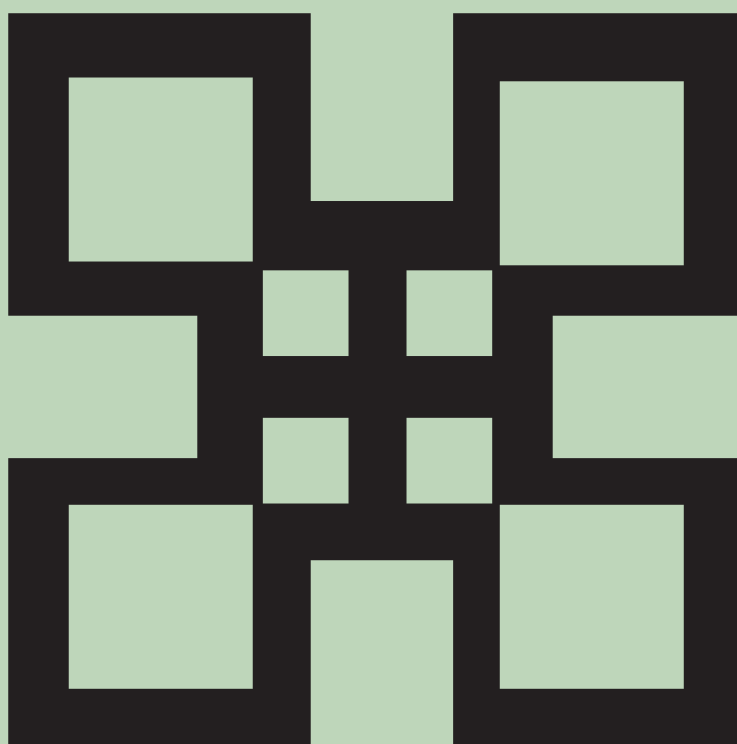


Professional Learning Community Handbook

Social Studies

Year One



Ghana Education
Service (GES)



Professional Learning Community Handbook

Social Studies

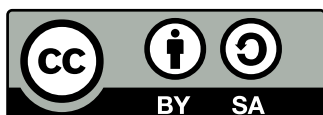
Year One



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Introduction

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

- i. Has a weekly learning plan which is aligned with the content and pedagogy set out in the relevant Teacher Manual;
- ii. Incorporates the relevant Learner 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 Economics education by inculcating 21st century skills, ICT, national values and support to special needs learners.

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

- a) **Homework/class exercises:** Learners will engage in a number of class exercises and homework. Those to be conducted in weeks 5 and 8 will be submitted for learners' transcript. These assignments are designed to reinforce daily lessons and periodically gauge students' understanding and progress throughout the semester.
- b) **Portfolio:** This strategy involves the creation of an individual portfolio. This portfolio, assigned in week 1 and submitted in week 22, will document the student's learning journey, reflections, and key assignments over the year, showcasing their growth and development.
- c) **Group project:** Learners will participate in a group project, which will be assigned in week 2 and submitted in week 10. This project encourages collaboration, teamwork, and collective problem-solving as learners work together to research and analyse concepts relevant to their studies.

- d) **Mid-Semester Examination:** Learners are to take two mid-semester examination, one for each semester. This examination will take place in weeks 6 and 18 and will focus on assessing the knowledge and understanding of focal areas covered during the first half of each semester, providing a critical checkpoint for both students and teachers.
- e) **End of Semester Examination:** Two end of semester examination will also be conducted, one at the end of each semester. This comprehensive examination, scheduled after week 12 and after week 24, will cover all the focal areas taught during the semester, ensuring that learners have a thorough understanding of the material before advancing.
- f) **Individual Project:** This project should be assigned in week 14 and submitted in week 20. It allows learners to do an in-depth exploration of a specific concept or theme, fostering independent research, critical thinking and analytical skills.

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

1. Introduction (20 minutes)

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

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

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

2. Internal assessment structure and frequency (60 minutes)

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

Purpose

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

Learning Outcome

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

Learning Indicators

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

E.g.

Questioning, etc.

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

E.g.

End of Semester Examination, etc.

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

E.g.

Class Exercise:

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

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

E.g.

Provide individual comments on learners' work, etc.

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

E.g.

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

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

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

E.g.

Class exercise, etc.

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

E.g.

Record learners scores immediately, etc.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session.

3.2 Remember to:

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

PLC SESSION 1: Influence of Geographic Features and Ecosystems on Ancient African Societies

2. Introduction (20 minutes)

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

2. Review of learning plans (60 minutes)

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

Purpose

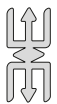
The purpose of the session is to review the learning plan for week 1 by aligning the plan with the Learner Material and appropriate assessment strategies.

Learning Outcome

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

Learning Indicators

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



Note

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

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

E.g.

- a) Write five (5) geographical features found in your local community and indicate how each feature help and hinder your community development. Use the table in activity 1.1a in the Learner Material.
- b) Using the map of Ghana in activity 1.1b in the Learner Material, identify and describe two (2) geographical features of Ghana.

Refer to the Teacher Manual page 18 and the Learner Material Section 1 for more assessment activities on this focal area.

Hint



Assign portfolio to learners in week 1. Teachers should discuss details of the portfolio with the learners. Refer to the **Appendix A** of this session for details of the portfolio. Inform learners they will be given an individual project in week 2 for submission in week 20.

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

E.g.

- a) 1 mark for each feature identified (Some geographical features include hill, forest, valley, mountain, river, etc.)

Total marks = 5 marks

- b) Each geographical feature of Ghana correctly identified on the map of Ghana = 1 mark
Each geographical feature identified on the map of Ghana and well (e.g. River, water, etc.) described = 1.5 marks.

Total marks = 10 marks

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

E.g.

Move round to help individual learners who may need it, etc.

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

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

E.g.

Provide feedback by discussing with learners' areas for improvement in relation to geographical features of Ghana, etc.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 1 to provide feedback on your lesson (NTS 1f, 3g).
- 3.3** Remember to:
- 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 Material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 2 in preparation for the next session (NTS 3a).



Appendix A: Portfolio Assessment (Individual)

Task

Build a portfolio of your academic progress throughout the academic year. Make a comprehensive collection of assessments and other relevant academic records. This should be submitted in week 22.

Artefacts (Items) to be Included in the Portfolio

The following items should be included in the portfolio:

- Copies of class exercise and homework for Social Studies.*
- Copies of semester 1 and 2 mid- semester exam script.*
- Reports of group and individual project for Social Studies (copies)*
- Personal reflections on learning*
- Copies of maps, charts, pictures, and other relevant materials as part of academic work.*
- Copies of teacher or peer feedback on assignments and projects, etc.*

Structure and organisation of the Portfolio

The following information should be provided as structure of the portfolio:

- Cover Page (Heading, Learner name, Class level, Subject area, Submission date)*
- Table of Contents (Introduction, learning goals, summary of the portfolio (report), artifact arranged in order as presented in the portfolio, concluding remarks etc.)*

How to Administer

- Make the purpose, benefits and components of the portfolio clear to the learners (Assessment, reflection, showcase of skills, etc.)*
- Provide clear guidelines on what to include and how to organise the portfolio (What type of evidence of work should be included, how often should entries be added, what format should the portfolio take etc.)*
- Assist learners with useful information on how to collect various evidence of academic work such as assignments, projects, tests and reflections for their portfolios.*
- Set clear checkpoints and implement scheduled inspections of the progress of work on these checkpoints (Weekly, Bi-weekly, Monthly, Quarterly, End of semester, etc.)*
- Assess the effectiveness of the portfolio in meeting the stipulated goals and objectives from the feedback you have received from the learners and make adjustments for future instructions on portfolio assessments.*
- Encourage learners to submit their final portfolios for scoring, recording and feedback on the 24th week of the second semester, etc.*

Refer to pages 27–31 of the Teacher Assessment Manual and Toolkit for more information on how to conduct portfolio assessment

Rubrics for scoring

E.g.

- a) *Ability to organise portfolio logically with clear sections and orderly presentation of academic narratives (5 marks)*
- b) *Demonstration of deep reflection and self-assessment capable of providing insightful analysis of personal growth, strengths and areas for improvement in summary report (10 marks)*
- c) *Well-documented portfolio with evidence and relevant examples (10 marks)*
- d) *Ability to clearly align selected works to the overall goal of the portfolio showing a consistent focus on achieving these goals (5 marks)*
- e) *Demonstration of clear evidence of adaptability and growth highlighted by reflections and work that demonstrate how the learner has overcome challenges and improved over time (10 marks), etc.*

Total mark = 40

Feedback

Detailed written/oral feedback on the entire portfolio should be given to individual learners, highlighting their overall performance, etc.

PLC SESSION 2: The Influence of Climate Change on Movements and Adaptations of Early African Populations

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 2e, 3j and 3p).

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 Material and appropriate assessment strategies.

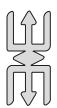
Learning Outcome

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

Learning Indicators

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

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



Note

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

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

E.g.

Explain four (4) ways climate change influenced the movements and adaptations of early African populations.

Refer to the Teacher Manual page 20, Section 2 of the Learner Material for additional assessment task.

Hint



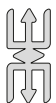
*Teachers should assign group projects to learners in week 2. Teachers should discuss the project with learners in detail before they start. Refer to the **Appendix B** of this session for a sample task on group project.*

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

E.g.

