:

A collaborative effort between families and society is essential to create an environment where families can thrive and contribute positively towards

Sample Essay Question:

1a) Explain two factors that influence an individuals' food habit/lifestyle

1b) Describe how to preserve fresh fish in the home

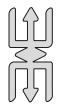
Practical Question:

Fix a zip fastener on given article using appropriate resources

Refer to the TM (Year 1, Book 2) Sections 5– 7, pages 1– 59/LM Sections 5–7 for further task examples

Hint

*Refer to of the session for a sample of the table of specification in **Appendix G**.*



Note

- i. *The assessment tasks/items 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 of 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 3k, 3p).

Rubrics for Multiple Choice Question:

- A. *Family development*
- B. *Group development*
- C. *National development*
- D. *School development*

Correct answer: C

Expected answer for the Essay Question: explanation of any two of the points below attracts 4marks:

1a)

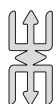
- a) *Food preferences*
- b) *Available resources*
- c) *Family values*
- d) *Status in the society*
- e) *Occupation, etc.*

1b)

Elaborating on any of the following methods attract 6marks: freezing, drying, smoking, salting.

Rubrics for scoring the practical work:

- a) *Resources used: 4marks*
- b) *Method(s) to be employed: 7marks*
- c) *Creativity and innovation: 4marks*
- d) *Accuracy: 3marks*
- e) *Neatness: 2marks*



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).

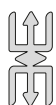
E.g.

Clear instructions should be given on the question paper to aid learners to answer given questions accurately, etc.

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

E.g.

Clarify misconceptions and give support 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 (NTS1a, 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).
- 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).



Appendix G: Table of Specification for End of Semester Examination

Table of specification for Section A, B and C

Weeks	Focal Area(s)	Types of Questions	DoK Levels				Total
			1	2	3	4	
13	<i>The Types of Food Laboratories, Factors that Affect the Planning of Food Laboratories, Ways of Re-Designing a Food Laboratory</i>	Multiple Choice	1	2	1	-	4
		Essay	-	-	1	-	1
		Practical	-	-	-	-	-
14	<i>The Types of Beverages and their uses, How to Enrich or Fortify Beverages, Beverage Production</i>	Multiple Choice	2	1	1	-	4
		Essay	-	-	-	-	-
		Practical	-	-	-	-	-
15	<i>Experiment with Beverage Production (Non- Alcoholic)</i>	Multiple Choice	1	2	1	-	4
		Essay	-	-	-	-	-
		Practical	-	-	-	1	1
16	<i>Experiment with Beverage Production (Alcoholic)</i>	Multiple Choice	1	1	2	-	4
		Essay	-	-	-	-	-
		Practical	-	-	-	-	-
17	<i>Ways of ensuring Hygiene in the Food Laboratory</i>	Multiple Choice	2	2	2	-	6
		Essay	-	-	1	-	1
		Practical	-	-	-	-	-
18	<i>The Concept of Family, The Role of Families in the Development of Individuals, Families and the Society, The different Stages of Family Life Cycle and their Implications</i>	Multiple Choice	2	2	1	-	5
		Essay	-	-	1	-	1
		Practical	-	-	-	-	-
19	<i>The Relationships between Families and the Society, the Contribution of Family to the Society.</i>	Multiple Choice	2	1	1	-	4
		Essay	-	-	1	-	1
		Practical	-	-	-	-	-
20	<i>The Contribution of the Society to the Family</i>	Multiple Choice	2	1	2	-	5
		Essay	-	-	-	-	-
		Practical	-	-	-	-	-

Weeks	Focal Area(s)	Types of Questions	DoK Levels				Total
			1	2	3	4	
21	<i>Sewing Supplies, Arrangements of fullness, Demonstration on how to make Arrangements of Fullness</i>	Multiple Choice	1	2	1	-	4
		Essay	-	-	-	-	-
		Practical	-	-	1	-	1
22	<i>Openings and Fastenings, Demonstration on how to make Openings and Fastenings</i>	Multiple Choice	1	2	1	-	4
		Essay	-	-	-	-	-
		Practical	-	-	1	-	1
23	<i>How to make Arrangement of Fullness</i>	Multiple Choice	2	1	-	-	3
		Essay	-	-	-	-	-
		Practical	-	-	-	1	1
24	<i>How to make Openings and Fastenings</i>	Multiple Choice	1	2	-	-	3
		Essay	-	-	-	-	-
		Practical	-	-	-	1	1
		Total	18	19	19	3	59

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)

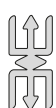
Summative Assessment

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													→	→

Note: 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.

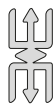
In providing feedback, use the sandwich method (CCC), which starts with a positive aspect of the work (**compliment**), followed by constructive criticism (**correction**), and concludes with another positive note (**compliment**). To set the stage for effective feedback, clearly communicate the learning 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)
- v. allocated to the items and use it consistently.
- vi. Give rubrics of tasks/activities in the case of performance or practical assessment ahead of time.
- vii. Ensure that the load or the length of the tasks are appropriate to the level of the learner (e.g., 25 minutes for 20 items; a project for a week or the term/ semester).
- viii. Administer assessment in a conducive environment that minimise disruption (e.g., noise, lightening, ventilation, among others) and devoid of any cheating.

Fairness and Ethics

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

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

Transparency

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

- i. Make learners aware of the demand of the assessment tasks.
- ii. Share performance criteria and indicate what will constitute the pass mark.

- iii. Readily share assessment results with the appropriate stakeholders (learners, parents/guidance, teachers).
- iv. Provide opportunity for learners to seek review and redress.
- v. Share the learning outcomes the assessment is designed to measure with learners.
- vi. be ready to share assessment criteria or rubrics when the need arises.

Inclusivity

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

The teacher should:

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

Practicability

For assessment strategies or processes to be feasible, convenient, efficient and successful. The teacher should:

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

Assessment Utility (utilisation and benefits)

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

- i. Clearly state the intended use of the assessment results.
- ii. Identify the essential learning outcome(s) to be covered in the assessment.

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

B. Ethical considerations in Assessment

1. Designing and Developing the Assessment

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

2. Administering the Assessment

- i. Communicate the assessment nature/structure/format, time, content coverage and location of the assessment tasks clearly to learners.

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

3. Scoring the Assessment

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

4. Reporting and Feedback in Assessment

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

5. Feedback

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

6. Interpreting and Using the Assessment Results

- i. Provide clear and detailed criteria including criterion/pass mark for interpreting the assessment results.
- ii. Avoid biases in interpreting the assessment results. Ensure result interpretation is not influenced by gender, religion, ethnicity, personal liking among others.

- iii. Use simple and clear language in the interpretation of the assessment results.
- iv. Interpret assessment results based on evidence and sound assessment practices.
- v. Ensure that the interpretation of the results accurately reflects the learner's ability, skills, competencies and knowledge.
- vi. Ensure the learner is aware of the assessment process and the consequence of the results.
- vii. Ensure assessment results are used for their INTENDED PURPOSE, aligning with the learning outcomes.
- viii. Seek the consent of the learner and parents/guardians before using the assessment results for any purpose.
- ix. Ensure that assessment informs the teaching and learning process in a fair and unbiased manner and provide remediation where necessary.
- x. Ensure that assessment results are confidentially kept and only shared with relevant stakeholders, such as the learner, parents/guardians, and school administrators.
- xi. Avoid using assessment results to label (name-calling), stereotype and discriminate among learners.
- xii. Ensure that results are stored and used in a secured manner.
- xiii. Avoid discussing the learner's results and performance unofficially with others (e.g., with other teachers, staff, learners and among others).

