

Continuous Assessment in Years 3 – 6.

Primary Mathematics

Frequently Asked Questions

1. Continuous Assessment in Year 4 and 5

Teachers in Years 4 and 5 are asked to carry out up to 4 Continuous Assessment tasks for reporting from *Proposed Continuous Assessment in Primary Mathematics* menu document which will have a weighting of 40% by the end of the scholastic year. The Annual Exam will have a weighting of 60%.

The *Proposed Continuous Assessment in Primary Mathematics* menu document is available from <http://primarymaths.skola.edu.mt/>.

In February (to replace the HY exam), parents/guardians of students in Years 4 and 5 will receive only the Continuous Assessment mark for Mathematics (100% CA). At the end of the year, parents/guardians will receive an assessment mark (out of 100), an annual mark (out of 100) and a global mark (out of 100) made up of 40% of the continuous assessment and 60% of the annual examination mark.

2. Continuous Assessment in Year 6

Teachers in Year 6 are to follow the same structure as in Years 4 and 5 [difference only in annual %].

Practically they are to carry out up to 4 CA tasks for reporting from *Proposed Continuous Assessment in Primary Mathematics* menu which instead of having a weighting of 40% it will have a weighting of 100% at the end of the scholastic year. This will be in addition to the Benchmark mark (another 100%). This is due to the fact that Continuous Assessment will not form part of the End of Primary Benchmark for scholastic year 2018-2019, thus Continuous Assessment mark will be reported separately.

In February, parents/guardians of students in 6 will receive only the Continuous Assessment mark for Mathematics (100% CA).

3. How many tasks need to be carried out till February?

This depends on the Continuous Assessment programme the teacher has designed. However, the Continuous Assessment programme needs to span over a whole scholastic year.

4. What Continuous Assessment tasks shall a teacher in Year 3 carry?

The same Continuous Assessment tasks s/he has carried to date (as in previous years).

5. Have the syllabi for Years 4, 5 and 6 changed?

It is important to note that there are no changes in the Mathematics syllabi for Years 4 to 6 in this scholastic year.

6. 21 Broad Learning Outcomes have been selected for reporting (ticking) in Year 3. Does this mean that teachers in Year 3 should not teach and assess the rest of the Learning Outcomes in the Learning Outcomes Framework at Level 5 – Year 3 level?

All learning outcomes at Level 5 - Year 3 level should be targeted in a Year 3 class. The 21 Broad Learning Outcomes have only been selected for Reporting Purposes and reflect various Subject Foci / Strands.

7. Can a teacher in Year 3 report different Broad Learning Outcomes?

Careful attention has been paid when selecting and ordering the 21 Broad Learning Outcomes for reporting purposes in Year 3.

However, teachers in Year 3 can choose to order, pick and choose from amongst the 21 Broad Learning Outcomes selected for reporting (ticking). Teachers shall mark from 5 to 7 Broad Learning Outcomes per term and only the marked Broad Learning Outcomes will be visible to parents through the reporting system.

For the time being it is recommended that teachers do not replace any of the 21 Broad Learning Outcomes selected with other Learning Outcomes.

8. Are Year 3 teachers to carry out 'special' tasks to understand whether a student has mastered a Broad Learning Outcome?

Year 3 teachers can, but do not necessarily need to carry out any 'special' tasks to understand whether a student has mastered a Broad Learning Outcome or not yet. The usual CW tasks (hands-on and written) should be enough. The CW copybooks, handouts, journals and all other learning experiences lived in class should provide enough evidence about learning outcomes achieved.

9. What if a student is in Year 3 but is working at a lower level?

The 21 Broad Learning Outcomes selected at Year 3 level are basic Learning Outcomes. Thus, we recommend that the same Learning Outcomes are used for reporting purposes for students working at lower level.

10. What if a student is in Year 4, 5 or 6 but is working at a lower level than his/her age-appropriate level?

The tasks chosen for Continuous Assessment need to assess each student at his/her level, which should match the level the student will follow during the Summative Assessment.

Example 1: If the task is a Quiz the questions asked to a student who is in Year 5 but is working at Year 3 level (Alternative Paper 3) should assess Year 3 Learning Outcomes.

Example 2: If the task is a LFHC one, all the students irrespective of their level can work on the same task as such tasks allow for differentiation. However, when scoring/grading the performance of a student the teacher should consider the level the student is working at and select learning outcomes accordingly.