- a) *Identification of ways climate change influenced movements and adaptations of early African societies (Expected answers include rainfall supported agriculture, annual flooding of rivers provided fertile lands, desertification caused migration and influenced cultural exchange, savanna and grassland supported agriculture and pastoralism, river bodies supported transportation, etc). – 1 mark for each (4 marks)*
- b) *Explanation of ways in which climate change influenced movements and adaptations of African societies. – 1 mark for each correct answer (4 marks)*
- c) *Statement of relevant examples to support explanation, etc. – 1/2 mark for each good example (2 marks)*

Total – 10 marks



Note

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

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

E.g.

a) Before the Presentation

- i. *Assign the task in week 1 and provide clear instructions to guide the groups in their discussions and research.*

b) Presentation Stage

- ii. *Provide clear instructions and invite the groups to orally present their work*
- iii. *Invite individual learners and other groups to ask questions, comment or seek clarification from the groups after the presentation, etc.*

Refer to the Teacher Assessment Manual and Toolkit page 14 and 16 for more information on how to administer presentation as assessment strategy.

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

E.g.

Provide general feedback to the class on the areas where they performed well and areas where they needed improvement (i.e. main ideas, quality of explanations, examples stated, collaboration, etc.

3. Reflection (10 minutes)

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 2 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 B: Group Project

Assign group project work to learners. Below is an example.

E.g.

Project Task

Road safety is a major concern in Ghana, with frequent accidents leading to significant loss of life and property. To address this issue, develop a road safety advert for an awareness campaign in a local community. The advert should convey a simple and clear message focused on one of the following areas: road marker signs, road warning signs, road regulatory signs.

Important notes

- The work should be submitted in week 10.*
- Each group will be made to do a class presentation of their work.*
- Ensure that your advert is simple, clear, and communicates the importance of the selected road sign.*
- Submit your project at the end of week 10.*

Scoring guide

This scoring rubric is suggested for the evaluation of the project.

S/n	Criteria	Range of scores (4 –1)
1	Relevance of the message to addressing the issue	2
2	Clarity and simplicity of the message for easy understanding	2
3	Creativity in the development of the message	2
4	Demonstration of adequate knowledge of signs and markings	2
5	Overall presentation	2
	Total	10

Interpretation of range of scores: 4 = excellent, 3 = good, 2 = fair, 1 = poor

PLC SESSION 3: Meaning and Purpose of Road Safety in the Ghanaian Society

1. Introduction (20 minutes)

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

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

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 1e, 1g, 2b–2c, 3e–3j and 3k–3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

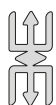
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching week 3 in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2c, 3b).



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 e-assessment (NTS 2c, 3e, 3h, 3k and 3p).

E.g.

Scan this QR code or click on the [link](#) to access the question.



Refer to the Teacher Manual page 25 and Section 3 of the Learner Material for additional assessment activities on this focal area.

- 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 2c, 3j, 3l and 3p).

E.g.

	Score
a) Clear definition of road safety in their own words (Definition of road safety: It involves measures, rules and practices aimed at preventing accidents, injuries and fatalities)	2
b) Five importance of road safety well elaborated (Importance include protection of human lives, reduce adverse effects on the economy, etc.)	10
c) Participation, teamwork and presentation	2
d) Organisation of write-up (introduction, logical presentation of ideas, etc).	1
Total	15

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

E.g.

Create learner instructions that specify how learners use the assessment platform, etc.

Refer to Teacher Assessment Manual and Toolkit pages 86–88, 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 1a, 3l, 3m and 3n).

E.g.

Discuss with the learners their strengths and weaknesses in coming up with their definition of road accidents and their importance, etc.

3. Reflection (10 minutes)

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

PLC SESSION 4: Socio-Economic Implications and Strategies to Minimise Road Accidents in Ghana

1. Introduction (20 minutes)

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

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

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 1e, 1g, 2b-2c, 3e-3j and 3k-3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

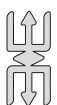
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching week 4 in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2c, 3b).



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 **case study** (NTS 2c, 3e, 3h, 3k and 3p).

E.g.

Read the scenario below and answer the questions that follow.

Scenario

On a rural highway in the Oti region, a pile-up involving three vehicles occurred late at night. A truck carrying agricultural produce swerved to avoid hitting a stray animal, causing a saloon car behind it to crash into the truck. Subsequently, an oncoming bus collided with the saloon car. The accident resulted in fatalities and serious injuries. The highway is poorly lit and lacks proper signage, and accidents are common in the area due to high-speed driving and stray animals.

- What are the causes the accident in the scenario?*
- Explain the socio-economic implications of the accidents in the scenario.*
- What strategies could be put in place to prevent similar accidents in future?*

Refer to the Teacher Manual page 28 and section 4 of the Learner Material for additional assessment task on the focal area.

- 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 2c, 3j, 3l and 3p).

E.g.

- Clear demonstration of insight into the factors leading to the accidents.*
(Some causes of accidents in the scenario: over-speeding, poor road signage, stray animals on the road, etc. – 2 marks each for 2 factors. **(4 marks)**)
- Assessment of the impact on people and property.*
(Impact include injuries and fatalities, destruction of properties such as the cars, etc.) – 1 mark each for 2 impacts. **(2 marks)**
- Practical suggestions to prevent similar accidents.*
(Strict enforcement of laws, improvement in road infrastructure, education and awareness, etc.) – 1 mark each for 2 suggestions **(2 marks)**
- Overall presentation and coherence of the case study reports. (2 marks)*

Total score = 10 marks

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

E.g.

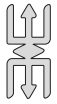
Facilitate question and answer sessions from the groups on the presentations, etc.

Refer to the Teacher Assessment Manual and Toolkit page 182 for more information on the use of case study.

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

E.g.

Provide feedback to each group highlighting areas they did well and areas they had challenges in analysing the case study, 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, 1e and 3o).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 4 and provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 3.3** Remember to:
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).
 - b) read PLC Session 5 and related learner material (NTS 1b, 2c and 3b).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 5 in preparation for the next session (NTS 1c, 1f).

PLC SESSION 5: Understanding Road Signs and Markings and their Impact on Road Safety in Ghana

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for week 4 delivered last week that:

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

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 1e, 1g, 2b–2c, 3e–3j and 3k–3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

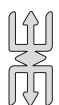
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching week 5 in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2c, 3b).



Note

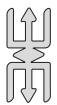
The selected activities should be included in the teacher/learner activity section of the learning plan.

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 **questioning** (NTS 2c, 3e, 3h, 3k and 3p).

E.g.

The road sign or marking against the descriptions in the table may not be correct. Write the correct road sign or marking in the space provided in the table if the one against the description in the table is wrong.

No	Description of road sign or marking	Name of road sign or marking	Write the correct answer here
1	A sign indicating that vehicles must come to a complete stop.	No Parking	
2	A sign indicating that pedestrians have the right of way to cross the road.	Yield	
3	A sign indicating the maximum speed limit allowed.	Stop	
4	A sign warning driver of a sharp curve ahead.	No U-Turn	
5	A sign indicating a hospital nearby.	Speed Limit	



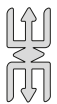
Note

Teachers can extend this table to include as many entries as needed.

Refer to the Teacher Manual page 32 and section 5 of the Learner Material for more assessment tasks on the focal area.

Hint

Teachers should inform learners about the mid-semester examination scheduled for week 6.



Note

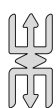
- The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

- 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 2c, 3j, 3l and 3p).

E.g.

No	Description of road sign or marking	Name of road sign or marking	Write the correct answer here
1	A sign indicating that vehicles must come to a complete stop.	No Parking	Stop
2	A sign indicating that pedestrians have the right of way to cross the road.	Yield	Pedestrian Crossing
3	A sign indicating the maximum speed limit allowed.	Stop	Speed Limit
4	A sign warning driver of a sharp curve ahead.	No U-Turn	Curve Ahead
5	A sign indicating a hospital nearby.	Speed Limit	Hospital Nearby (Big H with blue background)

Name of road sign or marking correctly indicated= 2 marks each (**10 marks**) .



Note

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

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

E.g.

Ask one question at a time and wait for responses from learners to allow time to think through responses critically, etc.

Refer to Teacher Assessment Manual and Toolkit pages 37–41, 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 1a, 3l, 3m and 3n).

E.g.

Guide learners to identify their mistakes and give them time to make corrections, etc.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 5 and provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 3.3** Remember to:
 - a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).
 - b) read PLC Session 6 and related learner material (NTS 1b, 2c and 3b).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 6 in preparation for the next session (NTS 1c, 1f).

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, 2c, 3e–3j and 3k–3n).
- b) you found challenging (NTS 2e, 3j and 3p).

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 1e, 1g, 2b–2c, 3e–3j and 3k–3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

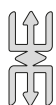
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching week 6 in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2c, 3b).



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 2c, 3e, 3h, 3k and 3p).

E.g.

Section of the paper: A (40 Multiple choice questions).

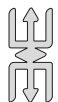
1. Which of the following is a direct effect of climate change on early African populations?
 - A. Increased agricultural productivity
 - B. Industrial development
 - C. Migration to new areas
 - D. Urbanisation

Refer to Teacher Manual Book 1 weeks 1–5, Learner Material for more assessment guide.

Hint



Refer to **Appendix C** for a suggested table of specification for questions for the mid-semester examination.



Note

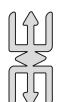
- i. The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.

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 2c, 3j, 3l and 3p).

E.g.

- a) Answer to exemplar question 1. C
- b) Each correct answer = 1 mark

Total marks = 40



Note

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

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

E.g.

Inform learners about the mid-semester examination and discuss with learners the format and coverage area, etc.

Refer to Teacher Assessment Manual and Toolkit pages 83–86, 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 1a, 3l, 3m and 3n).

E.g.

Identify individual learners who performed poorly and plan intervention measures to assist them, etc.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 6 and provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 3.3** Remember to:
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).
 - b) read PLC Session 7 and related learner material (NTS 1b, 2c and 3b).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 7 in preparation for the next session (NTS 1c, 1f).