C. Differentiated Assessment

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

To implement differentiated assessment, teachers should consider the following:

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

- v. *Individualised feedback*: Provide individualised and constructive feedback that addresses the learner-specific needs and areas for improvement. Tailoring feedback to specific standards and learning outcomes can help learners understand their strengths and areas for improvement.
- vi. *Learner involvement*: Involve learners in the assessment process by encouraging self-reflection, self-assessment, and goal setting. Engaging learners in dialogue about their learning and assessment promotes

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

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

E. Common Assessment Used in the Classroom

Class Exercise As An Assessment Strategy

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

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

Purpose: Class exercises can be used to:

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

Settings

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

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

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

Steps

Before

The teacher should:

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

The learner should:

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

During

The teacher should:

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

The learner should:

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

After

The teacher should:

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

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

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

The learner should:

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

Homework As An Assessment Strategy

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

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

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

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

Settings

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

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

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

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

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

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

Steps

Before

The teachers should:

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

During

The teachers should:

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

The learner should:

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

After

The teacher should:

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

The learner should:

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

Discussion As An Assessment Strategy

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

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

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

- i. Build knowledge and develop a learner's critical and creative thinking.
- ii. Develop learners' communication skills.
- iii. Increase the depth of the learner's understanding and eliminate misconceptions.
- iv. Engage learners in active participation in the lesson.

Setting

- i. A classroom
- ii. Small groups
- iii. Seminars
- iv. Online learning platforms (virtual classroom and discussion forum)
- v. Fieldwork

Time frame: Appropriately, discussion as an assessment strategy can last for a lesson depending on the learning outcomes and learning indicator.

Class size: The class sizes appropriate for discussion as an assessment strategy can vary from small class to large/whole class.

Steps

Before

The teacher should:

- i. Determine the learning outcomes to be assessed.
- ii. Specify the content to be learnt that aligns with the learning outcome.
- iii. Give prepared questions to guide the discussion (i.e., make use of open-ended questions, adaptive to the diverse/abilities of learners)

- iv. Establish discussion guidelines or rules (let learners know what is expected of them, the content of the discussion and the format of the discussion i.e., individual, small or whole class)

The learner should:

- i. Read any assigned readings, watch videos, or engage with other course materials related to the discussion topic.
- ii. Take notes while reviewing the materials on important concepts, arguments, or evidence.
- iii. Reflect on their own experiences, prior knowledge, or relevant examples that relate to the discussion topic.
- iv. Seek clarification if needed.

During

The teacher should:

- i. Start and facilitate the discussion (ensure that all learners could participate and encourage learners to engage in critical thinking and reflective thinking).
- ii. Monitor and assess learner's participation (encourage self and peer assessment).
- iii. Provide constructive feedback on learners' responses and contributions. NB. Teachers are advised to manage all learners' responses and accommodate them but must be fair and ethical.

The learner should:

- i. Pay attention, maintain eye contact, and be open to different viewpoints and contributions from mates.
- ii. Share their own unique perspectives, insights, and experiences related to the discussion topic.
- iii. Take notes during the discussion to capture key points, new understanding, or questions that arise.
- iv. Ask follow-up questions, seek clarification, or offer alternatives or suggestions respectfully.

After

The teacher and the learners reflect on the discussion in relationship to the expected learning outcomes to check whether the learning outcomes have been achieved.

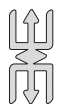
Case Study As An Assessment Strategy

Description: A case study can be used as an assessment and or pedagogical strategy. Usually, it is used as an assessment strategy to examine a learner's ability to apply acquired knowledge, skills and experiences by carefully investigating a particular circumstance or scenario to provide solutions to real-life situations. Usually, it will have the following components:

1. Theme
2. Case description
3. Study of the case
4. Class Discussions
5. Conclusion and reflection

Types of case studies

- i. Descriptive case studies: The teacher should ask learners to analyse and explain the key features and characteristics of the case.
- ii. Explanatory case studies: The teacher should ask learners to give detailed information on the case by identifying and explaining the factors that contributed to the situation.
- iii. Exploratory case reports: The teacher should ask learners to gather information, analyse data, and draw conclusions about a topic where limited information is available
- iv. Cumulative case studies: The teacher should encourage learners to synthesise and integrate their learning across different subjects



Note

Any of these can be done individually or as a group depending on the class size. For large class sizes, a group of 3 to 5 members should be used.

Purpose: The purpose of a case study is for learners to apply acquired knowledge, concepts and theories to solve real-life situations. What should the teacher consider before using a case study as an assessment strategy?

- i. The complexity of the content standard
- ii. The availability of resources
- iii. Ability level of learners
- iv. Time
- v. Class size

Steps: To ensure a well-structured and quality case study, it is important for the teacher to consider the following:

Before

The teacher should:

- i. Clearly define the learning outcomes to be assessed.
- ii. Identify appropriate issues or cases to be investigated.
- iii. Determine the format of the case study (e.g., written document, a multimedia presentation, a video, or a combination of these), depending on the resources available.

- iv. In form the learner on what to do, time frame, and expectations.
- v. Provide materials (i.e., text, videos, pictures etc.) for the case study discussion.
- vi. Develop and provide a clear scoring rubric that outlines or defines quality
- vii. work to learners.

During

The teacher should:

- i. Create and maintain a sound environment for the case study discussion.
- ii. Bring the whole class together and invite each group to share their findings,
- iii. solutions, or recommendations.
- iv. Ask open-ended questions on the issue of discussion to clarify any misconception.
- v. Incorporate peer assessment or peer grading as part of the process.

After

The teacher should:

- i. Provide constructive feedback on learners' responses.
- ii. Ask the learners to reflect on their learning process, such as what they learned, what they found difficult, or what they would do differently.
- iii. Summarise the main points and lessons learned from the case study and link them to the learning outcomes and content.

Ethical Considerations: In the use of case study as an assessment strategy, the teacher should:

- i. Discuss ethical considerations with learners, especially in cases that involve sensitive or potentially controversial topics (e.g., gender, cultural, social, emotional, political and religious issues) when selecting and discussing a case.

Documentation and Record-Keeping: The teacher should keep records of assessments and learners' submissions to maintain transparency and fairness (e.g., portfolio)

Portfolio Assessment- General

Description: A portfolio assessment is an evaluative tool to measure learners' understanding in a comprehensive manner, looking at the overall progress instead of individual marks from tests and quizzes.

Purpose: Portfolio assessment is used to establish various cognitive achievements as well as practical competencies. Portfolio assessment could be used for the different levels of Depth of Knowledge (Levels 1 – 4). It helps teachers identify areas where the learner may need additional support or resources to improve learning and provide a wide variety of learners' mastery of a particular standard and growth over a defined time.

Types of Portfolio Assessments: A portfolio is a systematic collection of learners' work that represents learner's activities, actions, and achievements over a specific period in one or more areas of the curriculum. There are three main types of portfolios:

1. Assessment Portfolios
2. Teaching and Learning or Working portfolios
3. Showcase portfolios

Assessment Portfolios

Assessment portfolios, also known as evaluative portfolios, contain work that has been evaluated according to set standards or criteria. These portfolios demonstrate a learner's ability to meet specific learning standards. They often contain rubrics, test results, learner reflections, teacher's notes, and graded assignments. For instance, in a science class, an assessment portfolio may contain lab reports, results from class tests, assessed projects, and the learner's reflection on their learning throughout the term/semester/year.

