

End of Primary Benchmark 2017

Report

**EDUCATIONAL ASSESSMENT UNIT
DIRECTORATE FOR LEARNING AND ASSESSMENT PROGRAMMES**

**DEPARTMENT FOR CURRICULUM, RESEARCH, INNOVATION
AND LIFELONG LEARNING**

MINISTRY FOR EDUCATION AND EMPLOYMENT

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Foreword



Some European Union countries have national end of primary assessments, others assess nationally only when students are 18 years old, at the end of the upper secondary education cycle. A number of countries are putting in place computer-based assessment systems, in such a way that national assessment is conducted on a digital device and then marked, moderated and reported to students in the same format. Malta is at a stage where the teaching and learning process is again under scrutiny, including the assessment modes and frequency at which assessment is conducted. Reforms start with understanding the ongoing changes in society and developing aspirations for the future.

All modern curricula contain a common, strong message of a change from imparting knowledge to developing competencies. The emphasis is changing from “what do students know” to “what they can do with what they know”. This is often known as competency-based education. All changes aspire to develop students as active learners and enhance learning achieved through experience: hence experiential learning is required. Students learn differently and hence should be allowed to attain learning outcomes through diverse learning paths.

The scope of conducting assessment is to report to students, families and educators about what has been learnt. Assessments also aims to identify areas for further learning whilst helping teachers and learners to develop teaching and learning strategies. The End of Primary Benchmark is a national benchmark which assesses in different modes, trying to capture the learning that has taken place in the primary cycle. The End of Primary Benchmark should not be considered as a high stakes examination even though learners get an indication of their level of achievement.

The Maltese and English assessments consist of speaking, listening, reading and writing components. In Mathematics, the written assessment is complemented by a mental test. All components help to provide a detailed picture of the learner’s achievement in different areas of the core subjects. Students are given their result and national median of every component together with the total mark and national median for each subject. This underlines our commitment to ensure a fair and reliable assessment. It also complements our constant efforts to provide students who require access arrangements the support they need without impacting the rigour and validity of the exercise.

The performance reports authored by the different chairpersons of the paper setters’ panels are included in this report. They provide a resource which all stakeholders should make use of. The Directorate for Learning and Assessment Programmes (DLAP) within the Department of Curriculum, Research, Innovation and Lifelong Learning (DCRILL) also provides numerous online resources available at www.curriculum.gov.mt. A wealth of resources, ready to be explored and utilized by teachers, parents and students, can be accessed at this website.

Finally, I must thank all those involved in the End of Primary Benchmark. The DCRILL, the Directorate for Educational Services (DES), the Faculty of Education (University of Malta), Church Schools, Independent Schools and the staff at the Educational Assessment Unit, who collaborate to make the End of Primary Benchmark a learning experience for all. I would also like to thank the Education Officers, Heads of Primary Schools, all the primary school teachers who help in the administration of this assessment and the other professionals who work hard to give our students the quality education they deserve.

Gaetano Bugeja

Director – Directorate for Learning and Assessments Programmes

Executive Summary

This summary gives an overview of:

- i) The administration of the End of Primary Benchmark 2017;
- ii) The registration for the main and second sessions;
- iii) The results data of the main and second sessions.

i) Administration Information

- A total of 89 schools participated in the main session of the End of the Primary Benchmark 2017. These included all 62 State Primary Schools, 21 (out of 25) Church Schools and 6 (out of 12) Independent Schools.
- The main session, which comprises the Listening, Reading Comprehension and Writing components of Maltese and English, and the Mental and Written components of Mathematics, was held between 26th May and 2nd June 2017. The Speaking components of Maltese and English were held on 26th and 29th May 2017 respectively. On 30th May, the Maltese Writing and Reading components were held, whilst the same components for English were held on 31st May. The English and Maltese Listening Comprehension components were both held on 1st June 2017 whilst the two components of Mathematics (Mental and Written) took place on 2nd June 2017. All participants sat for this session in their respective schools.
- A second session was held during the week starting 12th June 2017. All candidates who were absent from one or more of the components during the main session were eligible to sit for this second session. This session was also open to students from the Non-State Schools who did not participate in the main session. All components in the second session were held in the afternoon at the San Gorg Preca College Primary School Floriana and at the Gozo College Secondary School Rabat.

ii) Registrations

- The total number of participants in both the main and second sessions was 3571 (1852 males and 1719 females). This represents 89% of the national Year 6 student cohort that was eligible to sit for the End of Primary Benchmark 2017.
- The number of participants in the second session varied for the different components. This was due to the fact that there were candidates who sat only for those components in which they were absent during the main session and others who sat for all components as their school did not participate in the main session. The latter amounted to a total of 30 students.
- In 2017, there were 809 candidates who applied for exemptions and access arrangements. After processing the applications, 101 students were exempted from all components of the three subjects while 470 were granted one or more access arrangements during these assessments.

iii) Results

- Scores for Maltese ranged from 2 to 94, with a median mark of 67 (Mean = 63.1, S.D. = 15.8). Comparative performance data of female and male candidates showed that the middle 50% (from the 25th to the 75th percentile) of girls performed better than the middle 50% of boys in Maltese. Scores ranged from 59 to 76 for girls and from 54 to 73 for boys.
- For English, scores ranged from 2 to 96, with a median mark of 76 (Mean = 71.1, S.D. = 16.0). Comparative performance data of the middle 50% of candidates (from the 25th to the 75th percentile) showed that girls performed better than boys in English. Scores ranged from 66 to 84 for girls and from 60 to 82 for boys.
- In Mathematics, scores ranged from 1 to 100 with a median mark of 69 (Mean = 65.1, S.D. = 22.5). The range of marks for girls and boys was close with boys performing slightly better. In the middle 50% of candidates (from the 25th to the 75th percentile), marks ranged from 51 to 82 for girls and from 49 to 85 for boys.
- Detailed performance analyses are included in this report. These indicate that:
 - In the Speaking component, the candidates obtained high marks in both Maltese and English. The median mark was 17 out of a maximum of 20 (Mean = 16.1, S.D. = 3.4) in Maltese and 17 out of 20 (Mean = 16.2, S.D. = 3.3) in English.
 - In the Listening component students fared better in English than in Maltese. The median mark for Maltese was 15 out of a maximum of 20 (Mean = 14.7, S.D. = 3.1) and the median mark for English was 18 out of a maximum of 20 (Mean = 16.8, S.D. = 2.8).
 - In the Reading Comprehension component, candidates did better in English than in Maltese. This was reflected in the scores obtained where the median mark for Maltese was 17 out of a maximum of 30 (Mean = 16.3, S.D. = 5.5) and for English it was 23 out of a maximum of 30 (Mean = 21.5, S.D. = 5.1).
 - In the Writing component, the candidates' performance was similar in Maltese and in English. In fact, the median mark for the writing component of Maltese was 18 out of a maximum of 30 (Mean = 17.0, S.D. = 5.0). In English the median mark was also 18 out of a maximum of 30 (Mean = 17.5, S.D. = 5.6).
 - In the Mathematics Mental paper, the median mark was 15 out of a maximum of 20 (Mean = 13.6, S.D. = 4.9), whereas in the Mathematics Written paper, the median mark was 54 out of a maximum of 80 (Mean = 51.6, S.D. = 18.1).
- This report provides an Item Analysis section and further statistical information which together give a more detailed picture of the performance of the candidates.

Introduction

This report provides a detailed account of the End of Primary Benchmark held in June 2017. It starts by giving information about the way this assessment was conducted and provides statistical data on registrations for the two sessions, including data on applications for exemptions and access arrangements. This section is followed by the performance reports of the three subjects forming part of the Benchmark. In each of the performance reports for Maltese, English and Mathematics, details are given on the candidates' performance in the different components. These reports highlight strengths and weaknesses identified in the different components and provide suggestions for potential improvement in certain areas. The report concludes with a technical section where the results of an item analysis for each subject are presented. Together with this report, readers have online access to all the resources used in both sessions of the End of Primary Benchmark 2017. These are available on the website of the Directorate for Learning and Assessment Programmes at www.curriculum.gov.mt.

1. Information on the End of Primary Benchmark 2017

- In October 2016, three paper setters' panels, for Maltese, English and Mathematics were set up by the Director General of the Directorate for Quality and Standards in Education (DQSE). Each panel was made up of subject experts from the Directorates of Education, the Faculty of Education of the University of Malta, Church Schools and Independent Schools. Each of the paper setters' panels was requested to draw up two sets of papers with one set for the main session and another set for the second session.
- On 1st November 2016, Letter Circular DCM 212/2016 was issued and sent to all Non-State Schools inviting Heads of School to register their school for the main session of the End of Primary Benchmark 2017 (Appendix 1).
- On the 11th January 2017, Letter Circular DCM 012/2017 was issued by the Department of Curriculum Management (DCM) to inform Heads of School on the new procedures to be followed when registering students for exemptions and access arrangements (Appendix 2).
- A Call for Applications (Letter Circular DCM 020/2017) was issued on the 17th January 2017 for teachers who wished to act as markers in the End of Primary Benchmark 2017 (Appendix 3).
- Letter Circular DCM 028/2017 was sent to all State and Non-State Schools on 24th January 2017, informing them of the timetable and guidelines to be followed during the End of Primary Benchmark 2017 (Appendix 4). The changes that were being introduced (more details on page 9) were also highlighted in this Letter Circular.
- On 26th January 2017, the DCM issued Letter Circular DCM 031/2017 (Appendix 5) to inform Heads of Schools about training workshops that were to be held on 13th February 2017 for prospective Assessors and Interlocutors of the Speaking components of the End of Primary Benchmark 2017. The training was specifically aimed for newly qualified teachers (NQTs), first time teachers of Year 6, members of Senior Management Teams (SMTs) and other teaching grades who never had training in this area. These training workshops were held prior to the Half Yearly examination session so that trained personnel could follow the appropriate procedures when conducting the Half Yearly speaking component assessment.
- In the months of March, April and May 2017, similar training workshops were conducted for all Year 6 teachers, SMT members and other teaching grades who did not attend the February training session (Letter Circular DCM 092/2017 dated 23rd March 2017 – Appendix 6). Following a review exercise conducted during the End of Primary Benchmark 2016 Speaking assessments, a need was felt to organise such training sessions and introduce four changes in the speaking component, namely:
 - To remove the prescribed questions for the Warmer section and to provide prompts to be used by teachers only if necessary;
 - To conduct the interview on only one topic per student instead of two topics per student;
 - To provide more detailed criteria for the final two marks awarded to the Task-Specific section so as to guide better the assessor when giving marks;
 - To introduce a new criteria mark sheet which was to include space for remarks by the assessor that can help in justifying the final mark given.