Appendix C: Table of Specification for Mid-Semester Examination

Exemplar:

Table of specifications to guide the development of mid-semester examination questions.

Weeks	Focal Area	Type of questions	DoK Levels				Total
			1	2	3	4	
1	<i>Geographic features, ecosystems and their influence on ancient African societies</i>	<i>Multiple choice</i>	4	4	–	–	8
2	<i>Influence of climate change on movements and adaptations of early African populations</i>	<i>Multiple choice</i>	4	4	–	–	8
3	<i>The meaning and purpose of road safety in the Ghanaian society.</i>	<i>Multiple choice</i>	4	4	–	–	8
4	<i>The causes, socio-economic implications and strategies to minimise road accidents in Ghana</i>	<i>Multiple choice</i>	4	4	–	–	8
5	<i>Road signs and markings and their implications for road safety in Ghana</i>	<i>Multiple choice</i>	4	4	–	–	8
	Total		20	20	–	–	40

PLC SESSION 7: The Impact of Indigenous Technologies in Ancient Africa

1. Introduction (20 minutes)

- 1.1** Share one thing on the lesson for week 6 and mid-semester examination that:
- went well (NTS 1a, 2c, 3e–3j and 3k–3n).
 - you found challenging (NTS 2e, 3j and 3p).
- 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 1e, 1g, 2b–2c, 3e–3j and 3k–3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

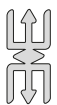
The purpose of the session is to review the learning plan for week 7 by aligning the learning plan with Learner Material and appropriate assessment strategies.

Learning Outcome

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

Learning Indicators

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



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 **presentation** (NTS 2c, 3e, 3h, 3k and 3p).

E.g.

Based on the video documentary, explain 2 ways each of the indigenous African technologies of metalworking, irrigation systems and transportation impacted the development of early African societies.

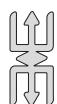
Refer to the Teacher Manual page 41 and section 7 of the Learner Material for more assessment task on indigenous African technologies.

Hint



Teachers should inform learners they will do an individual class exercise in week 8, covering aspects of week 8 focal area as follows:

- a) *Definition and concepts of ethics and ethical behaviour*
- b) *Importance of ethics in personal behaviour*
- c) *impact of ethical behaviour on the development of the individual and the Ghanaian society.*



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.*

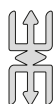
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2c, 3j, 3l and 3p).

E.g.

	4 – Excellent	3 – Good	2 – Satisfactory	Needs Improvement
1	<i>Identification of the indigenous African technologies to include more than two of the following: Metalworking, irrigation systems, transportations, etc.</i>	<i>Identification of the indigenous African technologies to include two of the following: Metalworking, irrigation systems, transportations, etc.</i>	<i>Identification of the indigenous African technologies of one of the following: Metalworking, irrigation systems, transportations, etc.</i>	<i>Identification of the indigenous African technologies of any answer close to the following: Metalworking, irrigation systems, transportations, etc.</i>

	4 – Excellent	3 – Good	2 – Satisfactory	Needs Improvement
2	Clarity and organisation of the summary of the main ideas from the videos including examples	Clarity and organisation of the summary of the main ideas from the videos but without examples	Clarity of the summary of the main ideas from the videos without proper organisation	Statement of the main ideas of the only
3	Detail explanation of how each technology impacted early African civilisations in agriculture with two examples	Detail explanation of how each technology impacted early African civilisations in agriculture with one example	Detail explanation of how each technology impacted early African civilisations in agriculture with no example	Detail explanation of how one of the technology impacted early African civilisations in agriculture
4	Orderly presentation of main ideas, ability to answer questions, etc.	Orderly presentation of main ideas, but cannot answer to questions,	Presentation of main ideas	Presentation of some ideas but not main ideas
5	Group collaboration Evidence of teamwork, contribution to group, answering questions to group, helping with set up, tolerating peers, accepting role.	Group collaboration Evidence of teamwork, contribution to group, answering questions to group, helping with set up, tolerating peers,	Group collaboration Evidence of teamwork, contribution to group, answering questions to group, helping with set up,	Group collaboration Evidence of teamwork, contribution to group, answering questions to group,

Total – 20 marks



Note

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

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

E.g.

Provide instructions on areas to focus (i.e. metalworking, irrigation systems and transportation technologies) and ask them to write a summary of the main ideas, etc.

Refer to the Teacher Assessment Manual and Toolkit page 14 and 16 for more information on how to administer presentation as assessment strategy.

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

E.g.

Provide feedback to each group commenting on the appropriateness of the main ideas put forward during the presentation and further provide more information regarding the various indigenous African technologies, etc.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 7 and provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 3.3** Remember to:
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).
 - b) read PLC Session 8 and related learner material (NTS 1b, 2c and 3b).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 8 in preparation for the next session (NTS 1c, 1f).

PLC SESSION 8: The Role of Ethics and Ethical Behaviour in the Development of the Individual and the Ghanaian Society

1. Introduction (20 minutes)

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

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

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 1e, 1g, 2b–2c, 3e–3j and 3k–3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

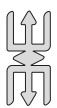
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching week 8 in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2c, 3b).



Note

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

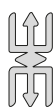
2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **multiple choice** (NTS 2c, 3e, 3h, 3k and 3p).

E.g.

Which of the following best defines "ethics"? The...

- A. *economic policies of a country.*
- B. *principles of right and wrong that guide an individual's behaviour.*
- C. *process of scientific experimentation.*
- D. *study of living organisms.*

Refer to Teacher Manual pages 47–48 and section 8 of the Learner Material for more assessment task on the focal area.



Note

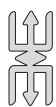
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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 2c, 3j, 3l and 3p).

E.g.

- a) *Answer to exemplar: B*
- b) *Each question correctly answered = 1 mark (10 questions)*

Total – 10 marks



Note

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

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

E.g.

Administer constructed MCQs in a controlled environment to prevent cheating, etc.

Refer to Teacher Assessment Manual and Toolkit pages 83– 85 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 1a, 3l, 3m and 3n).

E.g.

Provide detailed explanations on areas/items learners had challenges, ask learners to make the necessary corrections, and submit them for evaluation, etc.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 8 and provide feedback on your lesson (NTS 3f, 3l, 3n and 3o)
- 3.3** Remember to:
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).
 - b) read PLC Session 9 and related learner material (NTS 1b, 2c and 3b).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 9 in preparation for the next session (NTS 1c, 1f).

PLC SESSION 9: Consequences of Unethical Behaviour

1. Introduction (20 minutes)

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

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

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 1e, 1g, 2b–2c, 3e–3j and 3k–3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

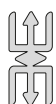
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching week 9 in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2c, 3b).



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 reflective writing** (NTS 2c, 3e, 3h, 3k and 3p).

E.g.

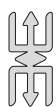
Read the scenario below and answer the questions that follow.

Scenario

In 2023, a series of cyberbullying incidents involving a group of Senior High School students in Accra gained national attention. The group targeted a fellow student, Asempa John, using social media platforms to spread false rumours, share embarrassing photos, and send threatening messages. The situation escalated, causing severe emotional and psychological distress for Asempa John and raising concerns about the broader implications of such behaviour. Later in the year, a police investigation identified the students responsible. They were arrested and prosecuted, and the school authorities also dismissed them from school.

- Briefly state the initial thoughts and feelings of the group when you read about the cyberbullying incident involving Asempa John.*
- State the unethical behaviours of the students' actions in the scenario.*
- State 2 consequences each of the students' actions for Asempa John, the perpetrators, and the wider school community.*
- Briefly describe how the scenario makes the group reflect on the role of social media in your own lives.*
- State 2 strategies the group would suggest preventing cyberbullying in schools.*
- Briefly state one lesson the group has learnt from this scenario.*

Refer to page 50 of the Teacher Manual and Section 9 of the Learner Material for more assessment tasks on the focal area.



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.*

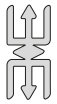
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2c, 3j, 3l and 3p).

E.g.

- Identification of unethical behaviours such as spreading false rumours, sharing embarrassing photos of someone, sending threatening messages from the scenario. – 4 marks*

- b) *Explanation of consequences such as legal problems, emotional impact, reputational damage, social isolation of the unethical behaviour on Asempa John, the perpetrators and the wider school community. – 4 marks*
- c) *Appropriate strategies such promotion of digital literacy skills and implementation of anti-cyberbullying policies recommended for prevention of such unethical behaviours, etc. – 2 marks*

Total – 10 marks



Note

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

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

E.g.

Provide clear guidelines or instructions on areas to focus and ask the groups to analyse the scenario and use the questions that follow to do reflective writing for presentation, etc.

Refer to page 142 of the Teacher Assessment Manual and Toolkit for more information on how to administer the case study.

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

E.g.

Provide feedback to learners/groups on appropriateness of unethical behaviours identified, etc.

3. Reflection (10 minutes)

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 9 and provide feedback on your lesson (NTS 3f, 3l, 3n and 3o)

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).
- b) read PLC Session 10 and related learner material (NTS 1b, 2c and 3b).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 10 in preparation for the next session (NTS 1c, 1f).

PLC SESSION 10: Common Features of Ancient African Civilisations

1. Introduction (20 minutes)

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

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

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 1e, 1g, 2b–2c, 3e–3j and 3k–3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

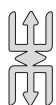
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching week 10 in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2c, 3b).



Note

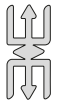
The selected activities should be included in the teacher/learner activity section of the learning plan.

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 presentation** (NTS 2c, 3e, 3h, 3k and 3p).

E.g.

Based on your knowledge and understanding of the common features of ancient African civilisations, develop a detailed and informative poster for class presentation.