Teaching and Learning or Working Portfolios

Teaching and learning or working portfolios are formative in nature. They allow a learner to demonstrate his or her ability to perform a particular skill. For example, a working portfolio may include a collection of lab reports during a semester (term) that highlight a learner's improving ability to create hypotheses.

Showcase Portfolios

Showcase portfolios are summative in nature. They include samples of a learner's best work to demonstrate mastery at the end of a unit of study, semester or school year. The showcase portfolio allows the learner to select their most outstanding work, hence demonstrating their highest level of learning and achievement. It can contain final drafts of assignments, projects, or any piece of work that the learner is particularly proud of, demonstrating the learner's mastery of the relevant skills.

What is in a Portfolio?

A portfolio contains the following:

1. Completed assignments and evaluations (e.g., Self-Assessment, Peer-Assessment)
2. Journal writings (daily report – Date, Time and Activities)
3. Reflections on discussions
4. Photos, sketches, and other visuals
5. A summary statement made at different points regarding what has been learned/achieved.

Setting: The portfolio assessment strategy can be used in the following settings:

1. Project-Based Learning
2. Independent Study and Research Projects
3. Classroom-based assessment
4. Field Work

5. Exhibitions/ Fairs
6. Problem-based Learning
7. Laboratory environment
8. Studio
9. Resource Centres

For all approaches, the portfolio must demonstrate clear and close adherence to specific learning outcomes in the curriculum.

Steps

Before

The Teacher should:

- i. Determine the purpose of the portfolio. Decide how the results of a portfolio evaluation will be used to inform the subject.
- ii. Identify the learning outcomes the portfolio will address.
- iii. Decide what learners will include in their portfolio. Portfolios can contain a range of items—plans, reports, essays, resumes, checklists, self-assessments, references from employers or supervisors, and audio and video clips. Limit the portfolio to 3-4 pieces of learner's work and one reflective essay/memo.
- iv. Identify or develop the scoring criteria (e.g., a rubric) to judge the quality of the portfolio.
- v. Establish standards of performance and examples (e.g., examples of a high, medium, and low-scoring portfolio).
- vi. Create learner instructions that specify how learners collect, select, reflect, format, and submit.
- vii. It is the teacher's responsibility to help learners by explicitly tying subject assignments to portfolio requirements.

During

The learner should:

- i. Collect evidence related to the outcomes being assessed.
- ii. Select the best and appropriate evidence and label each piece of evidence according to the learning outcome being demonstrated.
- iii. Be guided on how to write a one or two-page reflective essay/memo that explains why they selected the particular examples, how the pieces demonstrate their achievement of the program outcomes, and/or how their knowledge/ability/attitude changed.
- iv. Be guided on how to format requirements (e.g., type of binder, font and style guide requirements, online submission requirements).
- v. Be given submission (and pickup) dates and instructions.

After

The teacher should:

- i. Clearly establish the criteria for evaluating/scoring in a consistent manner
- ii. Mark and record learners' performances
- iii. Reflect on the activity and learner performances
- iv. Provide constructive feedback to the learner
- v. Identify learners with SEN who may need extra support

The learner should:

- i. Reflect on the feedback received
- ii. Revise their work for final submission

Time Frame: Deciding on a time frame for Portfolio assessment depends on and includes the following:

- i. Nature of project/problem or assignment
- ii. Class size
- iii. Resources

However, based on the learning outcome(s) the appropriate time frame for this portfolio is a week for minor activity and a term for extended projects, especially in Art and Design or Performing Arts.

Form

- i. Individual learner's portfolios when the class size is relatively small.
- ii. Group portfolio when the size is relatively large.
- iii. Whole class/ school

Research As An Assessment Strategy

Description: Research as an assessment strategy is a systematic process of inquiry and investigation that aligns with a particular learning outcome to develop knowledge and understand a phenomenon. It involves identifying an issue in need of investigation, collecting and analysing data, conducting experiments, and drawing conclusions based on the findings. Once learners have completed their research work, they will write a report and do a presentation on their findings.

Purpose: Research as an assessment strategy is used to assess learner's ability to:

- i. Identify a problem and gather information (data) from a variety of sources.
- ii. Evaluate the credibility and accuracy of information.
- iii. Analyse and synthesise information from multiple sources.
- iv. Communicate their findings clearly and concisely.

Setting

- i. Classrooms
- ii. Factories/ Industries
- iii. School farms
- iv. School communities
- v. Libraries
- vi. Homes.
- vii. Fieldwork
- viii. Workshops

Class Size: As a teacher, depending on the number of learners in your class, individual or group research-based assessment can be used. However, teachers can create large groups for complex research, where different members can focus on specific aspects of the research.

Time Frame: The time frame for conducting a research-based assessment can vary depending on the complexity of the learning outcomes (skill to be achieved) may be:

- i. Short-term
- ii. Medium-term
- iii. Long term

Steps

Before

The teacher should:

- i. Define the learning outcomes.
- ii. Develop a theme in line with learning outcomes.
- iii. Design the research work and provide a description that is in line with learning outcomes.
- iv. Define specific tasks to be undertaken in developing the research.
- v. create a timeline.
- vi. Select resources and materials needed.
- vii. Provide guidance and support for learners.
- viii. Develop clear assessment rubrics.
- ix. Provide feedback and revisions.

During

The teacher should:

- i. Provide clear guidelines for developing the research and how to assess it.
- ii. Design and plan the research work to align with the learning outcomes.

- iii. Provide necessary resources, materials, and support to help learners succeed in their research work.
- iv. Guide learners in reflecting on their research-based assessments and help them develop metacognitive skills.

After

The teacher should:

- i. *Alignment with learning outcomes:* The research work should be aligned with the learning outcomes of the content standards. This means that the research work should allow learners to demonstrate their understanding of the course material and to develop the skills that are being taught.
- ii. *Originality:* The research work should be original and not simply a rehash of existing information. Learners should be encouraged to develop their ideas and to come up with their conclusions.
- iii. *Critical thinking:* The research work should demonstrate that learners can conceptualise, apply, analyse, synthesise and evaluate the information they have gathered and come out with an action plan.
- iv. *Communication skills:* The research work should be well-written and well-organised. Learners should be able to communicate their findings clearly and concisely.

Practical Assessments

Description: Practical assessment gauges a student's capacity to use their knowledge and abilities in practical and hands-on settings. It involves evaluating learners' ability to perform specific tasks and demonstrate practical skills. It includes laboratory experiments, simulations, demonstrations or projects.

The exact nature of the assessment will depend on the subject or area a teacher is interested in.

Purpose: The purpose of conducting a practical assessment is to:

- i. Evaluate learners' proficiency, problem-solving capacity, and aptitude for carrying out tasks.
- ii. Create and deliver tests that ask learners to complete real-world assignments, experiments, or demonstrations.

Setting: Teachers can use practical assessment in the following settings:

- i. Classroom
- ii. Laboratory
- iii. Field
- iv. School farms/gardens/community
- v. Technical workshops
- vi. Science fair

- vii. Virtual/Digital/Remote
- viii. Co-curricular activities and clubs
- ix. Outdoor spaces
- x. Workplace
- xi. Team project

Time Frame: Based on the learning outcome and the skills to be acquired, a Practical assessment can be done in a week, at the end of a term or year depending on the project.

Class size: Class size suitable for practical assessment can be individual, group or whole class

Steps

Before

Learners can understand the content and theory being used by;

- i. Reviewing the theoretical concept
- ii. Familiarising themselves with the concept under assessment

Choosing experimental design, learners are required to;

- i. Design an experiment using the theoretical concept.
- ii. Outline the stages/process for the experiment and formulate hypotheses.