- Information meetings for parents were organised under the auspices of College Principals. The first meeting was held on 17th March 2017, at Gozo College Boys’ Secondary School. The meeting was held at 5:00pm and the turn-up was very positive. Colleges in Malta were clustered in four groups with the College Principals of each group identifying a suitable date and venue for each meeting. The meetings were held between 21st March and 28th March 2017 at St Theresa College Secondary School Mriehel, San Ġorg Preca College Middle School Blata l-Bajda, St Margaret College Marsaxlokk Primary School and Maria Regina College Mosta Secondary School (Zokrija). The aim of these meetings was to explain the Benchmark assessments to parents, inform them about changes that were to be introduced, and answer any difficulties or queries that arose. The PowerPoint presentation and the leaflets distributed during these sessions, together with information about the new changes and other Benchmark-related material, were made available to the public on the Directorate for Learning and Assessment Programmes’ website (www.curriculum.gov.mt).
- All candidates sat for the End of Primary Benchmark 2017 in their own school. The 89 Benchmark centres were distributed as follows:

Centres in State Primary Schools, Malta	51
Centres in State Primary Schools, Gozo	11
Centres in Church Primary Schools, Malta	17
Centres in Church Primary Schools, Gozo	4
Centres in Independent Primary Schools, Malta	6
Total	89

- On 24th April 2017, Letter Circular DLAP 003/2017 was issued providing details for the second session which was to be held during the week starting 12th June 2017. Sessions took place in the afternoon between 15:00 and 18:30hrs at San Ġorg Preca College Floriana Primary School and at Gozo College Boys’ Secondary School Rabat, Gozo (Appendix 7).
- On 4th July 2017, results were sent in electronic format to the candidates’ respective schools. Schools were instructed to post these results to all students on 6th July 2017, and upload them on the school portal on the 7th July 2017. Information in Appendix 8 illustrates how the End of Primary Report Template provided results and national medians for the separate components, together with the subject’s total mark and its respective national median. National Performance Data and School Performance Data were also sent to College Principals to pass on to all participating schools in September 2017 (Appendix 9). The Benchmark results of private candidates for the second session were sent directly to candidates’ residences by the Educational Assessment Unit.
- A total of seven requests for a review of performance were received by the Educational Assessment Unit in the five-day period indicated in the Letter Circular DCM 28/2017 dated 24th January 2017 (Appendix 4).

- A number of scripts were kept for archiving and research purposes as indicated in Table 1 below. The rest of the scripts were sent back to schools by the Educational Assessment Unit. Blind marking (that is, when no markings whatsoever are made by markers on the scripts) was used during the marking process and therefore the returned scripts were unmarked.

Table 1: End of Primary Benchmark 2017 – Archived Scripts by Subject and Component

Subject and Component	Number of Scripts
Il-Malti: Il-Fehim mis-Smigh	50
Il-Malti: Il-Fehim mill-Qari	50
Il-Malti: Il-Kitba	100
English: Listening Comprehension	50
English: Reading Comprehension	50
English: Writing	100
Mathematics: Mental and Written	100

2. Registrations for the End of Primary Benchmark 2017

This section gives information about the candidates who sat for the End of Primary Benchmark 2017. Table 2 below shows that the total number of students was 3571, with 1852 being males (52%) and 1719 being females (48%). This total amounted to 89% of the whole cohort of Year 6 children.

Table 2: Participation in the End of Primary Benchmark 2017

Type of School	Total Eligible Population	Total eligible population within participating schools			Representative Percentage
		Female	Male	Total	
State	2248	1038	1210	2248	100%
Church	1303	553	486	1039	80%
Independent	484	124	130	254	53%
Private Candidates (Second Session)	-	4	26	30	-
Total	4035	1719	1852	3571	89%

Table 3 provides information on the number of candidates who sat for the second session of the End of Primary Benchmark 2017 during the week starting 12th June 2017. All candidates who were absent for one or more of the components during the first session were eligible to sit for this second session. The second session was also open to children from the Non-State Schools which did not participate in the main session of the Benchmark. A total of 30 such applications from Private candidates were received.

Table 3: Participation in the End of Primary Benchmark 2017 – Second Session

Component	Number of students who sat for the Second Session (Number of Eligible Candidates*)			
	State Schools	Non-State Schools	Private Candidates	Total
Il-Malti				
It-Taħdit	0 (31)	0 (38)	27 (30)	27 (99)
Is-Smigh	7 (39)	3 (39)	27 (30)	37 (108)
Il-Qari	7 (38)	3 (39)	27 (30)	37 (107)
Il-Kitba	5 (37)	2 (38)	27 (30)	34 (105)
English				
Speaking	2 (33)	1 (6)	27 (30)	30 (69)
Listening	14 (47)	3 (11)	27 (30)	44 (88)
Reading	13 (39)	2 (11)	27 (30)	40 (80)
Writing	13 (39)	2 (11)	27 (30)	40 (80)
Mathematics				
Mental	19 (50)	2 (12)	27 (30)	48 (92)
Written	20 (49)	2 (12)	27 (30)	49 (91)

* For state schools denotes students who were absent for the main session; for non-state schools denotes students who registered to sit for the second session.

Exemptions and Access Arrangements

There were 809 applications for exemptions and access arrangements in 2017, a 0.95% increase when compared to 2016. After processing all applications, 101 children were exempted from all components of the three subjects and 470 were granted access arrangements. A total of 44 students were not eligible for the access arrangement they applied for. Whilst two children declined the access arrangements provisions they were granted, a total of five children renounced exemptions they were given.

New procedures for Access Arrangements and Exemptions

New procedures for schools to apply for access arrangements and exemptions were introduced in 2017. This change was implemented so as to ensure that access arrangements and exemptions are perceived as an integral part of the learning process. The new procedure also reduced the paperwork involved and was less time consuming for both the schools' Senior Management Teams and Educational Assessment Unit (EAU) personnel. An e-handbook on the new procedures was developed and uploaded on the Directorate for Learning and Assessment Programme's website at www.curriculum.gov.mt.

For those children who had already been assessed and had an updated psychological report, schools had to simply fill in an e-template with the details of the students and indicate which access arrangement/s the child qualified for according to the available report. On the other hand, schools had to complete the required form for students who had never been assessed. The number of applications for new cases amounted to 42.

A similar e-template was to be completed for children who were following an alternative learning programme and/or were functioning at or below the level of primary Year 3 or children with a severe disability. These children were given the possibility to request an exemption from all or particular components of the three subjects.

For the second type of exemptions, that is children of returned migrants and immigrants, students were given the opportunity to apply for an exemption in English and/or Maltese if they had not been studying the subject during the previous two years of Primary school in Malta. For this exemption the school had to complete a separate form and forward it to the EAU.

Table 4 gives a breakdown of the exemptions granted in the different components. It should be noted that the number of students exempted sometimes superseded the number of applications. This occurred because specialists assessing students identified some students who needed an exemption which they had not applied for.

Table 4: Exemptions: End of Primary Benchmark 2017

Component	Children of Returned Migrants and Immigrants (Number of applications received)	Children with Alternative Learning Programmes and/or functioning at or below Year 3 or with Severe Disabilities (Number of applications received)
Il-Malti		
It-Taħdit	61 (61)	138 (139)
Is-Smigh	60 (60)	153 (154)
Il-Qari	63 (63)	198 (200)
Il-Kitba	63 (63)	209 (211)
English		
Speaking	3 (3)	115 (116)
Listening	3 (3)	125 (126)
Reading	3 (3)	170 (171)
Writing	4 (4)	177 (178)
Mathematics		
Mental	0 (0)	150 (159)
Written	0 (0)	154 (162)

Table 5 below presents details of the number of candidates who were exempted, absent or present in the different components for the three subjects in the 2017 sessions.

Table 5: Participation in the End of Primary Benchmark 2017 by Component (N = 3571)*

Component	Exempted Candidates	Absent Candidates	Present Candidates
Il-Malti			
It-Taħdit	199	72	3300
Is-Smigh	213	71	3287
Il-Qari	261	70	3240
Il-Kitba	272	71	3228
English			
Speaking	118	39	3414
Listening	127	44	3400
Reading	173	40	3358
Writing	181	40	3350
Mathematics			
Mental	150	44	3377
Written	154	42	3375

* N represents the total number of students registered for the 2017 Benchmark.

Access Arrangements

Students with learning difficulties could request *multiplication tables* and/or a *reader* for Mathematics. Visually impaired children could request an *enlarged print* of the Benchmark papers while the hearing impaired could request a *Communicator*.

Students with a Reading Age level of 8 years and below qualified for the provision of *Reading Assistance* in the Maltese and English Reading Comprehensions. During the Reading Comprehension, the texts and the related questions were read twice electronically, with a slightly slower reading speed than normal. As in the End of Primary Benchmark 2016, the reading speed was kept the same for both readings. Whilst being read, the text was highlighted and projected on an interactive whiteboard or on a laptop. Pauses during the reading allowed students to complete their answers. The students were also given a script which they could access at any time. Those students who needed Reading Assistance were granted an additional 30 minutes to complete the component.

Another access arrangement available was the *Scribe*. After the students completed their writing tasks in the Maltese and English Writing components, the scribe transcribed illegible words using a green pen. The scribe wrote words which would otherwise not be legible in order to assist markers in accessing the work of the student.

Table 6 provides information about the number of students who were granted access arrangements in 2017.

Table 6: Access Arrangements for Children with Learning Difficulties

Provision	Number of Children granted provision (Number of applications received)
Reader (for Mathematics)	388 (430)
Multiplication Tables (for Mathematics)	354 (349)
Enlarged Print	13 (14)
Communicator	8 (8)
Reading Assistance (Il-Malti: Il-Fehim mill-Qari)	335 (416)
Reading Assistance (English: Reading Comprehension)	390 (433)
Scribe (Il-Malti: Il-Kitba)	117 (134)
Scribe (English: Writing)	116 (132)

During the End of Primary Benchmark 2017, three students were given *amanuensis* provisions due to fractures to the dominant hand.