Refer to page 56 of the Teacher Manual and Section 10 of the Learner Material for more assessment tasks on the focal area.



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.*

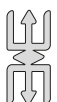
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2c, 3j, 3l and 3p).

E.g.

The following should be considered in developing a scoring guide for the presentation:

- a) *Content accuracy– poster provides a detail information on features of ancient African civilisations such as geographical diversity, trade networks, social interactions, etc. – 2½ marks*
- b) *A visually appealing and well–organised poster showing the necessary information, etc. – 2½ marks*

Total – 5 marks



Note

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

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

E.g.

Clearly explain the instructions to the groups, including start and end time, etc.

Refer to pages 14, 16 and 97 of the Teacher Assessment Manual and Toolkit for more information on presentation.

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

E.g.

Provide feedback by discussing the results with the groups and based on the results, clarify areas the groups had challenges, etc.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 10 and provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 3.3** Remember to:
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).
 - b) read PLC Session 11 and related learner material (NTS 1b, 2c and 3b).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 11 in preparation for the next session (NTS 1c, 1f).

PLC SESSION 11: The Origins, Rise and Fall of Empires in the Western Sudanese region of Africa

1. Introduction (20 minutes)

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

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

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 1e, 1g, 2b–2c, 3e–3j and 3k–3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

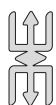
Learning Outcome

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

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the 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 Material. Indicate the activity(ies) in your learning plan (NTS 2c, 3b).



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 comparative **essay writing** (NTS 2c, 3e, 3h, 3k and 3p).

E.g.

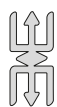
Write an essay comparing the origins, rise, and fall of any two empires in the Western Sudanese region of Africa.

Refer to page 58 of the Teacher Manual and section 11 of the Learner Material for additional assessment task on the focal area.

Hint



Create learners' awareness of end of semester examination scheduled to take place after week 12.



Note

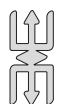
- i. The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.

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 2c, 3j, 3l and 3p).

E.g.

- a) *Demonstration of understanding of the origins, rise and fall of the empires. – 4 marks*
- b) *Detailed comparison between selected empires in terms of their origin (period and place it started), rise (comparison of what led to the rise of the respective empires such control of trade route, wealth from gold mining, and fall (period of fall and reasons such as external pressures, invasions, etc.). – 4 marks*
- c) *Arguments well-developed, logical and supported with relevant examples, etc. – 2 marks*

Total – 10 marks



Note

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

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

E.g.

- a) *Ask learners in groups to read about the empires in Western Sudanese region of Africa,*
- b) *Provide the groups with a structure to guide the essay writing (introduction, main body in paragraphs, conclusion), etc.*

Refer to pages 175–176 of the Teacher Assessment Manual and Toolkit for more information on how to administer essays as an assessment strategy.

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

E.g.

Provide learners with feedback indicating their strengths and weaknesses, etc.

3. Reflection (10 minutes)

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

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

3.3 Remember to:

- a) *provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).*
- b) *read PLC Session 12 and related learner material (NTS 1b, 2c and 3b).*
- c) *bring along your Teacher Manual, PLC Handbook and learning plan on week 12 in preparation for the next session (NTS 1c, 1f).*

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, 2c, 3e–3j and 3k–3n).
- b) you found challenging (NTS 2e, 3j and 3p).

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 1e, 1g, 2b–2c, 3e–3j and 3k–3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

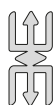
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching week 12 in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2c, 3b).



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 2c, 3e, 3h, 3k and 3p).

E.g.

The structure of end of semester examination paper is suggested as follows:

- a) *Area of coverage: Focal areas covered from weeks 1 to 12 in Teacher Manual.*
- b) *Duration for the examination: 2 hours*
- c) *Total marks: 100*
- d) *Sections of the examination: A and B*
 - i. *Section A (40 marks): 40 multiple choice questions (40 minutes)*
 - ii. *Section B (60 marks): 5 essay type questions for learners to answer any three (3). Each question is rated 20 marks (80 Minutes).*

Exemplar questions:

1. Which river is known for supporting the development of ancient Egyptian civilisation?
 - A. Congo River
 - B. Niger River
 - C. Nile River
 - D. Zambezi River

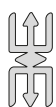
Section B

1. Describe five (5) common features of the ancient African civilisations.

Hint



- a) *Inform learners about the end of semester examination that will be conducted after week 12.*
- b) *Refer to **Appendix D** of this session for a suggested table of specifications to guide the development of questions for the end of semester examination.*



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 group. (NTS 2c, 3j, 3l and 3p).

E.g.

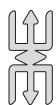
- a) *Section A (40 multiple-choice questions): Each question is worth 1 mark.*

Total marks for section A = 40.

- b) *Section B (5 Essay-type questions for learners to answer 3): Each question is worth 20 marks. Suggestions for the evaluation of the Essay questions are indicated as follows:*

- i. *Introduction giving a brief explanation of the major concept in the question = 2 marks.*
- ii. *Main Body:*
 - *A good point stated = 1 mark.*
 - *Good explanation of the point stated = 2 marks.*
 - *Relevant example to support explanation = 1 mark.*
- iii. *Conclusion: Good conclusion and orderly presentation of ideas = 3 marks.*

Total score for an essay = 20 marks.



Note

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

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

E.g.

Evaluate learners work and note down emerging issues for feedback purposes, etc.

Refer to Teacher Assessment Manual and Toolkit pages 83–86 and 94–97, 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 1a, 3l, 3m and 3n).

E.g.

Plan and implement intervention measures for learners whose performance was low in the mid-semester examination, etc.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 12 and provide feedback on your lesson (NTS 3f, 3l, 3n and 3o)
- 3.3** Remember to:
 - a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).
 - b) read PLC Session 13 and related learner material (NTS 1b, 2c and 3b).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 13 in preparation for the next session (NTS 1c, 1f).



APPENDIX D: Table of Specification for End of Semester Examination

Exemplar:

Table of specification to guide the development of end of semester examination questions.

Week	Focal Area	Type of Questions	DoK Levels				Total
			1	2	3	4	
1	Geographic features, ecosystems and their influence on ancient African societies	MCQs	2	2	–	–	4
		Essay	–	–	–	–	–
2	Influence of climate change on movements and adaptations of early African populations	MCQs	2	2	–	–	4
		Essay	–	–	–	–	1
3	The meaning and purpose of road safety in the Ghanaian society.	MCQs	2	1	1	–	4
		Essay	–	–	–	–	–
4	The causes, socio-economic implications and strategies to minimise road accidents in Ghana	MCQs	2	2	–	–	4
		Essay	–	–	1	–	1
5	Road signs and markings and their implications for road safety in Ghana	MCQs	2	2	–	–	4
6	Institutions responsible for road safety, their challenges and how to address them.	MCQs	1	2	–	–	3
		Essay	–	–	–	–	–
7	Impact of indigenous technologies on ancient Africa.	MCQs	2	2	–	–	4
		Essay	–	–	–	–	–
8	The place of ethics and ethical behaviour in the development of the individual and the Ghanaian society.	MCQs	1	2	–	–	3
		Essay	–	–	1	–	1
9	The consequences of unethical behaviour	MCQs	1	2	–	–	3
		Essay	–	–	1	–	1
10	The common features of ancient African civilisations	MCQs	1	1	1	–	3
		Essay	–	–	–	–	–
11	The origins, rise and fall of empires in the Western Sudanese region of Africa.	MCQs	1	1	–	–	2
		Essay	–	–	1	–	–
12	The origin, characteristics and impact of the industrial revolution on the African continent.	MCQs	1	1	–	–	2
		Essay	–	–	1	–	1
	Total		18	20	7	–	45

Note: The focal areas in the table marked for essay questions are suggested. Teachers can set essay questions on focal areas of their choice.

PLC SESSION 13: Origin and Development of the Earliest Domestic and External Forms of Trade in Africa

1. Introduction (20 minutes)

- 1.1** Share one thing on the lesson for *week 12 and end of semester examination* that:
- went well (NTS 1a, 2c, 3e–3j and 3k–3n).
 - you found challenging (NTS 2e, 3j and 3p).
- 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 1e, 1g, 2b–2c, 3e–3j and 3k–3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

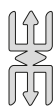
The purpose of the session is to review the learning plan for week 13 by aligning the learning plan with Learner Material and appropriate assessment strategies.

Learning Outcome

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

Learning Indicators

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



Note

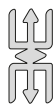
The selected activities should be included in the teacher/learner activity section of the learning plan.

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 **discussion** (NTS 2c, 3e, 3h, 3k and 3p).

E.g.

Discuss the origin and development of the earliest domestic and internal forms of trade in Africa and prepare notes from your discussions for a presentation next week.

Refer to page 10 of Teacher Manual book 2 and section 7 of Learner Material for additional assessment task on the focal area.



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 2c, 3j, 3l and 3p).

E.g.