Gathering materials

- i. Make a list of the tools and supplies you will need.
- ii. Ensure that the necessary materials are available

During

Choosing experimental procedure:

- i. Learners are required describe the step-by-step process in detail including how to control extraneous factors, along with any safety precautions.

Gathering and analysing data

With support from teachers, learners are required to:

- i. Measure the dependent variable appropriately at various factor values to collect data.
- ii. Analyse the data meaningfully.
- iii. Sort, examine, and derive conclusions from the data analysis

After

Display of findings

- i. Give a concise visual summary of the results.

- ii. Address any restrictions or mistakes.

Reflection and improvement

- i. Consider your advantages and disadvantages.
- ii. Improve the design of upcoming experiments.
- iii. Throughout the process, place a strong emphasis on ethics, integrity, and seeking advice as appropriate.
- iv. Encourage a critical and inquisitive outlook on learning.

Debate As An Assessment Strategy

Description: Debate as an assessment strategy involves structured arguments and discussions to evaluate learners' knowledge and understanding of issues/ideas. It encourages research and articulation of views; it can be used for formative or summative assessments. Types of debates include formal debates with rules and roles and informal debates, which are more flexible.

Purpose: Using debate as an assessment strategy offers a comprehensive evaluation of learners' ability to generate ideas based on their knowledge and understanding of concepts and confidence in supporting their own ideas.

Settings

- i. Classroom
- ii. Performance spaces (e.g. dining hall, assembly hall, laboratory)
- iii. Electronic platforms
- iv. Music and drama theatre

Class Size: Depending on the learning outcomes to be achieved debates can be organised in:

- i. Small classes
- ii. Large classes

Time frame: The teacher can conduct a debate within a single class session, it can also span over several class sessions or weeks.

Steps

Before

The teacher should:

- i. Select appropriate motion/ topic, ensuring it is relevant to the learning outcome
- ii. Offer resources and materials to support learners
- iii. Assign roles /create teams or pairings
- iv. Establish rules and procedures

The learner should:

- i. Undertake research regarding the debate's topic or motion
- ii. Play an active role as a team member (in team-based debates)

During

The teacher should:

- i. Host the debate
- ii. Ensure effective time management
- iii. Monitor and take notes

The learner should:

- i. Participate in the debate
- ii. Listen and take notes
- iii. Counter argue when necessary

After

The teacher should:

- i. Facilitate a debriefing session (Teachers should utilise the debriefing sessions to address any misunderstandings or questions that come up from the debate. They should also highlight the key concepts and important lessons based on the learning outcome)
- ii. Implement peer assessments.
- iii. Organise follow-up activities as necessary.

The learners should:

- i. Reflect on their performance and the debate as a whole.
- ii. Assess their peers' performances based on established criteria.

The Test of Practical Knowledge (TPK) Assessment Strategy

Description: This assessment is tailored to evaluate a learner's capacity to apply acquired knowledge in real-life situations by engaging in hands-on tasks or simulations that mirror real-world scenarios, assessing practical skills, problem-solving abilities, and the application of practical knowledge theoretically. It aims to gauge how effectively learners can employ their knowledge to solve problems or accomplish tasks.

Purposes: The general purpose of the test of practical knowledge is to assess learners' ability to apply practical knowledge in theory to:

- i. Evaluate their application-based understanding.
- ii. Assess their problem-solving skills.
- iii. Measure the learner's practical knowledge and its use in real-life situations.
- iv. Provide insights into a learner's ability to transfer practical knowledge into theoretical actions.

Setting: The Test of Practical Knowledge is conducted in environments that simulate real-life situations relevant to the learning outcome and the context being assessed. This could be a

- i. Classroom
- ii. Laboratory
- iii. Field
- iv. School farms/gardens/community
- v. Technical workshops
- vi. Science fair
- vii. Virtual/Digital/Remote
- viii. Outdoor spaces
- ix. Workplace
- x. Team Project

Class Size: The size of the class can vary based on resources and the nature of the practical tasks. It could be individual, smaller groups, or whole class.

Time Frame: The timing for assessing the Test of Practical Knowledge can range from a single session to multiple sessions, depending on the complexity of tasks and skills being assessed.

Steps

Before

The teacher should:

Provide clear instructions and resources needed for the tasks.

Clarify any doubts about the assessment task.

The learner should:

- i. Seek clarification from the teacher or other relevant persons before starting the assessment.
- ii. Familiarise themselves with theoretical concepts beforehand.

During

The teacher should encourage teamwork and effective communication if tasks involve group work.

The learner should

- i. Focus on applying learned concepts to solve problems or complete tasks accurately within the given context.
- ii. Manage time efficiently to complete tasks within allocated timeframes.

After

The teacher should encourage learners to reflect on their performance, review their work, and identify areas for improvement.

Performance Assessment Strategy

Description: In its simplest terms, a performance assessment is one which requires learners to demonstrate that they have mastered specific skills and competencies by performing or producing something. It is important that the task be meaningful and engaging to learners. When learners perform tasks that are meaningful and engaging to them, they can take ownership of their learning and effectively work, either independently or in collaboration, depending on the requirement of the task. Performance assessment can be used as either formative or summative tool.

Purpose: The main purpose of this assessment strategy is to provide learners with the opportunity to demonstrate their knowledge and understanding about a concept and communicate that understanding through a performance task.

Setting: Performance assessment can be used in the following settings:

- i. Classroom
- ii. Laboratory/workshops
- iii. Field
- iv. Theatre

Time Frame: Teachers should note that the learning outcome and learners' achievement expectations may inform the appropriate time frame for the use of performance assessment. However, the designated time of completion of the assessment task should not be too short or too long.

Class Size: Performance assessment works best for all forms of class size. Teachers should, however, be strategic in making learners work individually or in moderate/large groups depending on the unique situation.

Steps: To develop and implement performance assessment, teachers should:

Before

The teacher should:

- i. State the purpose of the assessment.
- ii. Specify the learning outcome to be assessed using the performance assessment strategy.
- iii. Make learners aware whether they will work individually or as groups (e.g., group of 2-5).
- iv. Design a performance task which requires the learners to demonstrate the intended skills and knowledge required of them.
- v. Discuss with learners the rules of engagement which includes the performance criteria that specifies the extent to which learners have mastered the skills and knowledge.

- vi. Discuss with learners the available resources to be used.

The learner should:

- i. Make ready the available resources that will help them perform the assessment task.
- ii. Seek for clarification on the performance task to be performed when necessary.

During:

The teacher should:

- i. Monitor and ensure serenity of the environment for learners to work effectively as individuals or groups as in the case of a laboratory/field/workshop exercise.
- ii. Guide learners to complete the assigned task(s) within the stipulated time.

The learner should:

- i. Design the artifact or the idea using the available resources.
- ii. Should submit the performance product to class at the stimulated time for evaluation.

After:

The teacher should:

- i. Collaborate with learners to evaluate the performance task(s) outcome.
- ii. Communicate constructive feedback of the assessment to the learners.
- iii. Provide information on how the assessment feedback would be used.

The learner(s) should:

- i. Offer constructive feedback on their colleague's work.
- ii. Self-reflect and make use of constructive feedback to shape his/her work.

Demonstration As An Assessment Strategy

Description: Demonstration as an assessment strategy offers a practical and effective way to evaluate learners' knowledge, skills, and abilities by observing their performance in a real or simulated context. This may include a presentation, a practical experiment, a role-play, a performance, or a project.