The Educational Assessment Unit also made provisions for one student who took the Benchmark assessments in a non-school setting, since the child was not attending school. The Directorate for National Schools Support Services assisted in the administration and supervision of these assessments held in a non-school setting.

Changes Introduced in the End of Primary Benchmark 2017 Session

Following a review that was conducted in a number of schools during the Speaking component of the End of Primary Benchmark 2016, the need was felt for prospective interlocutors and assessors to follow training. This was due to the fact that the procedures being followed were not uniform throughout schools.

Some changes were also introduced and disseminated during the eight training sessions held during the months from February to May 2017. These included:

- The removal of the prescribed questions for the “Warmer” section and the provision of simple prompts to be used by teachers only if necessary;
- The interview was based on one topic instead of two topics per student;
- The criteria for the final two marks awarded to the Task Specific section was more detailed so as to better guide the assessor when assigning marks;
- The introduction of a new criteria marksheet included space for the assessor to write down remarks that can help in justifying the mark given.

This year, new procedures were also introduced when submitting applications for access arrangements and exemptions for the End of Primary Benchmark. For students who had reports in place (psychological, ACTU, SpLD), the school SMT personnel only had to complete an e-template by ticking the access arrangements that were stipulated in the report/s and to list the entity that had produced the report. For those students whose reports were issued prior to July 2015, the school in agreement with parents, opted to have a review conducted either by a State/Church entity (SpLD or SPS) or a private professional. This new simplified measure led to a reduction in paperwork and saved time that used to be taken up by both the school SMT as well as EAU personnel. It is also in line with the Ministry’s policy to move to a paperless system as much as possible. Due to the success of this new procedure, next year it is envisaged that this procedure will be extended for applications of exemptions for migrant students.

A slight modification was also introduced to the front page of the Benchmark Mathematics examination booklet. The perforated top section, where students write their personal details (name, surname and index number) and which is then removed for the marking exercise to ensure anonymity, was printed vertically and not horizontally. This was a pilot exercise to look into the possibility of avoiding having cover pages with perforations and which sometimes tended to slow down the printing process. However, this modification did not prove effective enough and will not be retained for the next End of Primary Benchmark session.

3. National Results of the End of Primary Benchmark 2017

This section presents information on the performance of the candidates who sat for the End of Primary Benchmark in 2017. The descriptive statistics presented include the median, the mean, the standard deviation, percentiles and cumulative frequency curves.

In addition to the national performance presented in this section, every participating school received details of the performance of its candidates for each component. Middle Schools then received the standardised scores of students progressing to Year 7 and who would have sat for the End of Primary Benchmark 2017. These scores are required by Middle Schools for the setting of students for the core subjects and to make the banding exercise more precise. Standardised scores are more useful measures than raw scores as they enable researchers/educators to meaningfully compare or add together scores from different tests.

The glossary below aims to assist the reader with the interpretation of the data presented in this section.

Median – the middle mark in a list of marks sorted in ascending or descending order. It is not affected by extreme mark values in the list.

Mean – another word for ‘average’. It is calculated by adding the total of the different marks in the list and dividing by the total number of candidates.

Standard Deviation – this value shows how tightly the marks are clustered around the mean in a set of data. When the marks are tightly grouped together, the standard deviation is small. This signifies that the candidates have a similar academic ability. When the marks are spread out, the standard deviation is large thus indicating that candidates have a very different academic ability.

Percentile – an indication of a candidate’s relative position in the group in terms of the percentage of group members scoring lower than the candidate’s score.

Table 7 presents data for the different components of the End of Primary Benchmark 2017 and provides a snapshot of the national performance of candidates. Column ‘n’ indicates the number of candidates who sat for the particular component in 2017.

Table 7: National Results of the End of Primary Benchmark 2017

Components (Percentage Weighting)	n	Min. Mark	Max. Mark	Median Mark	Mean Mark	Standard Deviation
Il-Malti						
It-Taħdit (20%)	3300	0	20	17	16.1	3.4
Is-Smigh (20%)	3287	0	20	15	14.7	3.1
Il-Qari (30%)	3240	1	29	17	16.3	5.5
Il-Kitba (30%)	3228	0	28	18	17.0	5.0
Total (100%)	3326	2	94	67	63.1	15.8
English						
Speaking (20%)	3414	0	20	17	16.2	3.3
Listening (20%)	3400	1	20	18	16.8	2.8
Reading (30%)	3358	5	30	23	21.5	5.1
Writing (30%)	3350	0	28	18	17.5	5.6
Total (100%)	3432	2	96	76	71.1	16.0
Mathematics						
Mental (20%)	3377	0	20	15	13.6	4.9
Written (80%)	3375	2	80	54	51.6	18.1
Total (100%)	3389	1	100	69	65.1	22.5

Table 8 provides information about the distribution of scores in the different components in terms of percentiles. For example, Table 8 illustrates that the top 25% of candidates obtained a score of 75 or higher in Maltese, 83 or higher in English, and 83 or higher in Mathematics. The median, or 50th percentile, shows that 50% of the candidates scored 67 or less in Maltese, 76 or less in English, and 69 or less in Mathematics. The bottom 25% of the candidates scored 57 or less in Maltese, 64 or less in English, and 50 or less in Mathematics.

Table 8: National Results of the End of Primary Benchmark 2017–Percentiles by Component

Components (Percentage Weightings)	Percentiles						
	5 th	10 th	25 th	50 th	75 th	90 th	95 th
Il-Malti							
It-Taħdit (20%)	10	12	15	17	19	20	20
Is-Smigh (20%)	8	10	14	15	17	18	18
Il-Qari (30%)	6	8	13	17	20	23	24
Il-Kitba (30%)	8	10	14	18	20	23	24
Total (100%)	37	44	57	67	75	80	83
English							
Speaking (20%)	10	12	15	17	19	20	20
Listening (20%)	11	13	16	18	19	20	20
Reading (30%)	11	14	18	23	26	27	28
Writing (30%)	6	9	14	18	22	24	25
Total (100%)	39	49	64	76	83	87	90
Mathematics							
Mental (20%)	4	6	11	15	18	19	20
Written (80%)	18	24	39	54	66	74	77
Total (100%)	22	31	50	69	83	92	95

Table 9 provides comparative data on the performance of female and male candidates in the different components. Thus, the middle 50% (from the 25th to the 75th percentile) of girls fared better than the middle 50% of boys in Maltese and English. In this band, scores in Maltese ranged from 59 to 76 for girls compared to 54 to 73 for boys. In English, the middle 50% of girls scored between 66 and 84, whilst boys' scores ranged from 60 to 82. In Mathematics, the difference between boys and girls is marginal with scores ranging from 51 to 82 for girls and 49 to 85 for boys.

In Maltese, the top 25% of girls scored 76 or higher whilst the top 25% of boys scored 73 or higher. In English, the top 25% of girls scored 84 or higher whilst the top 25% of boys scored 82 or higher. In Mathematics the top 25% of girls scored 82 or higher and boys scored 85 or higher.

In Maltese, the bottom 25% of girls scored 59 or lower whilst the bottom 25% of boys scored 54 or lower. In English, the bottom 25% of girls scored 66 or lower whereas the bottom 25% of boys scored 60 or lower. In Mathematics, the bottom 25% of girls scored 51 or lower whereas the bottom 25% of boys scored 49 or lower. Similar comparisons are possible for the different components in the three subjects.

Table 9: National Results of the End of Primary Benchmark 2017 – Percentiles by Gender

Component	Gender	Percentiles						
		5 th	10 th	25 th	50 th	75 th	90 th	95 th
Il-Malti: It-Taħdit (20%)	Female	10	12	15	17	19	20	20
	Male	9	11	14	17	19	19	20
Il-Malti: Is-Smigh (20%)	Female	9	12	14	16	17	18	18
	Male	7	9	13	15	17	18	18
Il-Malti: Il-Qari (30%)	Female	7	9	13	18	21	23	25
	Male	6	8	12	16	20	22	24
Il-Malti: Il-Kitba (30%)	Female	9	12	15	18	21	23	24
	Male	7	9	13	17	20	22	23
Il-Malti: Total (100%)	Female	41	48	59	69	76	81	84
	Male	34	41	54	65	73	79	82
English: Speaking (20%)	Female	10	12	15	17	19	20	20
	Male	10	11	14	17	19	20	20
English: Listening (20%)	Female	12	14	16	18	19	20	20
	Male	11	13	15	17	19	19	20
English: Reading (30%)	Female	12	14	19	23	26	27	28
	Male	11	13	18	23	25	27	28
English: Writing (30%)	Female	9	11	16	19	22	24	25
	Male	5	8	13	17	21	23	24
English: Total (100%)	Female	43	53	66	77	84	88	91
	Male	36	45	60	74	82	86	89
Mathematics: Mental (20%)	Female	5	6	10	14	17	19	19
	Male	4	6	11	15	18	19	20
Mathematics: Written (80%)	Female	19	26	40	54	66	73	76
	Male	17	23	38	55	67	75	77
Mathematics: Total (100%)	Female	24	33	51	68	82	91	95
	Male	21	30	49	70	85	93	96

Performance in the End of Primary Benchmark 2017

The figures on the following pages present a series of cumulative frequency curves which give a visual representation of the performance of candidates in the different components. These figures are built on the data presented in Table 8 (page 13).

These cumulative frequency graphs provide information on a candidate's mark in comparison to the marks obtained by the whole cohort.

The graphs for the different components of Maltese show that candidates obtained their lowest mark in the writing component. This conclusion emerges from the graph in Figure 4. Schools, therefore, need to work on improving the candidates' writing skills as recommended in the Maltese performance report (page 24).

The graphs for the different components of English show similar results to Maltese, with candidates obtaining their lowest mark in the writing component. This conclusion emerges from the graph in Figure 8. This again demonstrates that schools need to work on improving the candidates' writing skills as recommended in the English performance report (page 34).

The graphs for the mental and written Mathematics components indicate that overall candidates scored higher marks in the mental than in the written component. Schools are advised to read the Mathematics performance report (page 43) for more information.

Figures 1 and 2 below can be used to calculate the percentage of candidates who obtained a particular score in the Maltese speaking (Figure 1) and listening (Figure 2) components. For example, a student who obtained 14 out of 20 marks in the Maltese speaking component falls within the bottom 25% of the student population (Figure 1). A student who obtained 16 out of 20 marks in the Maltese listening component falls approximately within the top 30% of the same population (Figure 2).