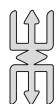
Category	4 – Excellent	3 – Very Good	2 – Good	1 – Needs Improvement
Content Knowledge of discussion topic	Depth of understanding about the origins of trade in Africa to include Coverage of key historical events and figures, significant trade routes, goods exchanged, and cultural impacts with relevance examples.	Depth of understanding about the origins of trade in Africa to include Coverage of key historical events and figures, significant trade routes, goods exchanged, and cultural impacts	Depth of understanding about the origins of trade in Africa to include Coverage of key historical events and figures, significant trade routes, goods	Depth of understanding about the origins of trade in Africa to include Coverage of key historical events and figures,

Category	4 – Excellent	3 – Very Good	2 – Good	1 – Needs Improvement
<i>Analysis and Interpretation</i>	<i>Ability to analyze the evolution of trade practices and their socio-economic impacts to include clear connections between trade and regional development, influence of geography on trade development with relevance examples.</i>	<i>Ability to analyze the evolution of trade practices and their socio-economic impacts to include clear connections between trade and regional development, influence of geography on trade development.</i>	<i>Ability to analyze the evolution of trade practices and their socio-economic impacts to include clear connections between trade and regional development,</i>	<i>Ability to analyze the evolution of trade practices and their socio-economic impacts to include partial connections between trade and regional development.</i>
<i>Organization and Structure</i>	<i>Logical flow of ideas and clarity in presenting information to include the use of subheadings or sections for different trade forms (domestic vs. internal with relevant examples.</i>	<i>Logical flow of ideas and clarity in presenting information to include the use of subheadings or sections for different trade forms (domestic vs. internal)</i>	<i>Flow of ideas and clarity in presenting information to include the use of subheadings or sections for different trade forms (domestic vs. internal)</i>	<i>Flow of ideas and presenting information to include the use of subheadings or sections for different trade forms</i>
<i>Supporting Evidence</i>	<i>Use of relevant examples and historical data to support arguments to include maps, charts, or other visuals (if applicable) to enhance understanding with credible sources cited (historical texts, academic articles, etc.).</i>	<i>Use of relevant examples and historical data to support arguments to include maps, charts, or other visuals (if applicable) to enhance understanding</i>	<i>Use of relevant examples and historical data to support arguments to include maps, charts</i>	<i>Use of relevant examples and historical data to support arguments to include maps,</i>

Category	4 – Excellent	3 – Very Good	2 – Good	1 – Needs Improvement
<i>Presentation Preparation</i>	<i>Completeness and clarity of notes prepared for the upcoming presentation. Use of bullet points or summaries for easy reference and engagement strategies considered for the presentation (questions, visuals, etc.).</i>	<i>Completeness and clarity of notes prepared for the upcoming presentation. Use of bullet points or summaries for easy reference and engagement strategies</i>	<i>Completeness and but not clear of notes prepared for the upcoming presentation. Use of bullet points or summaries for easy reference and engagement strategies</i>	<i>No completeness and but not clear of notes prepared for the upcoming presentation. Use of bullet points or summaries for easy reference and engagement strategies</i>
<i>Creativity and Originality</i>	<i>Unique insights or perspectives on the topic demonstrated in the discussion Innovative approaches to presenting information or engaging the audience.</i>	<i>Unique insights or perspectives on the topic demonstrated in the discussion Innovative approaches</i>	<i>Unique insights or perspectives on the topic demonstrated in the discussion.</i>	<i>Partial insights or perspectives on the topic demonstrated in the discussion Innovative approaches to presenting information or engaging the audience.</i>
Total				20 marks

Hint

- a) This assessment task will not be scored this week. Groups are required to prepare notes from their discussion for a presentation in week 14.
- b) Administer individual project in week 14. It should be submitted for evaluation in week 20. Details of the project are attached as **Appendix E** in PLC Session 14

**Note**

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

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

E.g.

Provide guidance for the groups to prepare presentation notes during the discussions (for instance, introduction, main findings, conclusion, etc.), etc.

Refer to page 162 of the Teacher Assessment Manual and Toolkit for more information on how to administer discussions as an assessment strategy.

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

E.g.

Encouraging groups or individuals to ask questions on aspects of the focal area they need clarification, etc.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 13 and provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 3.3** Remember to:
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).
 - b) read PLC Session 14 and related learner material. (NTS 1b, 2c and 3b).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 14 in preparation for the next session (NTS 1c, 1f).

PLC SESSION 14: Origin and Development of the Earliest Domestic and External Forms of Trade in Africa

1. Introduction (20 minutes)

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

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

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 1e, 1g, 2b–2c, 3e–3j and 3k–3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

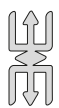
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching week 14 in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2c, 3b).



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 research** (NTS 2c, 3e, 3h, 3k and 3p).

E.g.

Present your research findings from week 13 discussions on the origin and development of the earliest domestic and external forms of trade in Africa to the class.

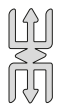
Refer to page 10 of Teacher Manual 2 and section 7 of the Learner Material for additional assessment task on the focal area.

Hint



Inform learners that in week 15 they will answer 20 multiple-choice questions as a class exercise to demonstrate their understanding of the importance of entrepreneurship to personal development, focusing on the following areas:

- Importance of entrepreneurship to personal development*
- Meaning of entrepreneur and entrepreneurship.*
- Advantages of entrepreneurship to personal development.*
- Disadvantages of entrepreneurship to personal development.*



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.*

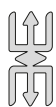
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2c, 3j, 3l and 3p).

E.g.

Content	Criteria	Score
<i>Internal trade (e.g., origin, commodities, economic and socio-cultural interactions)</i>	<i>Identifies at least 4 main ideas on internal trade</i>	<i>4</i>
	<i>Identifies 3 main ideas on internal trade</i>	<i>3</i>
	<i>Identifies 2 main ideas on internal trade</i>	<i>2</i>
	<i>Identifies 1 or no key idea related to internal trade.</i>	<i>1</i>
<i>External Trade (e.g. connected West Africa to North Africa, trade commodities were gold, salt, etc.)</i>	<i>Identifies at least 4 main ideas on external trade</i>	<i>4</i>
	<i>Identifies 3 main ideas on external trade</i>	<i>3</i>
	<i>Identifies 2 main ideas on external trade</i>	<i>2</i>
	<i>Identifies 1 or no major idea on external trade.</i>	<i>1</i>

Content	Criteria	Score
<i>Factors that influenced the trade (e.g., geographical features, cultural exchange, rise of complex societies, etc.)</i>	<i>Identifies at least 4 main factors that influenced the trade</i>	4
	<i>Identifies 3 main factors that influenced the trade</i>	3
	<i>Identifies 2 main factors that influenced the trade</i>	2
	<i>Identifies 1 or no factor that influenced the trade.</i>	1
<i>Effects of the trade on African kingdoms (e.g., economic prosperity, cultural exchange, etc.)</i>	<i>Identifies at least 4 main effects of the trade</i>	4
	<i>Identifies 3 main effects of the trade</i>	3
	<i>Identifies 2 main effects of the trade</i>	2
	<i>Identifies 1 or no effect of the trade</i>	1
<i>Presentation skills</i>	<i>Excellent presentation</i>	4
	<i>Very good presentation</i>	3
	<i>Good presentation</i>	2
	<i>Needs improvement</i>	1

Total – 20 marks



Note

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

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

E.g.

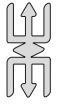
Invite groups to do the presentation and encourage other groups to comment on the presentations of the groups for clarification, etc.

Refer to page 183 of the Teacher Assessment Manual and Toolkit for more information on how to administer research as assessment strategy.

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

E.g.

Lead a summary of the main ideas from the presentations and provide further clarification, 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, 1e and 3o).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 14 and provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 3.3** Remember to:
 - a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).
 - b) read PLC Session 15 and related learner material (NTS 1b, 2c and 3b).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 15 in preparation for the next session (NTS 1c, 1f).



Appendix E: Individual Project

Assign individual project tasks to learners in week 14 of the academic year. Below is an example of a project task for individual learners.

E.g.

Project Task

Develop a creative awareness campaign designed to promote consumer protection within your local community or neighbourhood. The campaign should aim to educate and engage community members about their rights and responsibilities as consumers. You can choose to express your message through various formats, such as a poster, a poem, or any other creative medium that effectively communicates key concepts of consumer protection.

Submission and Presentation

- a) Submit your campaign concept and materials in week 20.
- b) You will do a brief presentation of your project in class.

Scoring guide

The scoring should be guided by the following considerations:

- a) *The creativity and effectiveness of how the campaign communicates key messages about consumer protection such as clarity and simplicity, engagement strategies, target audience etc – 5 marks.*
- b) *The clarity of the presentation regarding consumer rights and responsibilities such as structure and organisation, language and terminologies, call to action, interactivity and feedback – 5 marks.*
- c) *The effectiveness of the campaign in engaging and educating the community such as audience reach, engagement technique, community involvement, etc. – 5 marks*

Total – 15 marks

PLC SESSION 15: Importance of Entrepreneurship in Personal Development

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 14* delivered last week that:

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

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 1e, 1g, 2b–2c, 3e–3j and 3k–3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

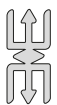
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching week 15 in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2c, 3b).



Note

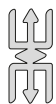
The selected activities should be included in the teacher/learner activity section of the learning plan.

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** (NTS 2c, 3e, 3h, 3k and 3p).

E.g.

Create a poster that illustrates how learning about entrepreneurship can contribute to your personal development. Include examples relevant to young entrepreneurs in Ghana.

Refer to page 168 of the Teacher Manual and section 8 of the Learner Material for more assessment tasks on the focal area.



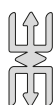
Note

- 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 2c, 3j, 3l and 3p).

E.g.

- a) *Content accuracy and relevance to includes relevant examples, such as entrepreneurial skills like creativity and problem-solving can improve personal growth – 5 marks*
- b) *Information is well-organised and presented in a logical order that is easy to flow to include importance of entrepreneurship to its effects on personal growth – 5 marks*
- c) *Describes a real-life example of a young Ghanaian entrepreneur and how the experience shaped their personal skills – 5 marks*



Note

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

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

E.g.

Brief learners on the assessment criteria to be used and clearly let learners understand the reason of assessing them by Poster Assessment process, etc.

Refer to Teacher Assessment Manual and Toolkit pages 97–99, for more task examples.

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

E.g.

Highlight the strengths and weakness of learners' posters, etc.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 15 and provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 3.3** Remember to:
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).
 - b) read PLC Session 16 and related learner material (NTS 1b, 2c and 3b).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 16 in preparation for the next session (NTS 1c, 1f).