Purpose: The main purpose of using demonstration as an assessment strategy is to allow learners to showcase their skills and competencies through practical application. Some of the areas in which learners can demonstrate their proficiencies are:

- i. Problem-solving skills
- ii. Critical thinking abilities
- iii. Communication

Settings

- i. Classroom
- ii. Laboratory/ Workshop /Studio
- iii. Simulation studio/environment
- iv. Field or real-world settings (e.g., field trips, community projects, or internships)
- v. Performance spaces (e.g., theatre, music room, or sports field/studio/rooms)
- vi. Online/remote/virtual platform

Time Frame: The time frame for conducting demonstration as an assessment strategy depends on the following:

- i. Learning outcome(s)
- ii. Complexity of the task to be performed
- iii. Resources

NB: The teacher should provide the learner enough time to demonstrate their abilities and ensure the assessment process is managed within the constraints of the learning environment.

Class size: Demonstration can be used for individuals or groups (large or small groups) for the reasons of attention, support, and prompt feedback on factors such as assessors, resources and equipment, learning outcome and the assessment environment.

Steps

Before

The teacher should

- i. Set clear expectations of the learning outcomes, specific skills, knowledge and competencies.
- ii. Provide instructions for the demonstration to include safety precautions, criteria for assessment and time.
- iii. Provide learners the opportunity to rehearse the task or the activity to be demonstrated.
- iv. Provide the needed materials and resources to be used for the demonstration.
- v. Address the concerns of the learners raised after the rehearsals.
- vi. Distribute the task to the learner(s) considering Special Education Needs - SEN)

The learner should:

- i. Understand the learning outcomes, specific skills, knowledge, and competencies expected of them.
- ii. Take the necessary steps to prepare for the demonstration by reviewing the instructions and rehearsing the expected knowledge, skills, and competencies.

- iii. Seek clarification about the instructions and materials to be used for the demonstration.
- iv. Take the opportunity to practice and refine their skills or knowledge before the demonstration.
- v. Reflect on their previous learning and experiences related to the skills or knowledge being assessed.

During

The teacher should:

- i. Observe the learner's performance of the task demonstrated.
- ii. Provide continuous guidance to learner(s) on the task especially when they are working with or in hazardous situations.
- iii. Monitor the progress of the learner(s) on the task.
- iv. Pace the timing of the demonstration such that differentiation is considered.
- v. Assess the performance of the learners on the task.
- vi. Take notes of critical issues such as learners' strengths and areas for improvement

The learner should:

- i. Focus on the demonstration and actively listen to the instructions and explanations provided.
- ii. Carefully watch the demonstration, noting the steps, techniques, and key details being shown.
- iii. Take notes of important points, steps, or tips during the demonstration to refer to later.
- iv. Request feedback from the demonstrator or peers to ensure they are on the right track and identify areas for improvement.

After

The teacher should:

- i. Provide constructive feedback to the learners based on observations. highlighting areas of improvement, reinforcing correct techniques, and encouraging further practice.
- ii. Review notes to consider where learners have performed well and areas that need improvement
- iii. Provide support to learners who may be struggling with the demonstrated skills. This can involve additional explanations, demonstrations, or one-on-one assistance.

The learner should:

- i. Reflect on their own performance during the demonstration and assess their understanding and execution of the demonstrated skills or techniques.

- ii. Share their performance and ask for feedback to improve their learning.
- iii. Identify specific areas where they need further assistance or practice; they can seek out additional resources such as tutorials, online courses, or books to support their learning and assessment.

Questioning As An Assessment Strategy

Description: Questioning as an assessment strategy is the practice of engaging learners in an interactive dialogue or a series of carefully crafted questions to evaluate their understanding, knowledge, skills, and critical thinking abilities. Teachers can use questioning as an assessment strategy in all learning areas or subjects.

Purpose: Questioning as an assessment strategy can be used by the teacher to:

1. Identify learning gaps through the assessment of the level of comprehension, retention and application of knowledge, and skills gained by learners in achieving a learning outcome of a given content.
2. Actively engage learners in the teaching and learning process.
3. Assess if a concept taught has been well grasped as learners' feedback provides valuable feedback to them and the teacher.
4. Clarify concepts leading to deeper understanding or seek additional information in solving real-world or imaginary issues.
5. Promote the acquisition of critical thinking and problem-solving skills.
6. Encourage immediate or real-time feedback from learners leading to deeper thinking.
7. Investigate misconceptions for clarification.
8. Accommodate diverse learning styles to achieve a specific learning outcome.

Types: The following are various types of questioning techniques based on the Depth of Knowledge (DoK) levels that the teacher can use in assessment:

- i. Closed-ended questions – DoK 1: have a limited number of predetermined answers and are designed to gather specific information requiring “yes” or “no”, “True or False”
- ii. Open-ended Questions – DoK 2 and 3: allow for a more detailed and
- iii. comprehensive response, which begins with words like “what,” “why,” or “how.”
- iv. Funnel Questions – DoK 2 and 3: used to gradually narrow down a topic, starting with broader questions and proceeding to more specific ones. This technique helps gather information in a logical and structured manner.
- v. Probing Questions – DoK 2 and 3: used to explore a topic in more detail or to gain deeper insights. They are often used to dig deeper into a previous response or to uncover hidden information,
- vi. Leading Questions – DoK 2 and 3: used to steer learners towards a particular answer or viewpoint. They may imply an expected or desired response.

- vii. Hypothetical Questions– DoK 3 and 4: These questions often involve speculative or creative thinking. They require learners to make connections, apply knowledge, and think beyond the immediate context.

Settings

- i. Classroom
- ii. Co-curricular activities, e.g. School Clubs and Games
- iii. Field trips/work, e.g., Factories/industries, school farms/gardens/pantries(kitchen)
- iv. Laboratory/Resource Centre
- v. Workshops/studios/theatres

Time Frame: Teachers can use questioning in their daily teaching and learning activities. However, it should be used based on the learning outcome of the subject matter under consideration. It can specifically be used:

- i. Throughout the teaching and learning process (Formative Assessment): before, during and after the teaching of a lesson.
- ii. In summative assessment, questioning can be used together with other forms of assessment such as oral/aural(listening) assessment at the end of a unit or content and programme.

Class size: Individual, small group or whole class

Steps: In using questioning as an assessment strategy, the teacher and learner can employ the following steps:

Before

The teacher should:

- i. Define the Learning Outcomes to be achieved and develop key questions
- ii. before class based on the outcomes.
- iii. Select appropriate question type(s) that align with the content standard/ indicators to be taught and the DoK levels to be achieved. The questions to be asked should be clear, relevant, concise, and free from ambiguity and biases.
- iv. Design valid questions that will suit the type of questioning strategy to be used to achieve the learning outcomes.

NB: Avoid or minimise the use of questions that will yield Yes/No or True/False responses but make more use of questions that allow for explanatory responses.

Plan question sequence and adapt questioning techniques to meet the diverse learning needs and abilities of their learners to promote active participation.

During

The Teacher should:

- i. Select the context and provide relevant information to give learners the basis for the questions.