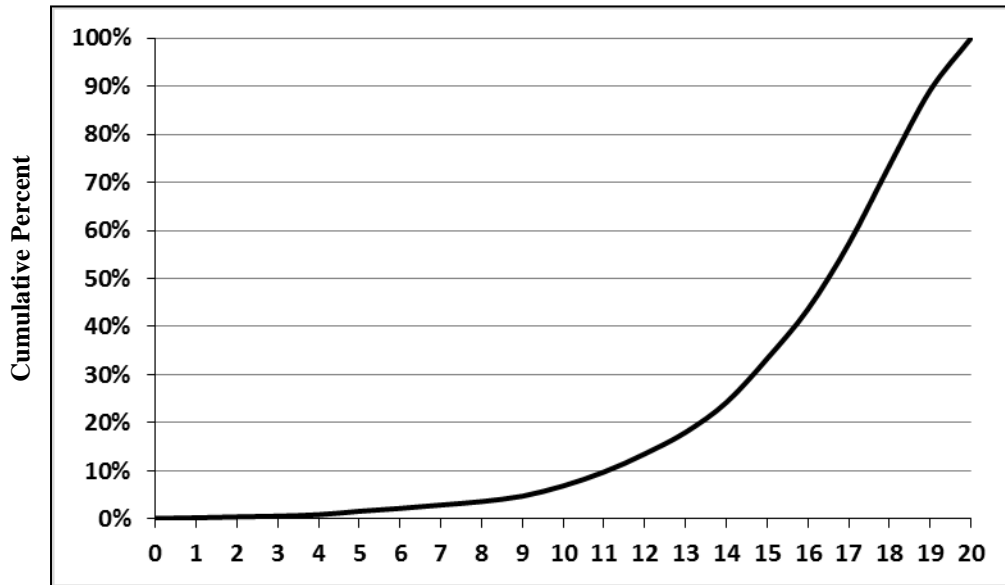


Figure 1: Il-Malti – It-Taħdit

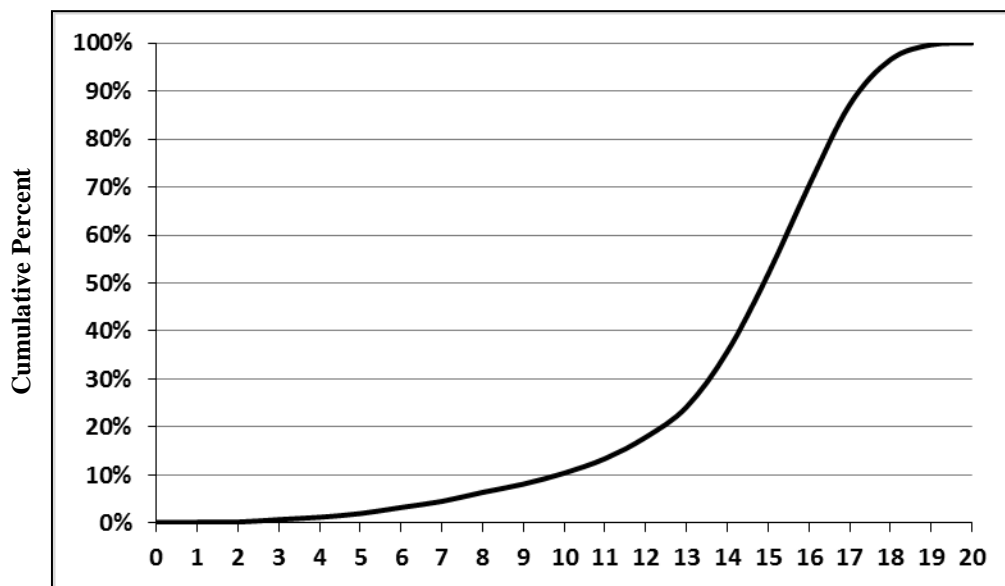


Figure 2: Il-Malti – Is-Smigh

Figures 3 and 4 below show the percentage of candidates who obtained a particular score in the Maltese reading comprehension (Figure 3) and writing (Figure 4) components. Thus, a student who obtained 22 out of 30 marks in the Maltese reading comprehension component falls approximately within the top 15% of the student population, whereas a student who obtained 15 out of 30 marks in the writing component falls approximately within the bottom 35% of the same population.

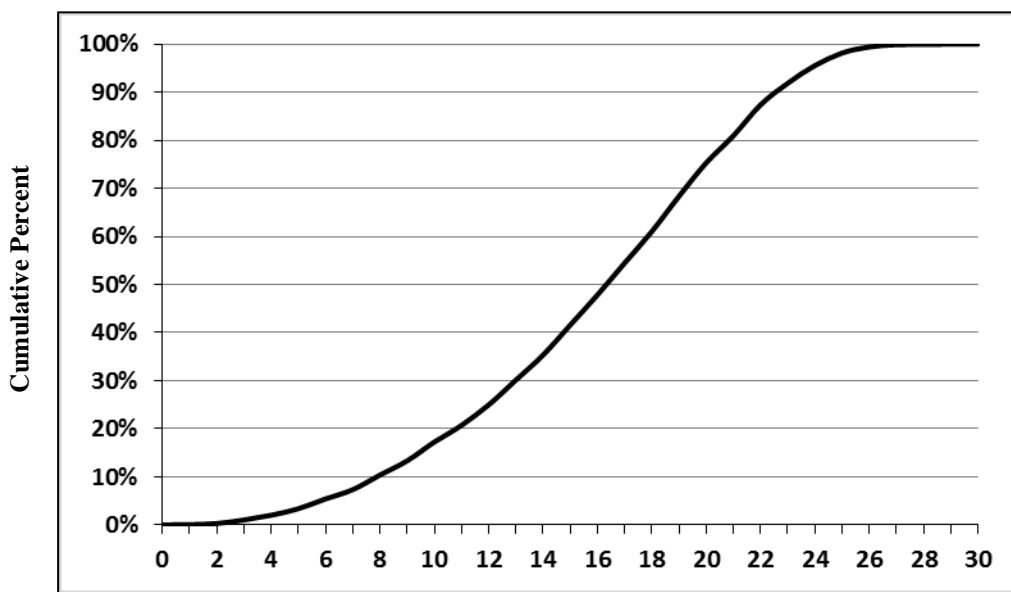


Figure 3: Il-Malti – Il-Fehim mill-Qari

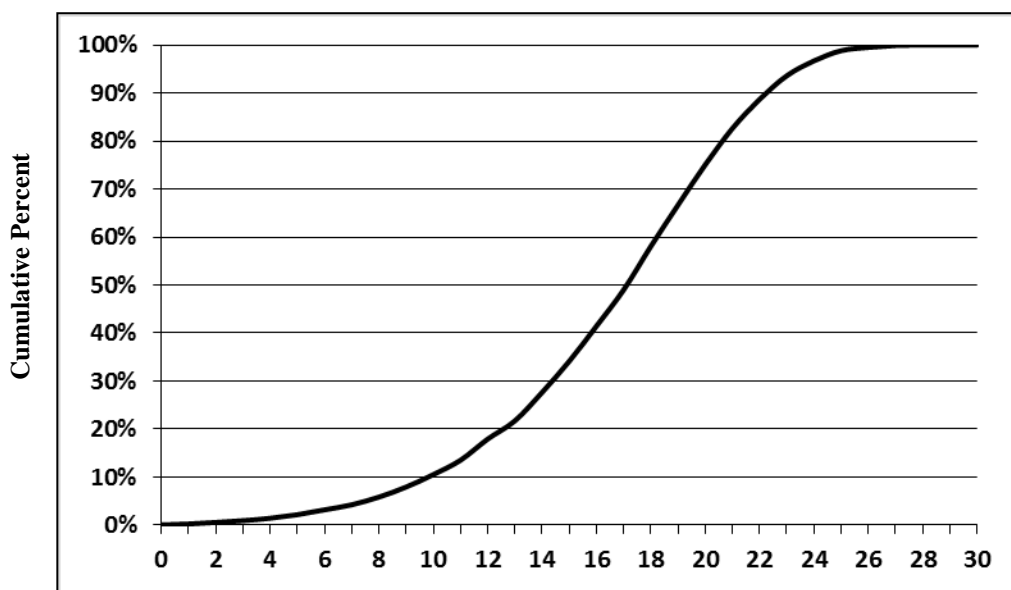


Figure 4: Il-Malti – Il-Kitba

Figures 5 and 6 below can be used to calculate the percentage of candidates who obtained a particular score in the English speaking (Figure 5) and listening (Figure 6) components. For example, a student who obtained 17 out of 20 marks in the English speaking component falls within the top 40% of the student population (Figure 5). A student who obtained 19 out of 20 marks in the English listening component falls approximately within the top 10% of the same population (Figure 6).