PLC SESSION 16: Similarities and Differences Between Self-Employment and Entrepreneurship

1. Introduction (20 minutes)

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

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

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 1e, 1g, 2b–2c, 3e–3j and 3k–3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

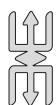
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching week 16 in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2c, 3b).



Note

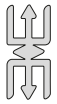
The selected activities should be included in the teacher/learner activity section of the learning plan.

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 2c, 3e, 3h, 3k and 3p).

E.g.

Explain the similarities and differences between self-employment and entrepreneurship, focusing on the following key areas: characteristics, similarities, differences, and challenges.

Refer to page 18 of the Teacher Manual book 2 and section 8 of the Learner Material for more assessment task on the focal area.



Note

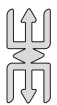
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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 2c, 3j, 3l and 3p).

E.g.

- a) *Clear explanation of the difference between self-employment and entrepreneurship (Entrepreneurship is creating and developing a business while self-employment is individuals working for themselves rather than being employed by others, etc.) – 5 marks*
- b) *Identification of at least four similarities (independence, risk-taking, etc.), differences (scale and growth, business structure, etc.) and challenges between self-employment and employability, etc. – 5 marks*

Total – 10 marks



Note

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

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

E.g.

Return the evaluated work, hold discussions with the groups on their mistakes and ask them to do corrections and resubmit, etc.

Refer to pages 57 and 61 of the Teacher Assessment Manual and Toolkit for more information on the administration of homework.

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

E.g.

Provide general feedback to the groups and the class highlighting areas they need to improve in their response to the task, etc.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 16 and provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).
- 3.3** Remember to:
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).
 - b) read PLC Session 17 and related learner material (NTS 1b, 2c and 3b).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 17 in preparation for the next session (NTS 1c, 1f).

PLC SESSION 17: Types and Relevance of Consumer Rights

1. Introduction (20 minutes)

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

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

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 1e, 1g, 2b–2c, 3e–3j and 3k–3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

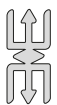
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching week 17 in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2c, 3b).



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 **case study** (NTS 2c, 3e, 3h, 3k and 3p).

E.g.

Read the scenario below and answer the questions that follow.

Scenario: Sarah is an enthusiastic online shopper who enjoys the convenience of buying products from various e-commerce platforms. Recently, she encountered the following incidences with her purchases:

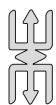
- a) Sarah purchased an electric kettle from an online store. Upon using it, she noticed a short circuit causing sparks, which could have led to a fire.
- b) Sarah ordered a skincare product that was advertised as "organic." However, the product arrived without any ingredient list, and she experienced an allergic reaction after using it.
- c) While shopping for a new smartphone, Sarah realised that one online store had a monopoly on the latest model, preventing her from comparing prices and features from other sellers.
- d) Sarah received a damaged bookcase. When she tried to return it, the customer service was unresponsive, and her emails went unanswered.
- e) Sarah wanted to understand how to identify genuine organic products and avoid future allergic reactions. However, she found little useful information on the seller's website.
 - i. State the type of consumer right violated in each incident.
 - ii. Explain the relevance of each right in the context of the incident.
 - iii. State one practical solution or action Sarah can take to address each issue and how these could prevent similar problems in the future.
 - iv. What is the overall impact of these violations on Sarah as a consumer?

Refer to page 25 of the Teacher Manual book 2 and section 9 of the Learner Material for more assessment task on the focal area.

Hint



Inform learners about the mid-semester examination scheduled for week 18. Discuss the focal areas and format of the examination with learners.



Note

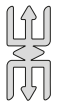
- i. The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.

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 2c, 3j, 3l and 3p).

E.g.

- a) *Identification of the consumer rights in each incident (e.g., right to safety, right to information, right to seek redress, etc.). – 2 ½ marks*
- b) *Explanation of relevance of the consumer right in each context (e.g., protection of vulnerable consumers, empowerment of consumers, etc.) – 2 ½ marks*
- c) *Proposed solution to the violation of the right in each incident (e.g., strict enforcement of laws, education and awareness campaign, etc.) – 2 ½ marks*
- d) *Impact of the violations on Sarah include financial loss, health and safety risk, loss of trust, psychological impact, etc. – 2 ½ marks*

Total – 10 marks



Note

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

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

E.g.

After submission, lead a whole class discussion or analysis of the scenario and provide clarifications, etc.

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

E.g.

Provide general feedback by providing additional information on the rights violated in the scenario, its relevance, solution and strategies to address them, etc.

3. Reflection (10 minutes)

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 17 and provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).
- b) read PLC Session 18 and related learner material (NTS 1b, 2c and 3b).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 18 in preparation for the next session (NTS 1c, 1f).

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:

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

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 1e, 1g, 2b–2c, 3e–3j and 3k–3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

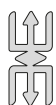
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching week 18 in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2c, 3b).



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 2c, 3e, 3h, 3k and 3p).

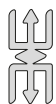
E.g.

The structure of the mid-semester examination paper is suggested as follows:

- a) *Area of coverage: Focal areas from weeks 13 to 17 in the Teacher Manual.*
- b) *Duration for the examination: 50 minutes.*
- c) *Total marks: 40*
- d) *Section of the paper: A*
- e) *Question type: Multiple choice questions (40).*

Exemplar question:

1. *Which of the following best describes the earliest form of trade in Africa?*
 - A. *Agricultural trade*
 - B. *Barter trade*
 - C. *Indigenous trade*
 - D. *Slave trade*
2. *How does the right to information benefit consumers in making informed decisions? It...*
 - A. *allows consumers to know about product ingredients and potential risks.*
 - B. *ensures consumers can access free information from retailers.*
 - C. *guarantees consumers can return any product at any time.*
 - D. *provides consumers with direct contact with government officials.*



Note

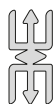
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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 2c, 3j, 3l and 3p).

E.g.

- a) *Number of questions for the mid-semester examination = 40*
- b) *1 mark for each correct answer.*
- c) *Total marks = 40*
- d) *Answers to sample questions: 1. B, 2. A*

Refer to Teacher Manual weeks 13–17, Learner Material for more assessment guide.

**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.*

Hint

A sample of the table of specification is attached to this session as **Appendix F**.

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

E.g.

Inform learners about the mid–semester examination, etc.

Refer to Teacher Assessment Manual and Toolkit pages 83–86 and 94–97, 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 1a, 3l, 3m and 3n).

E.g.

Identify individual learners with low scores and develop intervention measures to support them, etc.

3. Reflection (10 minutes)

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

- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 18 and provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).

- 3.3** Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).
- b) read PLC Session 19 and related learner material (NTS 1b, 2c and 3b).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 19 in preparation for the next session (NTS 1c, 1f).



Appendix F: Table of Specification for Mid-Semester Examination

Exemplar:

Table of specifications to guide the writing of mid-semester examination questions.

Week	Focal Area	Type of questions	DoK Levels				Total
			1	2	3	4	
13	The origin and development of the earliest domestic and external forms of trade in Africa.	Multiple choice	4	4	-	-	8
14	The origin and development of the earliest domestic and external forms of trade in Africa.	Multiple choice	4	4	-	-	8
15	The importance of entrepreneurship to personal development	Multiple choice	4	4	-	-	8
16	The Similarities and differences between self-employment and entrepreneurship.	Multiple choice	4	4	-	-	8
17	Types and Relevance of Consumer Rights	Multiple choice	4	4	-	-	8
	Total		20	20	-	-	40

PLC SESSION 19: Consumer Protection in Ghana: Its Significance and Measures to Safeguard Consumers

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, 2c, 3e-3j, 3k-3n).
 - b) you found challenging (NTS 2e, 3j and 3p).
- 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 1e, 1g, 2b-2c, 3e-3j and 3k-3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

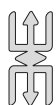
The purpose of the session is to review the learning plan for week 19 by aligning the learning plan with Learner Material and appropriate assessment strategies.

Learning Outcome

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

Learning Indicators

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



Note

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

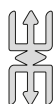
2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **discussion** (NTS 2c, 3e, 3h, 3k and 3p).

E.g.

Discuss...

- The importance of protecting consumers in Ghana.*
- How consumers can be protected in Ghana.*

Refer to page 29 of the Teacher Manual book 2 and section 9 of the Learner Material for additional assessment task on the focal area.



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.*

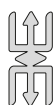
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment. (NTS 2c, 3j, 3l and 3p).

E.g.

Content	Criteria	Score
	The Group ...	
<i>Meaning of consumer protection (Measures and regulations put in place to protect the rights and interest of consumers)</i>	<i>fully explain the meaning of consumer protection</i>	4
	<i>partially explain the meaning of consumer protection</i>	3
	<i>poorly explain the meaning of consumer protection</i>	1
<i>Importance of consumer protection (To ensure fair treatment, prevent fraud, etc.)</i>	<i>explain at least 4 importance of consumer protection</i>	4
	<i>explain 3 importance of consumer protection</i>	3
	<i>explain 2 importance of consumer protection.</i>	2
	<i>explain only 1 or no importance of consumer protection.</i>	1
<i>How to protect consumers in Ghana (enforce laws, education and awareness, etc.)</i>	<i>explain at least 4 ways consumers can be protected in Ghana.</i>	4
	<i>explain 3 ways consumers can be protected in Ghana</i>	3
	<i>explain 2 ways consumers can be protected in Ghana.</i>	2
	<i>explain only 1 or no way consumers can be protected in Ghana.</i>	1

Content	Criteria	Score
	The Group ...	
Teamwork	Excellent	4
	Very good	3
	Good	2
	Needs improvement	1

Total – 20 marks



Note

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

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

E.g.