- ii. Vary the form of questions: those that gauge knowledge, require diagnosis, or challenge conclusions considering the learner's background characteristics to promote inclusivity.
- iii. Ask one question at a time and wait for responses from learners to allow time to think through responses critically.
- iv. Encourage active engagement of all learners.
- v. Monitor learners' performance and learning process to identify areas where learners may need additional support or clarification or to plan appropriate remediation where appropriate.
- vi. Acknowledge all responses/answers- repeat so the class can hear and/or write them on the board.
- vii. Provide constructive and timely feedback; teachers are advised to accommodate learners' varied responses as well as be fair and ethical.
- viii. Use assessment data to modify their teaching techniques, strategies and resources.
- ix. Move around the classroom or learning centre

The learner should:

- i. Ensure they gain an understanding of the learning outcomes and work towards achieving them through self and peer assessment.
- ii. Actively participate in the questioning process by listening carefully to the questions, thinking critically about their responses, and providing thoughtful answers.
- iii. Self and peer assess themselves using a questioning assessment strategy when learning to enable them to reflect on their learning.
- iv. Own their learning by adapting strategies to improve their learning outcomes, skills and competencies.

After

The teacher should:

- i. Analyse responses
- ii. Provide constructive feedback
- iii. Modify teaching and learning processes
- iv. Document assessment data
- v. Reflect and adapt questioning techniques, strategies and resources to check if expected learning outcomes have been achieved.
- vi. Teachers and learners reflect on responses to check if expected learning
- vii. outcomes have been achieved.

Peer/Self Assessment Strategy

Description: Peer/self-assessment is a type of performance monitoring and evaluation related to a learning outcome done by or among learners under the supervision of a teacher to track their learning progress. It can be used as both formative and summative assessment. However, it is predominately used for formative assessment purposes.

Purpose: Peer/self-assessment provides an opportunity for learners to reflect and provides insight, leading to meaningful feedback on their or other learners' work (behaviours, competencies and experiences). Peer/self-assessment enhances deep learning and understanding among learners and trains learners to track their progress and areas for improvement.

Setting

- i. Classroom-based environment
- ii. Fieldwork
- iii. Laboratory i.e., Science Resources Centres
- iv. Studio
- v. Workshop

Class size: Peer assessment strategy can be done in small groups or whole class.

Time Frame: The time frame depends on the complexity of the assignment, the estimated period of the lesson stated in the curriculum and how learners have been adequately prepared. However, the time should neither be too short nor too long.

Steps

Before

The teacher should:

- i. Set clear expectations of the learning outcome, skills and competencies
- ii. Decide the structure and format of the assessment e.g.: written or oral
- iii. Introduce the learners to the assignment to be assessed
- iv. Develop the assessment criteria and scoring rubrics with learners.

During

The teacher should

- i. Model peer/self-assessment by letting learners assess or review what he has taught to open them up to the assessment to be conducted.
- ii. For peer assessment, lead the pairing or grouping for the assessment. in doing this, the teacher should consider mixed groupings, and avoid inter- pairing and pairing amongst friends. (fairness and transparency)
- iii. In self-assessment, the teacher should guide learners with special educational needs in their assessment through questioning
- iv. Provide constructive feedback to learners after the assessment

The learner should:

- i. Work and submit assignments
- ii. Assess their assignments or that of other learners and give constructive feedback
- iii. Reflect on the feedback received and revise the work for final submission

After

The teacher should:

- i. Grade the assignments (summative)
- ii. Reflect on the activity with learners
- iii. Offer help or intervention in areas learners need help
- iv. Work on areas that need improvement

NB: The teacher should be a mediator between arguing learners and should also consider and guide learners in their approach to providing feedback. (Be conscious of gender, cultural, social and religious sensitive comments and issues)

Teacher should also provide multiple opportunities or formats for learners to assess to accommodate all learn.

Appendix 3: Teacher Lesson Observation Form

Name of School:

Subject being observed:

Class

Year 1 ☐

Year 2 ☐

Year 3 ☐

Sex of the teacher

Male ☐

Female ☐

1. Is the purpose of the lesson clearly stated in the lesson plan and focused on learners achieving the lesson learning outcomes?

Yes ☐

In Part ☐

No ☐

NA ☐

- 1b. Please provide an explanation to your answer in Q1 above

.....

2. Are the unique needs of female learners, male learners, and learners with special education needs adequately catered for in the lesson plan? For example, the choice of teaching methods and learning activities reflects/does not reflect the learning needs of all learners.

For example, the choice of teaching methods, and learning activities.

Yes ☐

In Part ☐

No ☐

NA ☐

- 2b. Please provide an explanation to your answer in Q2 above

.....

3. Does the teacher manage behaviour well, maintaining a positive and non-threatening learning environment throughout the lesson?

Yes ☐

In Part ☐

No ☐

NA ☐

- 3b. Please provide an explanation to your answer in Q3 above

.....

4. Are appropriate teaching and learning materials and other resources (including ICT, books, desks) available, accessible and being used to support learning of all females, males and learners with special education needs?

Yes ☐

In Part ☐

No ☐

NA ☐

- 4b. Please provide an explanation to your answer in Q4 above

.....

5. Are learners engaged on tasks that challenge them in line with the content standards?
Does the teacher take into consideration the uniqueness of learners?
- Yes ☐ In Part ☐ No ☐ NA ☐
- 5b. Please provide an explanation to your answer in Q5 above
6. Is there evidence that students are learning?
- Yes ☐ In Part ☐ No ☐ NA ☐
- 6b. Please provide an explanation to your answer in Q6 above
7. Is teaching differentiated to cater for the varied needs of all learners (i.e., male learners, female learners, learners with special education needs) and those with poor literacy and/ or numeracy proficiency?
- Yes ☐ In Part ☐ No ☐ NA ☐
- 7b. Please provide an explanation to your answer in Q7 above
-
8. Does the teacher use real life examples which are familiar to learners to explain concepts?
- Yes ☐ In Part ☐ No ☐ NA ☐
- 8b. Please provide an explanation to your answer in Q8 above
-
9. Does the teacher point out or question traditional gender roles when they come up during the lessons as appropriate?
- Yes ☐ In Part ☐ No ☐ NA ☐
- 9b. Please provide an explanation to your answer in Q9 above
-
10. Does the lesson include appropriate interactive and creative approaches e.g., group work, role play, storytelling to support learners achieving the learning outcomes?
- If yes, give examples of the issues and skills that have been so integrated.*
- Yes ☐ In Part ☐ No ☐ NA ☐
- 10b. Please provide an explanation to your answer in Q10 above
-
11. Have cross-cutting issues and /or 21st century skills been integrated into the lesson to support learners in achieving the learning outcomes e.g., problem-solving, critical thinking, communication? If yes, give examples of the issues and skills that have been so integrated.
- Yes ☐ In Part ☐ No ☐ NA ☐
- 11b. If yes, give examples of the issues and skills that have been so integrated.
-

12. Does the teacher incorporate ICT into their practice to support learning?

Yes ☐ In Part ☐ No ☐ NA ☐

12b. Please provide an explanation to your answer in Q12 above

.....

13. Does the teacher encourage all female male and male learners (including those who may be shy or afraid to speak) to ask questions, answer questions, participate in group work, etc. during the lesson?

Yes ☐ In Part ☐ No ☐ NA ☐

13b. Please provide an explanation to your answer in Q13 above

.....

14. Is assessment evident in the lesson? If yes, does it include assessment as, for or of learning and go beyond recall?

If yes, did it include assessment of, for or as learning and go beyond recall?

Yes ☐ In Part ☐ No ☐ NA ☐

14b. Please provide an explanation to your answer in Q14 above

.....

15. Do learners make use of feedback from teacher and peers?

Yes ☐ In Part ☐ No ☐ NA ☐

15b. Please provide an explanation to your answer in Q15 above

.....

16. Does the teacher sum up the lesson and evaluate the lesson against the learning outcomes with the learners?

Yes ☐ In Part ☐ No ☐ NA ☐

16b. Please provide an explanation to your answer in Q16 above

.....