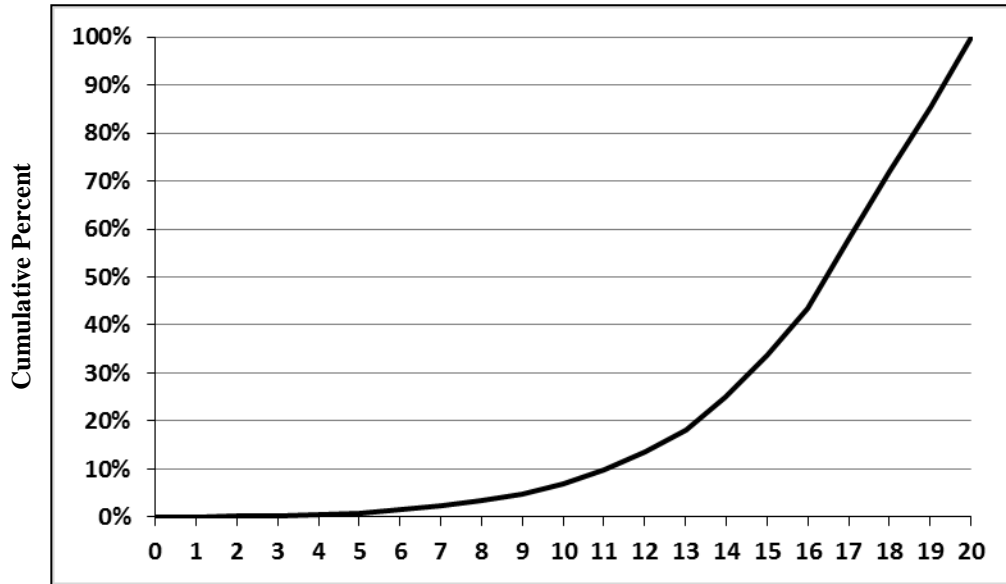


Figure 5: English – Speaking

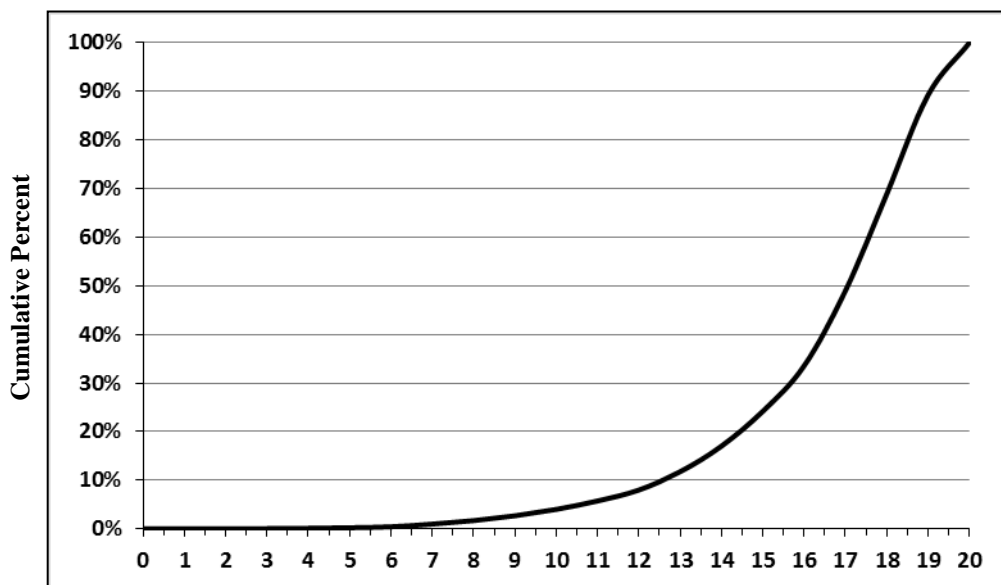


Figure 6: English – Listening

Figures 7 and 8 below show the percentage of candidates who obtained a particular score in the English reading comprehension (Figure 7) and writing (Figure 8) components. For example, a student who obtained 24 out of 30 marks in the English reading comprehension component falls approximately within the top 30% of the student population, whereas a student who obtained 23 out of 30 marks in the writing component falls approximately within the top 10% of the same population.

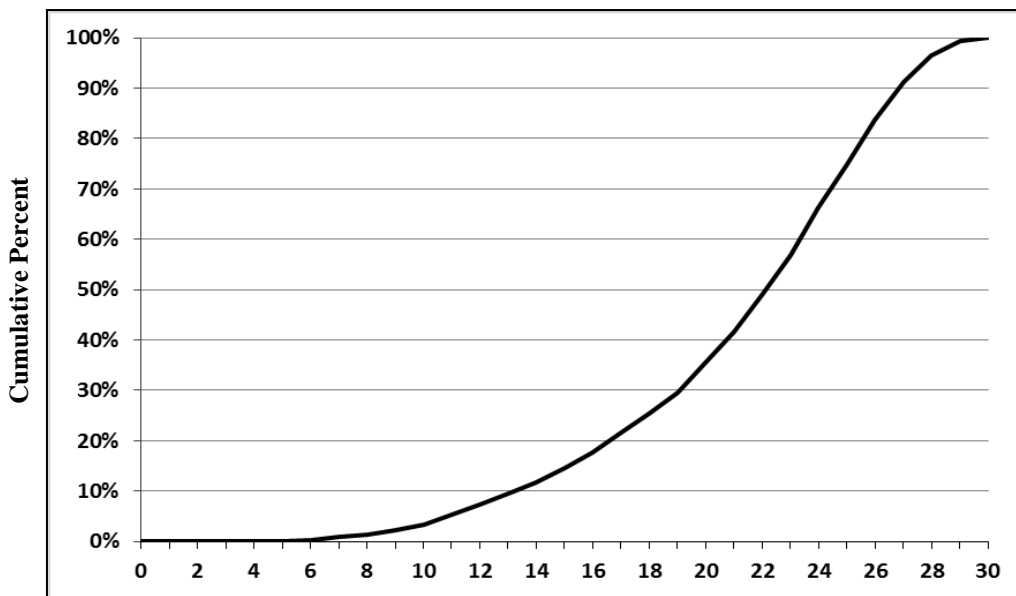


Figure 7: English – Reading Comprehension

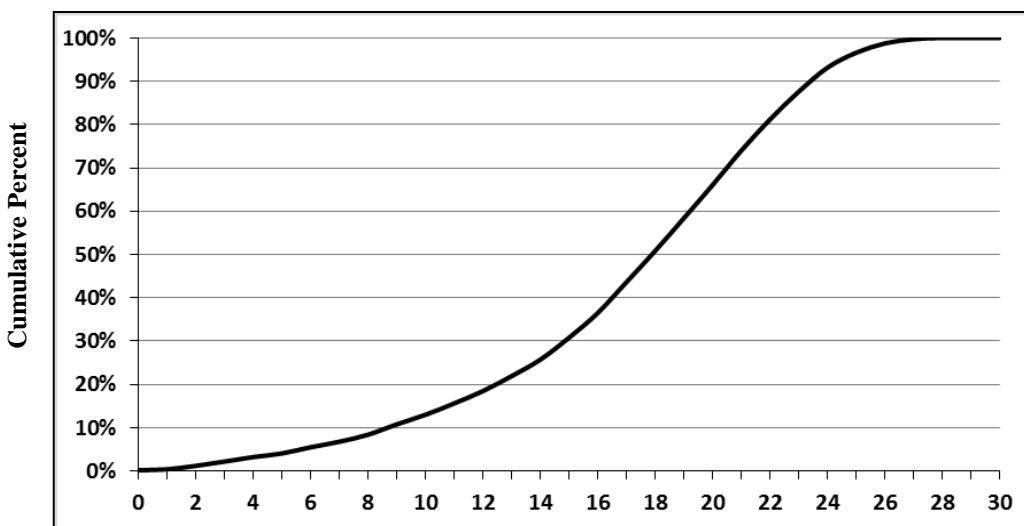


Figure 8: English – Writing

Figures 9 and 10 below show the percentage of candidates who obtained a particular score in the Mathematics mental (Figure 9) and written (Figure 10) components. For example, a student who obtained 6 out of 20 marks in the Mathematics mental component falls within the bottom 10% of the student population, whereas a student who obtained 67 out of 80 marks in the written component falls approximately within the top 20% of the same population.