Moderate the panel discussion through probing questions, etc.

Refer to page 162 of the Teacher Assessment Manual and Toolkit for more information on how to administer discussion as assessment strategy.

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

E.g.

Provide feedback to the groups on how they could have structured their answers and organise their thoughts to articulate the main ideas regarding consumer protection during the panel discussion, etc.

3. Reflection (10 minutes)

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 19 and provide feedback on your lesson (NTS 3f, 3l, 3n and 3o).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).

- b) read PLC Session 20 and related learner material (NTS 1b, 2c and 3b).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 20 in preparation for the next session (NTS 1c, 1f).

PLC SESSION 20: The Concept and Features of Financial Literacy

1. Introduction (20 minutes)

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

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

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 1e, 1g, 2b–2c, 3e–3j and 3k–3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

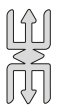
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching week 20 in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2c, 3b)



Note

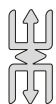
The selected activities should be included in the teacher/learner activity section of the learning plan.

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 **essay writing** (NTS 2c, 3e, 3h, 3k and 3p).

E.g.

- a) *Briefly explain the concept of financial literacy and its key features.*
- b) *Explain three (3) strategies for ensuring financial security.*

Refer to page 36 of the Teacher Manual book 2 and section 20 of the Learner Material for more assessment activities on the focal area.



Note

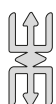
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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 2c, 3j, 3l and 3p).

E.g.

- a) *Clear explanation of financial literacy (e.g., financial literacy involves knowledge, skills and understanding that individuals possess to make informed and effective decisions about their finances, etc.) – 5 marks*
- b) *Demonstration of the understanding of financial security strategies (savings culture, investment, embarking on financial security, etc.) – 5 marks*

Total – 10 marks



Note

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

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

E.g.

Assign the task to learners in groups and discuss the structure of the essay (i.e. introduction, main body, conclusion, etc.).

Refer to page 174 of the Teacher Assessment Manual and Toolkit for more information on how to administer essay writing.

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

E.g.

Discussing with the class general observations related to the quality of answers and how they were presented, and provided guidance on the best way to handle similar essay questions, etc.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 20 and provide feedback on your lesson (NTS 3f, 3l, 3n and 3o)
- 3.3** Remember to:
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).
 - b) read PLC Session 21 and related learner material (NTS 1b, 2c and 3b).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 21 in preparation for the next session (NTS 1c, 1f).

PLC SESSION 21: Avenues/Strategies for Ensuring Financial Security

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for week 20 delivered last week that:

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

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 1e, 1g, 2b–2c, 3e–3j and 3k–3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

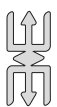
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching week 21 in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2c, 3b).



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 homework** (NTS 2c, 3e, 3h, 3k and 3p).

E.g.

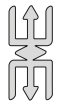
State and explain five (5) strategies for ensuring financial security.

Refer to page 40 of the Teacher Manual book 2 and section 10 of the Learner Material for more assessment activities on the focal area.

Hint



- a) *Inform learners that there will be end of semester examination in week 22.*
- b) *Teachers should start preparing for the end of semester examination. The structure of the examination will be discussed in PLC Session 22.*



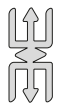
Note

- 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 2c, 3j, 3l and 3p).

E.g.

- a) *Identification of 5 key strategies for ensuring financial security (e.g., investment, developing savings culture, ensuring financial inclusion, put in place regulatory frameworks, etc.) – 5 marks*
- b) *Clear explanation of the 5 identified strategies for ensuring financial security,*
- c) *Provision of relevant examples to support explanations, etc. – 5 marks*



Note

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

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

E.g.

After submission, lead a whole-class discussion on writing of the essay, touching on the main ideas and how they should have been presented, etc.

Refer to page 174 of the Teacher Assessment Manual and Toolkit for more information on how to administer essay writing.

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

E.g.

Provide feedback by discussing with the class observations made during script marking, including language use, handwriting quality, and techniques for developing points with relevant examples, etc.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 21 and provide feedback on your lesson (NTS 3f, 3l, 3n and 3o)
- 3.3** Remember to:
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).
 - b) read PLC Session 22 and related learner material (NTS 1b, 2c and 3b).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on week 22 in preparation for the next session (NTS 1c, 1f).

PLC SESSION 22: Ways of Ensuring Sustainable Use of Public Finances at the Individual, Community and National Levels in Ghana

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 21* delivered last week that:

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 21* that supported learning (NTS 1e, 1g, 2b–2c, 3e–3j and 3k–3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

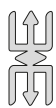
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching week 22 in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2c, 3b).



Note

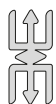
The selected activities should be included in the teacher/learner activity section of the learning plan.

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 **role play** (NTS 2c, 3e, 3h, 3k and 3p).

E.g.

Role-play scenarios on the implications of bad and prudent financial decisions

Refer to pages 41–44 of the Teacher Manual book 2 and section 10 of the Learner Material 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 2c, 3j, 3l and 3p).

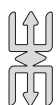
E.g.

a) Role of bad financial decision

- i. Identification and selection of decision such as debt accumulation, financial stress, loss of asset, damaged credit, etc. **(1 marks)**
- ii. Understanding and explaining its implication; bringing out ideas such excessive debt, overspending, reduced productivity, loss of investment and property, etc. **(2 marks)**
- iii. Playing a role to fit the bad financial decision; in terms of standing before peers to role-play, connecting role to the identified bad financial decision, etc. **(2 marks)**

b) Role of prudent financial decision

- i. Identification and selection of decision; such as financial stability, peace of mind, opportunity for growth, etc. **(1 marks)**
- ii. Understanding and explaining its implication; bringing out ideas such expending without stress, investing in asset, personal and career development, etc. **(2 marks)**
- iii. Playing a role to fit the bad financial decision; in terms of standing before peers to role-play, connecting role to the identified prudent financial decision, etc. **(2 marks)**



Note

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

- 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 2c, 2e, 3c, 3e, 3f and 3j).

E.g.

Monitor the time used in performing on a stage, etc.

Refer to pages 102 –104 of the Teacher Assessment Manual and Toolkit for more information on how to administer role-play.

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

E.g.

Initiate and moderate a final plenary discussion about the performed roles, etc.

3. Reflection (10 minutes)

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 21 and provide feedback on your lesson (NTS 3f, 3l, 3n and 3o)

3.3 Remember to:

- d) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).
- e) read PLC Session 23 (NTS 1b, 2c and 3b).
- f) bring along your Teacher Manual and PLC Handbook in preparation for the next session (NTS 1c, 1f).

PLC SESSION 23: Preparing for End of Semester Examination

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for week 22 delivered last week that:

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

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 1e, 1g, 2b–2c, 3e–3j and 3k–3m).

2. Review of Learning Plans (60 minutes)

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

Purpose

The purpose of the session is to prepare for end of semester examination.

Learning Outcome

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

Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators of the lessons for the end of semester examination.

2.2 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 2c, 3e, 3h, 3k and 3p).

E.g.

The structure of end of semester examination paper is suggested as follows:

- a) *Area of coverage: Focal areas covered from weeks 1 to 22 in the Teacher Manual.*
- b) *Duration for the examination: 2 hours*
- c) *Total marks: 100*
- d) *Sections of the examination: A and B*
 - i. *Section A (40 marks): 40 multiple-choice questions (40 minutes)*

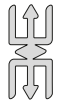
- ii. *Section B (60 marks): 5 essay type questions for learners to answer any three (3). Each question is rated 20 marks (80 Minutes).*

Refer to Teacher Manual weeks 13–22, Learner Material for more assessment guide.

Hint



See **Appendix G** for a sample of the table of specification



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.*

2.3 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 2c, 3j, 3l and 3p).

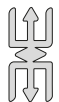
E.g.

- a) *Section A (40 multiple choice questions): Each question = 1 mark. Total marks = 40*
- b) *Section B (5 Essay type questions for learners to answer 3): Each question = 20 marks*

Suggestion for evaluation of the Essay questions are indicated as follows:

- i. *Introduction: Giving brief explanation of major concept in the question = 2 marks*
- ii. *Main Body: A good point stated = 1 mark, good explanation of point stated = 2 marks, relevant example to support explanation = 1 mark*
- iii. *Conclusion: Good conclusion and orderly presentation of ideas = 3 marks*

Total score for an essay question = 20 marks



Note

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

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

E.g.

- a) *Inform learners about the end of semester examination*

b) *Discuss the coverage and structure of the examination with learners, etc.*

Refer to Teacher Assessment Manual and Toolkit pages 83–86 and 94–97, for more task examples.

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

E.g.

Provide feedback to learners using the issues noted in the evaluation of learners' scripts, etc.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1e and 3o).
- 3.2** Remember to provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).



Appendix G: Sample Table of Specifications to Guide the Development of End of Semester Examination

Week	Focal Area	Type of Questions	DoK Levels				Total
			1	2	3	4	
13	The origin and development of the earliest domestic and external forms of trade in Africa	MCQs	2	2	-	-	4
		Essay	-	-	1	-	1
14	The origin and development of the earliest domestic and external forms of trade in Africa	MCQs	2	2	-	-	4
		Essay	-	-	-	-	1
15	The importance of entrepreneurship to personal development.	MCQs	2	1	1	-	4
		Essay	-	-	-	-	-
16	The Similarities and differences between self-employment and entrepreneurship	MCQs	1	2	1	-	4
		Essay	-	-	-	1	1
17	Types and Relevance of Consumer Rights	MCQs	2	2	-	-	4
		Essay	-	-	-	-	-
18	Types and Relevance of Consumer Rights	MCQs	1	1	1	-	3
		Essay	-	-	-	-	-
19	The Meaning, importance of consumer protection and how the consumer can be protected in Ghana.	MCQs	2	1	1	-	4
		Essay	-	-	-	-	-
20	The Concept and features of financial literacy.	MCQs	1	4	-	-	5
		Essay	-	-	-	1	1
21	Avenues/strategies for ensuring financial security	MCQs	1	2	-	-	3
		Essay	-	-	-	1	1
22	Ways of ensuring sustainable use of public finances in Ghana	MCQs	3	1	1	-	5
		Essay	-	-	-	1	-
	Total		17	18	6	4	45

Note: The focal areas in the table marked for essay questions are suggested. Teachers can set essay questions on focal areas of their choice.