17. Does the teachers' planning of lessons taught before the one observed show how they plan for learning over time, considering individual and group needs?

Yes ☐ In Part ☐ No ☐ NA ☐

17b. Please provide an explanation to your answer in Q17 above

.....

18. Does the teacher pay attention to the composition of females and males during group work and assigns females leadership roles.

Yes ☐ In Part ☐ No ☐ NA ☐

18b. Please provide an explanation to your answer in Q18 above

.....

19. Does the teacher provide constructive verbal feedback to both females and males and learners with special education needs?

Yes ☐ In Part ☐ No ☐ NA ☐

19b. Please provide an explanation to your answer in Q19 above

.....

20. Does the teacher provide constructive written feedback to both females and males and learners with special education needs in their exercise book?

Yes ☐ In Part ☐ No ☐ NA ☐

20b. Please provide an explanation to your answer in Q20 above

.....

21. Key strengths in the lesson

.....

22. Areas for development

.....

23. Next steps for teacher

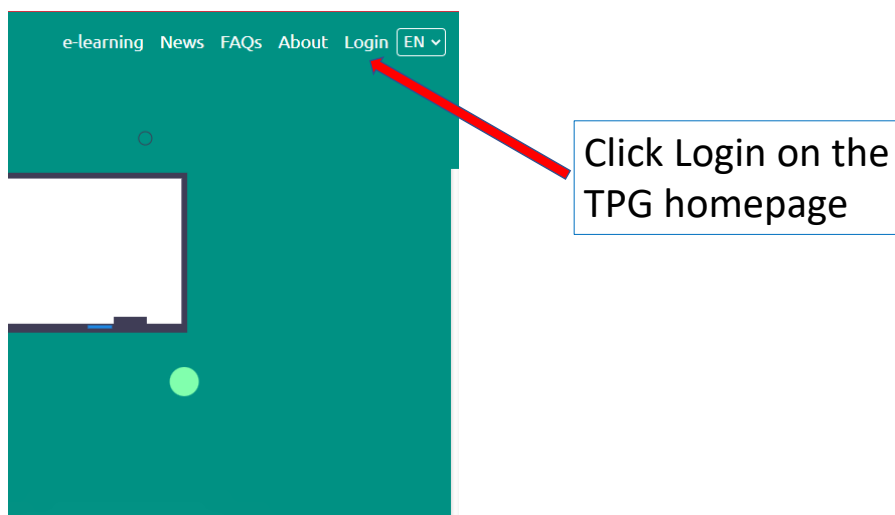
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24. Additional Notes (on teacher's actions, the flow of activities, etc.)

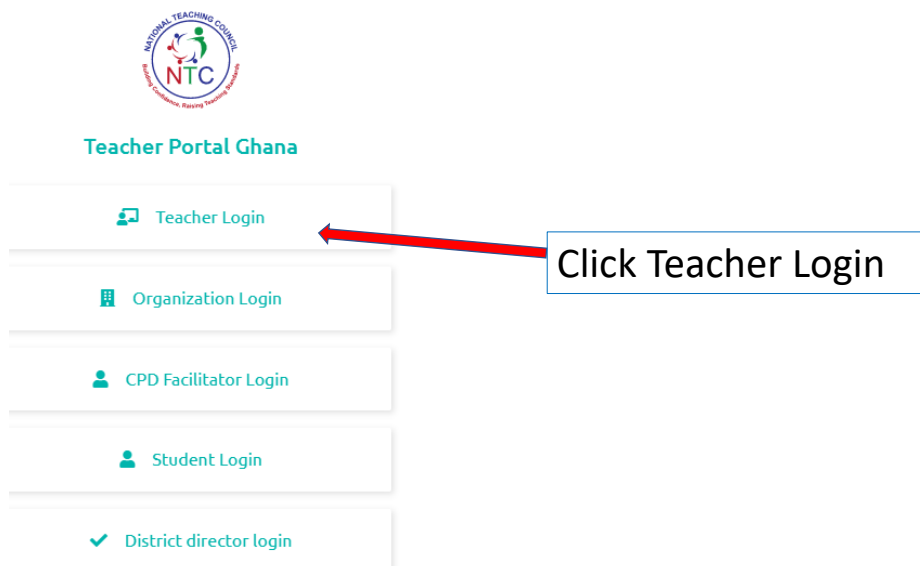
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Appendix 4: How to Check CPD Points and Training Records on Teacher Portal Ghana

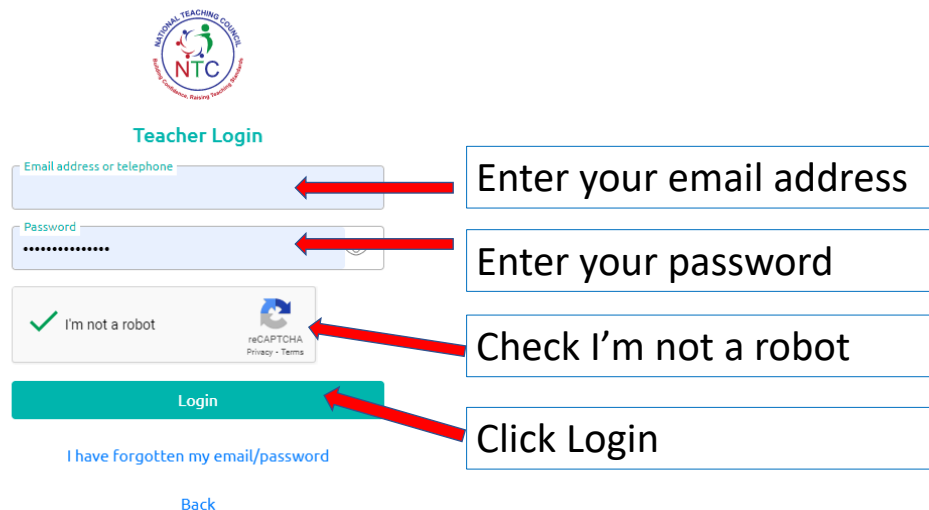
1. Visit tpg.ntc.gov.gh and click Login



2. On the Login page, click Teacher Login



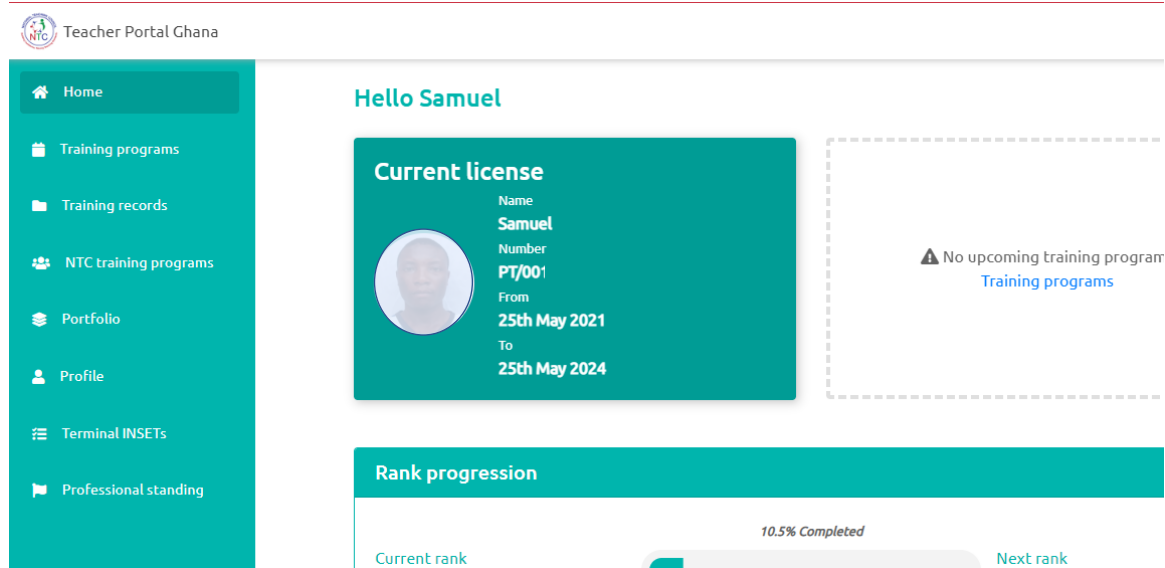
3. On the **Teacher Login** page enter your email address and password and then click **Login**