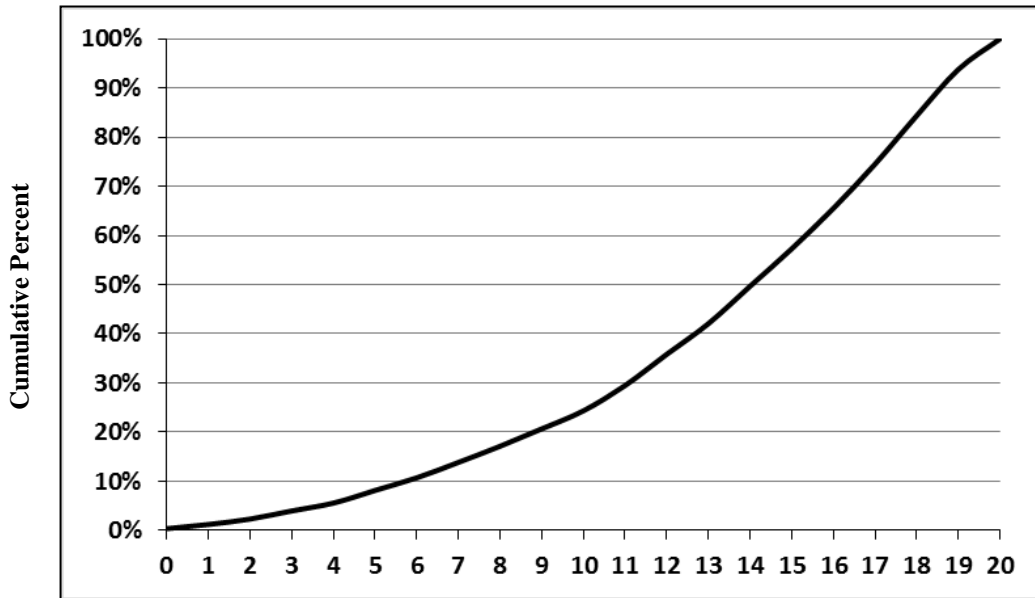


Figure 9: Mathematics – Mental

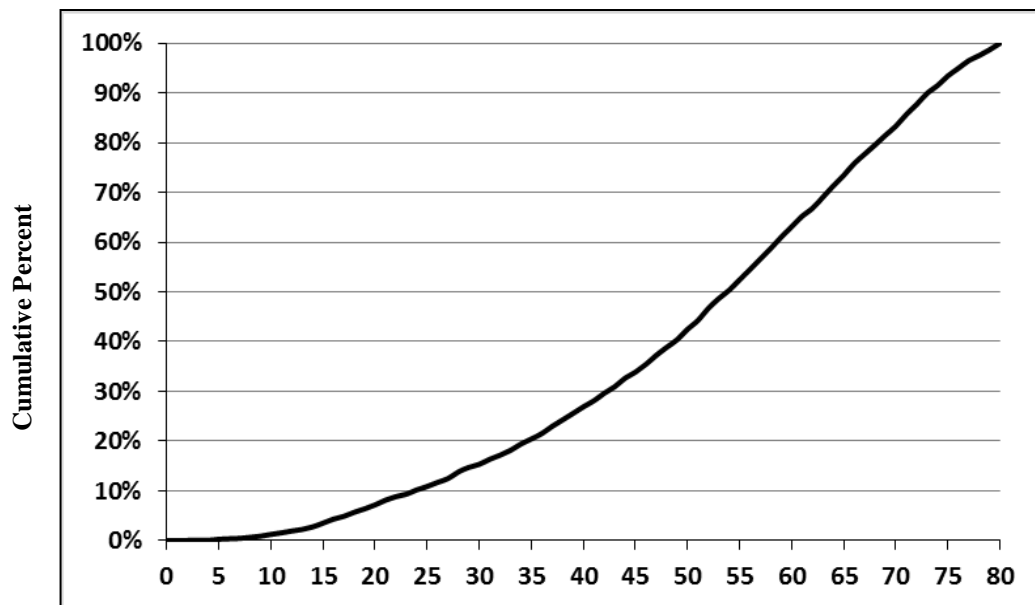


Figure 10: Mathematics – Written

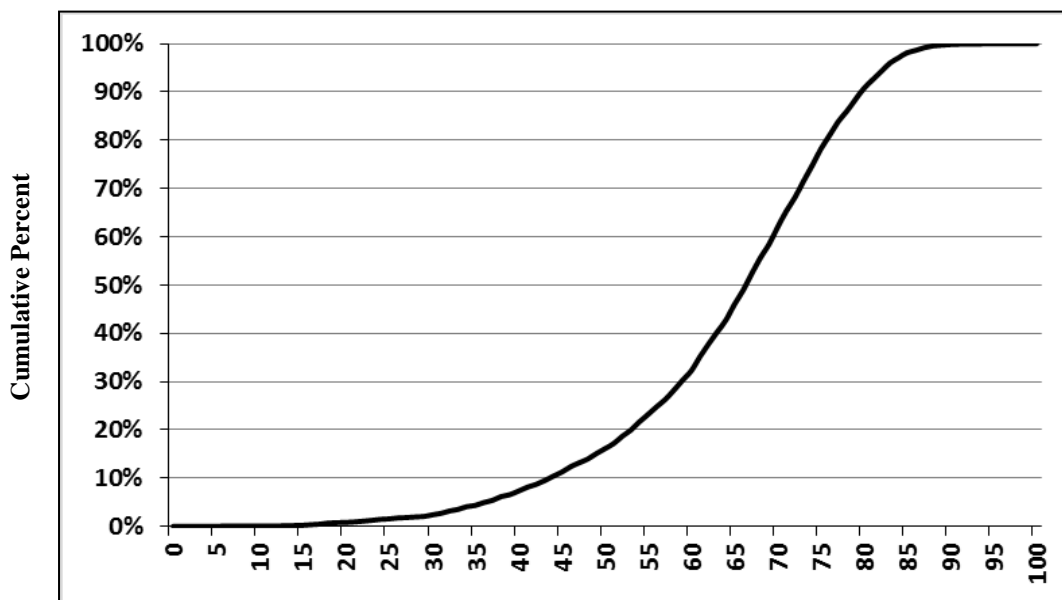


Figure 11: Il-Malti – Total

Figure 11 above shows that approximately 40% of the student cohort obtained 64 marks or more whilst 10% of the cohort obtained 43 marks or less in Maltese. Figure 12 below shows that approximately 10% of the students scored 86 marks or more in English. In total, about 10% of the student cohort obtained 47 marks or less.

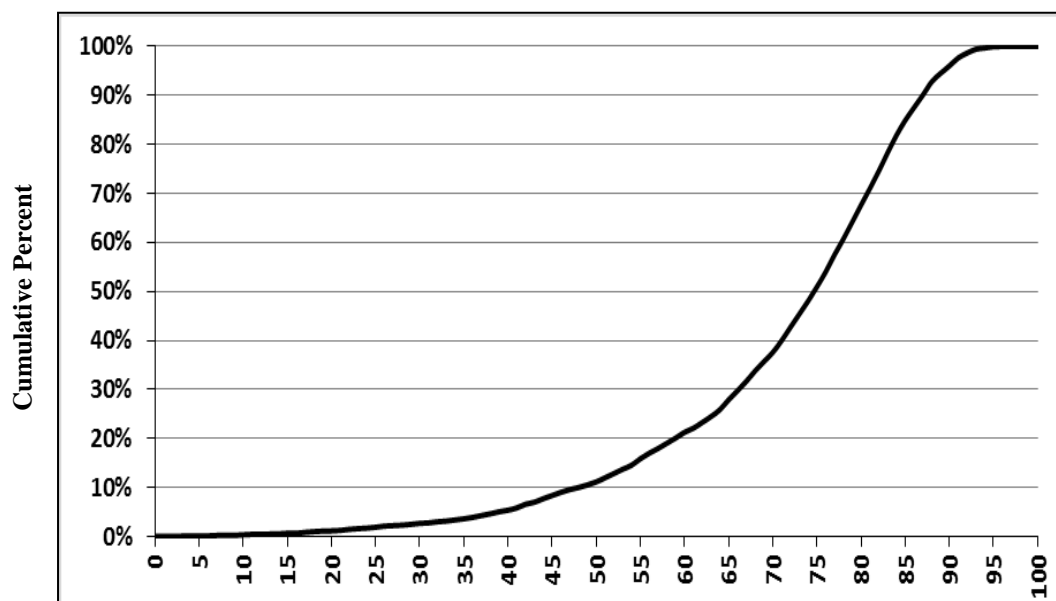


Figure 12: English – Total

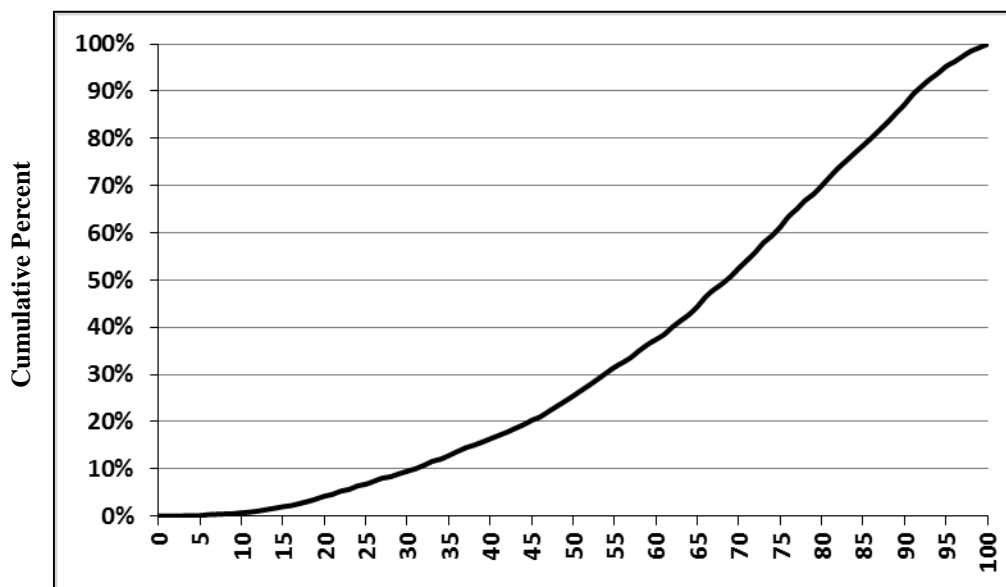


Figure 13: Mathematics – Total

Figure 13 above shows that in Mathematics approximately 10% of the student cohort obtained 30 marks or less whilst approximately 20% of the cohort obtained 86 marks or more.

4. Performance Reports

This section presents the performance reports of the three subjects included in the End of Primary Benchmark 2017. These reports are intended for school and classroom use as they provide valuable feedback that informs the teaching and learning processes during the Primary Years Cycle. For Maltese and English, feedback is given on the four components: speaking, listening, reading comprehension and writing whereas for Mathematics feedback is given on both the mental and written papers.

4.1 Il-Malti

A. Dahla

L-iskop tal-Benċmark huwa l-assessjar tal-iżvilupp edukattiv tal-istudenti fl-aħħar tal-livell primarju. Bis-saħħa tiegħu l-edukatur ikollu:

1. Stampa reali ta' fejn jinsab l-istudent, u
2. Stampa reali ta' fejn tinsab il-komunità edukattiva nazzjonali tagħna.

L-edukatur fil-klassi jista' juża r-riżultati tal-Benċmark biex jirfina t-tagħlim tiegħu.

B. Harsa ġenerali fuq il-Benċmark tal-Malti tal-2017

It-tabella t'hawn taht turi t-taqsimiet kollha tal-Benċmark tal-Malti tal-2017.

It-Taqsimit	Il-Marki	Il-Ħin
It-Taħdit	20%	10 min. (kull par)
Il-Fehim mis-Smigh	20%	30 min.
Il-Fehim mill-Qari	30%	50 min.
Il-Kitba	30%	60 min.
B'kollox	100%	150 min.

It-taqsimiet kollha tal-Benċmark inħadmu minn bord ta' edukaturi li jispeċjalizzaw fl-ilsien Malti.

Il-bord ħadem il-karti fuq dawn il-prinċipji:

- Il-kitbiet kollha li jidhru jkunu oriġinali;
- Ikun hemm gradazzjoni fil-mistoqsijiet;
- Il-mistoqsijiet għandhom ikunu kemm diretti kif ukoll inferenzjali;
- It-testi kollha, fosthom ir-ritratti, ma joffendu lil ħadd.

Ċ. Kummenti u analiżi ta' kull komponent tal-Benċmark

Fit-taqsimi li ġejja se nħarsu lejn kull komponent u taħriġ li kien hemm fil-Benċmark tal-Malti. L-analiżi saret mill-markaturi tal-karti tal-Benċmark u l-Uffiċjali Edukattivi tal-Malti inkarigati mill-istess Benċmark. Is-suggerimenti u r-rakkomandazzjonijiet mogħtija f'dan ir-rapport huma maħsuba għall-għalliema kollha tal-Primarja u mhux għal dawk biss li jgħallmu s-sitt sena.

Ċ1. It-Taħdit

Wara li kien sar eżerċizzju ta' moderazzjoni tal-proċess tal-assessjar tat-taħdit, sar taħriġ obbligatorju mill-ġdid lill-għalliema u lil dawk kollha li jagħmluha ta' interlokutori u assessuri fil-Benċmark. It-taħriġ kopra kemm l-aspett logistiku kif ukoll xi tibdiliet fl-istruttura tal-eżerċizzji.