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)

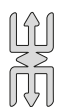
Summative Assessment

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.

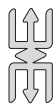
In providing feedback, use the sandwich method (CCC), which starts with a positive aspect of the work (**compliment**), followed by constructive criticism (**correction**), and concludes with another positive note (**compliment**). To set the stage for effective feedback, clearly communicate the learning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

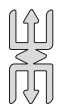
Case Study As An Assessment Strategy

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

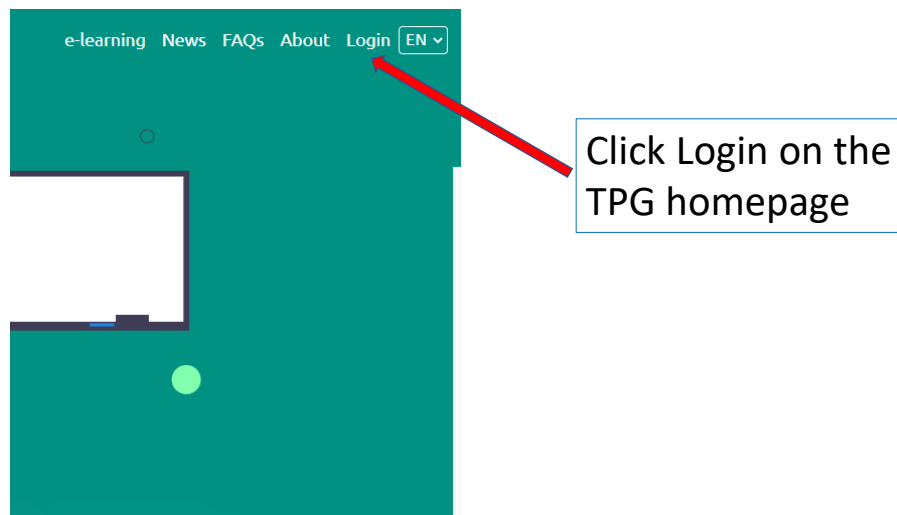
.....

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

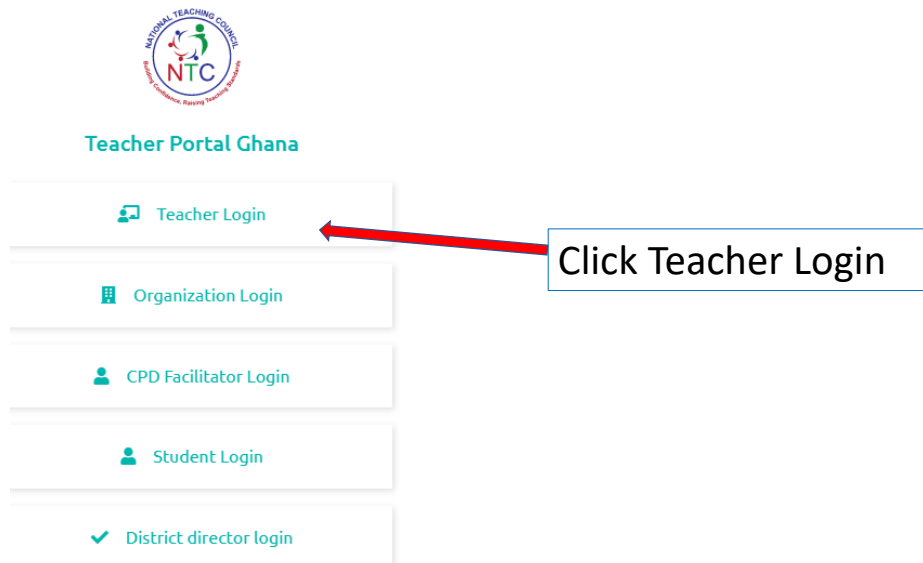
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Appendix 4: How to Check CPD Points and Training Records on Teacher Portal Ghana

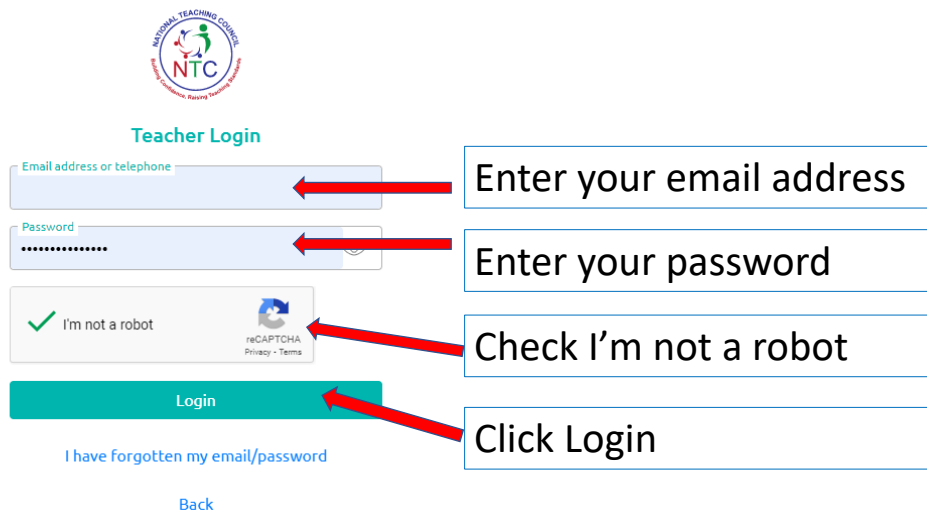
1. Visit tpg.ntc.gov.gh and click Login



2. On the Login page, click Teacher Login



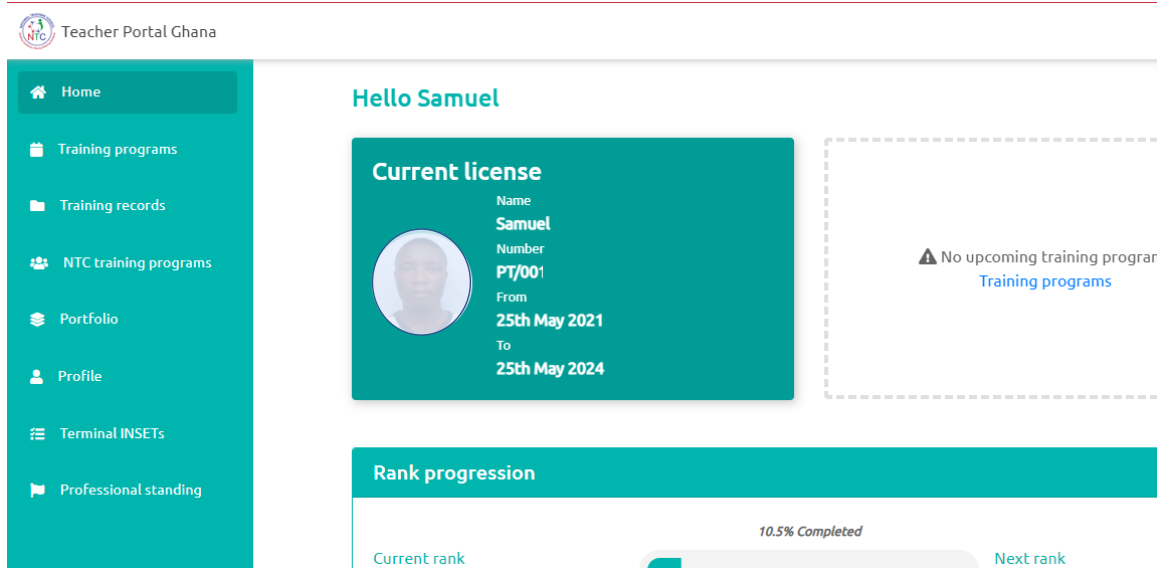
3. On the **Teacher Login** page enter your email address and password and then click **Login**



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

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

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



The image shows the Teacher Portal Ghana dashboard for a user named Samuel. The dashboard includes a sidebar with navigation links and a main content area with a greeting, license information, and rank progression.

Teacher Portal Ghana

Home

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

Hello Samuel

Current license

Name	Samuel
Number	PTJ/001
From	25th May 2021
To	25th May 2024

Rank progression

10.5% Completed

Current rank Next rank

No upcoming training program
[Training programs](#)

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



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

The screenshot shows the 'Teacher Portal Ghana' interface. 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 below. The main content area is titled 'Training records' and shows 'Records for training programs registered and/or attended'. It displays 'Total points: 1.8988' and a list of training programs. A red bracket on the right groups the list of programs under a label.

Teacher Portal Ghana

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

Click to view training records

Training records
Records for training programs registered and/or attended

Total points: 1.8988

Sensitization on Education Policies	⚠ Marked as absent
Differentiated Learning	✓ Processed Credits: 1.32
Advanced Mobile Learning with Multimedia (A MLM)	✓ Processed Credits: 0.5788

List of training programs

List of Contributors

NaCCA Team	
Name of Staff	Designation
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Nii Boye Tagoe	Senior Curriculum Development Officer (History)
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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

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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