The image shows the Teacher Login page with the following elements and annotations:

- Teacher Login** (Page Title)
- Email address or telephone** (Input field) - Annotation: Enter your email address
- Password** (Input field) - Annotation: Enter your password
- I'm not a robot** (reCAPTCHA) - Annotation: Check I'm not a robot
- Login** (Button) - Annotation: Click Login
- [I have forgotten my email/password](#) (Link)
- [Back](#) (Link)

4. After a successful login you will get access to your **TPG account** (Check image below)



The image shows the Teacher Portal Ghana dashboard for a user named Samuel. The dashboard includes the following sections:

- Header:** Teacher Portal Ghana
- Left Sidebar:**
 - Home
 - Training programs
 - Training records
 - NTC training programs
 - Portfolio
 - Profile
 - Terminal INSETs
 - Professional standing
- Main Content Area:**
 - Hello Samuel**
 - Current license**
 - Name: Samuel
 - Number: PTJ/001
 - From: 25th May 2021
 - To: 25th May 2024
 - Rank progression**
 - Current rank
 - 10.5% Completed
 - Next rank
 - No upcoming training program** (Warning message with link to Training programs)

5. To check CPD points, scroll down to **Rank progression**. You will see the CPD points progress bar and actual points accrued (Check image below)



6. To view training records, from the side menu tap on **Training records** (Check image below)

The screenshot shows the 'Teacher Portal Ghana' interface. On the left is a teal side menu with options: Home, Training programs, Training records, NTC training programs, Portfolio, Profile, Terminal INSETs, and Professional standing. A red arrow points from the 'Training records' option to a label. The main content area is titled 'Training records' with the subtitle 'Records for training programs registered and/or attended'. It shows 'Total points: 1.8988'. Below this is a list of training programs with their status and credits. A red bracket on the right groups these programs under a label.

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 (AMLM)	✓ Processed Credits: 0.5788

Click to view training records

List of training programs

List of Contributors

NaCCA Team	
Name of Staff	Designation
Matthew Owusu	Deputy Director-General, Technical Services
Reginald Quartey	Ag. Director, Curriculum Development Directorate
Nii Boye Tagoe	Senior Curriculum Development Officer (History)
Abigail Birago Owusu	Senior Research, Planning, Monitoring and Evaluation Officer
Sharon Antwi-Baah	Assistant Instructional Resource Officer
Dennis Adjasi	Instructional Resource Officer

No.	Subject	Name of Writer	Institution
1.	Aviation and Aerospace Engineering	David Kofi Oppong	Kwame Nkrumah University of Science and Technology
2.	Agriculture	Dr. Esther Fobi Donkor	University of Energy and Natural Resources, Sunyani
3.	Arabic	Dr. Murtada Mahmoud Muaz	AAMUSTED
4.		Dr Mohammed Almu Mahaman	University for Development Studies
5.	Applied Technology	Michael Korblah Tsorgali	AAMUSTED
6.		Gilbert S. Odjamgba	Ziavi Senior High Technical School
7.		Engr. Dr. Prosper Mensah	CSIR – Forestry Research Institute of Ghana
8.	Home Economics	Rev. Sr. Jusinta Kwakyewaa	St. Francis Senior High Technical School
9.	Performing Arts	Prof. Emmanuel Obed Acquah	University of Education Winneba
10.	French	Maurice Adjetey	
11.	Art and Design Foundation	Angela Owusu-Afriyie	Opoku Ware School
12.	Ghanaian Language	David Sarpei Nunoo	University of Education Winneba, Ajumako Campus

No.	Subject	Name of Writer	Institution
13.	Art and Design Studio	Dzorka Etonam Justice	Kpando SHS
14.	Agricultural Science	Issah Abubakari	Half-Assini SHS
15.	Manufacturing Engineering	Dr. Kofi Owura Amoabeng	Kwame Nkrumah University of Science and Technology
16.		Ali Morrow Fatormah	Mfantshipim School
17.		Benjamin Atribawuni Asaaga	Kwame Nkrumah University of Science and Technology
18.	Design and Communication Technology	Henry Angmor Mensah	Anglican Senior High School, Kumasi
19.	Religious Studies	Anthony Mensah	Abetifi College of Education
20.	Spanish	Franklina Kabio-Danlebo	University of Ghana
21.	Social Studies	Dr. Frank Awuah	Dambai College of Education
22.	Religious and Moral Education	Clement Nsorwineh Atigah	Tamale Senior High School
23.	Literature-in-English	Angela Aninakwah	West African Senior High School
24.		Blessington Dzah	Ziavi Senior High Technical School
25.	Chemistry	Michael Amissah	St. Augustine's College
26.	Biology	Abraham Kabu Otu	Prampram Senior High School
27.	Mathematics	Collins Kofi Annan	Mando Senior High School
28.	Additional Mathematics	Gershon Kwame Mantey	University of Education, Winneba
29.	General Science	Saddik Mohammed	Ghana Education Service
30.	English Language	Perfect Quarshie	Mawuko Girls SHS
31.	Biomedical Science	Jennifer Fafa Adzraku	Université Libre de Bruxelles
32.		Davidson N.K. Addo	Bosomtwi STEM
33.	Robotics	Dr. Nii Longdon Sowah	University of Ghana
34.		Isaac Nzoley	Wesley Girls High School

No.	Subject	Name of Writer	Institution
35.	Engineering	Valentina Osei-Himah	Atebubu College of Education
36.		Daniel Agbogbo	Kwabeng Anglican Senior High School
37.	Physical Education and Health (Core and Elective)	Benedictus Kondoh	St. Thomas Aquinas Senior High School
38.		Bagonluri Kizito Mwinig-Kumo	Wa Technical Institute
39.	Computing	Osei Amankwa Gyampo	Wesley Girls SHS, Kumasi
40.	Information Communication Technology	Raphael Senyo Dordoe	Ziavi Senior High Technical School
41.	Geography	George Boateng	Berekum College of Education
42.	History	Kofi Adjei Akrasi	Opoku Ware School
43.	Economics	Salitsi Freeman Etonam	Anlo Senior High School
44.	Government	Samuel Kofi Adu	Fettehman Senior High School
45.	Business Studies	Theodosia Larteley Oppong	Aburi Girls Senior High School
46.		Ansbert Avoles Baba	Bolgatanga Senior High School, Winkogo
47.	Physics	John Tetteh	Benso SHTS
48.	Technical Support	Benjamin Sundeme	St. Ambrose College of Education
49.		Edward Mills Dadson	University for Education, Winneba
50.		Eric Abban	Mt. Mary College of Education
51.		Jennifer Fafa Adzraku	Université Libre de Bruxelles