Dan il-komponent kien fih erba' taqsimiet:

1. **It-Thejjija** (minuta, bla marki): F'din it-taqsimi l-interlokutor kellu jagħmel għadd ta' mistoqsijiet u jtkellem b'mod informali fuq temi li jaf li l-istudenti ta' quddiemu jkunu midhla tagħhom jew għal qalbhom. Dan biex titnaqqas jew titneħħa t-tensjoni li jista' jkollhom fuqhom l-istudenti qabel jibda l-eżami. Għal din it-taqsimi l-istudenti ma jingħatawx marki.
2. **L-Intervista** (3 minuti): It-tieni taqsimi kien fiha eżercizzju fejn l-istudenti ntalbu jaqraw żewġ numri bil-Malti f'kuntest ta' stampa. Wara ngħataw sett ta' mistoqsijiet fuq żewġ temi differenti, waħda għal kull student, u kellhom iweġbuhom fid-dettall.
3. **Stampa Wahda** (3 minuti): It-tielet taqsimi kien fiha stampa waħda u l-istudenti kellhom jtkellmu fuqha u jinterpretawha.
4. **Staqsin Int** (3 minuti): Ir-raba' u l-aħħar taqsimi kien fiha stampa u l-istudenti kellhom jagħmlu għadd ta' mistoqsijiet fuqha lill-interlokutor.

L-interlokutori kellhom jagħmlu l-mistoqsijiet tagħhom skont l-iskript. Kull sessjoni tiegħu madwar 10 minuti. L-assessor kellu għadd ta' kriterji stabbiliti biex fuqhom jagħti l-marka finali.

Ċ2. Il-Fehim mis-Smigh

Il-komponent tas-smigh kien fih żewġ taqsimiet. Kull taqsimi kien fiha silta u żewġ taħriġiet. L-istudenti semgħu s-siltiet irrekordjati.

Kummenti ġenerali

L-ewwel silta tas-smigh

Is-silta kienet magħmula minn servizz tal-aħbarijiet u rapport tat-temp. L-istudenti kellhom jaħdmu żewġ eżercizzji wara li jkunu semgħuha tinqara darbtejn.

Fl-ewwel eżercizzju l-istudenti kellhom jimlew il-vojt bil-kelma t-tajba skont is-silta li jkunu semgħu. F'dan it-taħriġ l-istudenti ma ġewx ippenalizzati għal nuqqasijiet bażiċi tal-ortografija, imma ġew ippenalizzati kull darba li naqsu f'xi waħda minn dawn:

- Kitbu kliem li ma jingħarafx,
- Kienu grammatikalment skorretti,
- Bil-mod kif kitbu l-kliem biddlulu tifsiritu, jew li
- Il-kliem li kitbu ma kienx jagħmel sens fis-sentenza.

Fost l-aktar mistoqsijiet li l-istudenti żbaljaw kien hemm dawn:

Mistoqsija 2: Bosta twegibiet miktuba f'forom differenti għal **dilettant** bħal *direttat*, *diltant*, *dirrtant*. L-istudenti jridu jzommu f'moħħhom li t-twegibiet iridu jkunu kemm jista' jkun b'ortografija tajba għax jekk jingħata għerq differenti t-twegiba ma tingħaddx tajba.

Mistoqsija 4: Xi studenti wiegħbu *esperjenza/storja* li ma setgħetx tiġi aċċettata minhabba li kellhom il-partiċipju *marbutin* fil-plural meta tkomplet is-sentenza. L-istudenti għandhom jiġu mgħallma li jaraw li t-tweġiba tagħhom toqgħod fil-kuntest sħiħ tas-sentenza.

Mistoqsija 6: Din kienet l-aktar mistoqsija li ġabu hażina l-istudenti. Hafna wiegħbu *'għallimna'/'għajjibna'* li ma jagħmlux sens fil-kuntest. Kien hemm hafna żbalji ortografici rigward il-kelma *'iqarribna'* għax l-istudenti ma rnexxilhomx jiktbu l-kelma sewwa ortografikament, uħud lanqas kelma bl-għerq *'q-r-b'*. Dan juri li l-istudenti mhux jifhmu u jaqbd u ċertu għoqod ta' konsonanti (blends konsonantali) fil-Malti bħalma huma l-*qrb* meta jkunu wara xulxin flimkien f'kelma waħda. L-għalliema għandhom iħarrġu wkoll lill-istudenti biex f'taħriġ bħal dan jerrġu jaqraw is-sentenzi mill-ġdid biex jiċċekkjaw li jagħmlu sens.

Fit-tieni eżerċizzju l-istudenti kellhom iqabblu u jgħaqqdu s-sentenzi maqsuma f'żewġ kolonni skont dak li semgħu. Dan kien l-aktar taħriġ li marru tajjeb fih l-istudenti minkejja li kien hemm xi studenti li qabblu żewġ partijiet hażin. L-għalliema għandhom dejjem iħeggu lit-tfal li wara li jkabblu kolonna ma' oħra biex jiffurmaw is-sentenzi, jerrġu jaqraw is-sentenzi biex jaraw li jagħmlu sens.

It-tieni silta tas-smigh

Din is-silta kienet tittratta djalogu bejn żewġt iħbieb li ltaqgħu fil-kampanja u tkellmu fuq il-passatempo tagħhom. L-istudenti kellhom jaħdmu żewġ eżerċizzji wara li jkunu semgħu l-qari tas-silta darbtejn.

L-ewwel eżerċizzju kien jikkonsisti fl-immakar tas-sentenzi jekk l-informazzjoni li kien fihom kintx veru, falz jew ma ssemmietx fis-silta mismugħa. Hafna markaturi kienu tal-fehma li dan kien l-aktar taħriġ li tħawdu fih l-istudenti. Kien hemm inkonsistenza ġenerali fil-mod żbaljat kif wiegħbu. Din is-sena kien hemm bosta li ttikkjaw MA SSEMMIETX bħala l-aktar għażla popolari tagħhom. L-istudenti jridu jħarrġu iktar f'dan it-tip ta' eżerċizzju li jeħtieġ iktar ħsieb lil hinn minn dak li jisimgħu speċjalment billi jifhmu xi espressjonijiet.

Fit-tieni eżerċizzju fuq din is-silta, l-istudenti kellhom jagħzlu t-tweġiba t-tajba minn tliet għażliet mogħtija. B'mod ġenerali, ma kienx hemm problemi ħlief fl-aħħar mistoqsija.

F'mistoqsija 6 hafna tfal immarkaw ittra 'a' bħala r-risposta – *"maż-żmien ix-xogħol jifnina"* – però t-tweġiba kellha tkun *"meta naħdmu nibqgħu b'saħħitna"*. Jidher li l-kelma *'jifnina'* fit-tweġiba (a) fixklet lil hafna studenti. Jidher ċar ukoll li l-maġġoranza l-kbira tal-istudenti ma kinux jafu t-tifsira tal-espressjoni. Dan seħħ għaliex fis-silta, it-tfal semgħu l-kelma *'jifnina'* u moħħhom mar li t-tweġiba ta' din il-mistoqsija hija dik li għandha l-kelma *'jifnina'* fiha, bla ma taw kas u fehmu l-kuntest tal-mistoqsija. Tajjeb li l-għalliema jħarrġu lill-istudenti kif jaslu għat-tifsira ta' espressjoni mill-kuntest tas-silta, kif ukoll kif jesprimu l-istess kuncett bi kliem differenti. Deher ċar li hafna studenti ma kinux jafu xi t-fisser l-espressjoni *'ix-xogħol salmura tal-ġisem.'* L-għalliema jridu jgħinu lill-istudenti jiffukaw aktar fuq espressjonijiet varji bil-Malti u xi jfissru. Dan jista' jsir kemm permezz tal-użu fil-klassi ta' Malti idjomatiku, kemm mill-istess għalliema kif ukoll mill-istudenti, u kif ukoll permezz tal-qari, it-taħriġ il-fehem u l-kitba ta' komponenti.

Ċ3. Il-Fehim mill-Qari

Il-komponent tal-qari kien fih żewġ taqsimiet. L-ewwel taqsima kien fiha s-silta l-qasira tal-qari u t-tieni taqsima kien fiha s-silta t-twila ta' madwar 500 kelma maqsuma f'żewġ partijiet b'mistoqsijiet magħluqin u miftuħin fuqhom. L-istudenti riedu jaħdmu dan il-komponent f'50 minuta.

L-Ewwel Taqsima

Is-silta magħżula għall-istħarriġ kienet ħarsetta minn ktieb (fittizju) ta' avventura għat-tfal. Wara l-istudenti ngħataw żewġ eżerċizzji fejn kellhom (i) jimmarkaw jekk it-tagħrif mogħti fis-sentenzi kienx veru, falz jew ma ssemmiex u (ii) jagħżlu t-tweġiba t-tajba minn tliet għażliet.

Kummenti ġenerali

Fl-ewwel eżerċizzju kienu ftit ħafna l-istudenti li ġabu kollox tajjeb. L-aktar li żbaljaw kienet in-numru 2. Jidher li taħriġ bħal dan, għal xi raġuni, dis-sena ħawwad lill-istudenti aktar mis-soltu. L-istudenti jridu jiġu aktar esposti għal attivitajiet fejn jiddistingwu bejn 'falz' u 'ma ssemmiex'.

Fit-tieni taħriġ ukoll l-istudenti ħawdu ħafna ċerti tweġibiet. Ftit ġabu kollox tajjeb. L-iktar li żbaljaw kienet mistoqsija 10 li flok '*stejjer li qalulhom ix-xjuħ tagħhom*' għażlu '*stejjer li qrawlhom nanniethom*'. Probabbilment għall-istudenti l-kelma 'nanniet' hija aktar familjari mill-frazi 'x-xjuħ tagħhom', u allura mmarkaw il-frazi li fiha l-kelma 'nanniet' li fit-taħriġ kienet qabel il-frazi li fiha 'ix-xjuħ tagħhom' mingħajr ma taw kas id-differenza ta' bejn il-kliem 'qawlhom' u 'qalulhom'.

L-għalliema jridu jishqu iżjed mal-istudenti li għandhom jiddedikaw aktar ħin biex jaqraw u jifhmu sewwa s-silta, jaqraw sew l-għażliet li jingħataw, u jagħrfu jagħmlu differenza bejn għażla u oħra. Wisq nibzghu li l-istudenti jaqdbu u jwieġbu l-mistoqsija mill-ewwel, bla ma jifflu u jirriflettu.

L-istudenti għandhom jiġu mheggin aktar biex jużaw espressjonijiet bil-Malti kemm fit-taħdit kif ukoll fil-kitba. Hekk l-istudenti jiffamiljarizzaw ruħhom aktar ma' dawn l-espressjonijiet u mhux biss jitgħallmu xi jfissru iżda wkoll jitgħallmu jużawhom fil-kuntest propju tagħhom b'mod naturali u mhux sfurzati għall-eżami.

It-Tieni Taqsima

Is-silta t-twila kienet fattwali u tittratta l-istorja ta' Kemmuna rakkunata minnha stess f'narrattiva fl-ewwel persuna. Kien fiha tliet taħriġiet:

- Taħriġ A: tmien mistoqsijiet fuq l-ewwel parti tat-test;
- Taħriġ B: tmien mistoqsijiet fuq it-tieni parti;
- Taħriġ Ċ: żewġ mistoqsijiet fuq it-test kollu.

Kummenti ġenerali

Taqsim A

Mistoqsija 1: Hafna kienu dawk li ġabu din il-mistoqsija tajba. Madankollu xorta kien hemm xi studenti li mmarkaw *'hafna nies'* u oħrajn immarkaw *'annimali biss'*. Xi tfal ma fehmux il-kuntest tal-mistoqsija, u bdew isemmu gruppi ta' nies/personaġġi li m'għandhomx x'jaqsmu. Ta' min jišhaq li l-istudenti jridu jiġu esposti aktar għal vokabularju varjat. Jidher ċar li hafna tfal ma kinux jafu xi tfisser il-kelma *'abitanti'*.

Mistoqsija 2: L-istudenti taw għadd kbir u varjat ta' twegibiet żbaljati: *bdiewa, sajjeda, priġunieri, turisti, Rumani, annimali, hallelin, abitanti, tjur tal-passa, Griegi, fniek slavaġ, Maltin, Ghawdxin, hut, foqra, spiji, friefet il-lejl, nisa, nies ...* L-għalliema għandhom jenfasizzaw li:

- (i) il-mistoqsija trid tinqara u tingħarbel sew;
- (ii) is-silta trid tinqara mill-istudenti iktar minn darba. Iridu jiftakru li l-mistoqsija hija marbuta mas-silta u li fit-titlu jkun hemm miktub ċar: *'skont is-silta li qrajt'*.

Il-mistoqsija kienet titlob b'mod ċar biex jagħtu *min għex fuq Kemmuna fl-imġhoddi barra l-bdiewa u l-ispiji*. L-annimali, skont is-silta, għadhom jgħixu hemm anki illum, mhux fil-passat biss. Xi studenti m'għamlux distinzjoni bejn *'hallelin'* u *'hallelin tal-baħar'*. Importanti li l-istudenti jiġu mgħallma jagħtu risposti preċiżi u b'ċertu dettall u ċarezza meta jirrispondu l-mistoqsijiet.

Mistoqsija 3: Xi studenti rrispondew din il-mistoqsija billi kitbu biss *għaliex ġejja mill-kelma Griega 'kineni'*. Dan ifisser li ma weġbux tajjeb għax ma komplewx jiktbu li din il-kelma tfisser *'qrib'* billi Kemmuna qiegħda qrib Malta u Għawdex. Il-kriterji bażiċi għal twegiba tajba kienu jew il-qrubija / il-*vicinanza* ta' Kemmuna lejn Malta u Għawdex jew il-pjanta tal-kemmuni li kienet tikber kotrana fuq il-gżira. Madankollu kien hemm għadd ġmielu ta' studenti li harġu wieħed minn dawn il-kunċetti.

Mistoqsija 4: Min żbalja hawn kiteb li *għax Kemmuna għandha daħliet kennija fejn jistaħbew / jistkennu*. Kien hemm studenti li ma kinux jafu jew ma fehmux xi jkunu furbani u allura xi twegibiet kienu *għax Kemmuna għandha baħar ċar u anke għerien biex min imur il-baħar isib id-dell*. Għadd ġmielu ta' studenti użaw kelma li ma tfissirx sewwa dak li riedu jgħidu bħal *flok jahbu l-affarijiet li serqu* kitbu *jistaħbew/jinħbew*. Dan jixhed li l-istudenti huma nieqsa minn taħriġ prattiku fil-komunikazzjoni bażika tal-lingwa nattivwa waqt l-interazzjoni tagħhom fil-ħajja ta' kuljum, forsi għax l-iskejjel u l-għalliema mhumiex jagħtu l-importanza meħtieġa lil dan l-aspett ewlieni tal-lingwa.

Il-kriterji bażiċi għal twegiba tajba kienu tnejn: li huma kienu *jgħassu* u / jew *jahbtu* għal xi bastiment bit-tagħbija u li kienu *jahbu* fuqha dak li jkunu serqu. Minkejja li l-mistoqsija kienet titlob l-opinjoni tal-istudenti, din riedet tkun ibbażata fuq dak li hemm fis-silta. Importanti li l-għalliema jfiehmu lill-istudenti dan il-prinċipju. L-istudenti jridu jaraw li jkunu preċiżi, mhux billi jiktbu fil-qosor biss, u li dak li jiktbu jagħmel sens u jiftiehem waqt li jkun ibbażat fuq is-silta u mhux ivvintat minn moħħhom biss.

Mistoqsija 5: Il-maġġoranza tal-istudenti wieġbu tajjeb għalkemm kien hemm dawk li żbaljaw għaliex kitbu ‘i’ flok ‘ie’ u kitbu ‘tmin’ flok ‘tmien’. Kien hemm ukoll numru ta’ verżjonijiet, fosthom: ‘tminn’, ‘tmenin’ kif ukoll ‘tminn mija’. Kien hemm ukoll uħud li kitbu ‘*tmien mija*’ li nġhatat bħala hażina peress li ma tawx kas x’hemm miktub wara, jiġifieri ‘*mitt*’. Fil-klassi trid issir aktar enfasi u prattika biex l-istudenti jaqraw is-sentenza kollha u jaraw li t-tweġiba mogħtija toqgħod sew fil-kuntest kollu tas-sentenza. Dan jista’ jkun riżultat tat-taħriġ li jsir fil-klassi fejn l-istudenti jingħataw għadd ta’ karti tat-taħriġ biex fuqhom jiktbu biss il-kelma fil-vojt (close exercises). Dan waħdu mhux qed ikunu wisq ta’ ġid għall-istudenti minhabba li mhumiex jitharrġu sewwa u biżżejjed fil-kitba u l-binja ta’ sentenza sħiħa imma qed jispiċċaw jagħtu kas biss il-kelma waħda li jkollhom iżidu.

Mistoqsija 6: Għadd imdaqqs ta’ studenti ma tawx kas tal-istruzzjoni miktuba b’tipa skura fejn kellhom jagħtu l-Imperattiv (Kmand) fil-plural. Huma la ntalbu l-Imperfett, la l-Perfett, la n-Negattiv u lanqas l-Imperattiv fis-singular. Dan fisser li xi studenti ma fehmux x’inhu l-Imperattiv/Kmand. Oħrajn fehmux x’inhu Kmand imma ma kitbux il-kliem tajjeb. Meta l-istudenti ġew biex jiktbu ż-żewġ verbi fl-Imperattiv, kitbuhom hażin mil-lat ortografiku (fejn tidhol l-*għ*) jew inkella ħalltu l-Imperattiv mal-Imperfett. Ħafna tfal ħadmu l-kmand billi ħallew l-*għ* qabel il-vokali. Kien hemm min sab il-verb ‘joqogħdu’ iktar diffiċli mill-verb ‘jagħzlu’. Ta’ min isemmi wkoll, iżda, li kien hemm ukoll dawk l-istudenti li użaw tajjeb il-mudelli biex jagħtu t-tweġiba tajba tagħhom.

L-istudenti jridu jkunu mrawma biex ikunu preċiżi li saħansitra ssir it-tikka fuq iż-ż u l-*għ* miktuba bis-sinjal maqtuġh inkella r-risposta tingħadd hażina. L-għalliema għandhom jgħinu lill-istudenti jużaw iktar il-mudelli tal-verbi biex b’hekk ikunu jistgħu jiktbu l-verbi li għandhom ‘*għ*’ tajjeb.

Taqsim B

Mistoqsija 1: Ħafna mill-istudenti wieġbu din il-mistoqsija b’mod korrett iżda mhux b’mod komplut. Ħafna rreferew għal dak li saret Kemmuna issa, filwaqt li ma qalux għal xi kienet tintuża qabel. F’din il-mistoqsija xi studenti ma kinux jafu xi tfisser bidla ambjentali u għalhekk wieġbu b’mod hażin u li ma kellux x’jaqsam mal-mistoqsija. L-għalliema jridu jharrġu t-tfal b’eżerċizzji ta’ dan it-tip ta’ ħsieb. Mhux prattika tajba li t-tfal jingħataw kollox bl-imġharfa u mhux qed jitharrġu kif jaħsbu, jifhmu sew u jirraġunaw it-test tal-qari li jingħataw għax kollox jiġi spjegat lilhom mill-għalliema.

Mistoqsija 2: Il-kriterju bażiku tal-protezzjoni li Kemmuna toffri lill-garni fiit li xejn ħareġ. Kienu diversi li waslu biss biex kitbu li *l-garni huwa mhedded* u waqfu hemm. Ħafna studenti ma tawx risposta kompluta u ma semmewx li Kemmuna qed tipproteġi lill-kolonja tal-garni u għalhekk kienet kburija bihom. L-istudenti ma fittxewx li joħorġu r-rabta bejn it-theddida li dan jista’ jinqered u l-protezzjoni li qed toffri Kemmuna peress li hija santwarju tal-għasafar. Din kienet mistoqsija li riedet il-ħsieb, mhux mistoqsija diretta, u hawnhekk it-tfal tfixklu. Dan juri li t-tfal għandhom bżonn ta’ iktar qari u taħriġ fejn huma jkunu kapaċi jiddiskutu u joħorġu b’opinjonijiet huma stess dwar dak li jkunu qraw.

Mistoqsija 3: Hawnhekk għadd ta’ studenti ma ħarġux l-element ta’ għassa li baqa’ joffri t-Torri ta’ Santa Marija. Kien hemm min kiteb biss l-aspett storiku tiegħu, bħal meta u minn min inbena. L-għalliema għandhom jishqu li l-istudenti jaqraw u jifflu sew il-mistoqsija, b’mod partikolari l-kliem l-iżjed importanti. Hawnhekk il-*keyword* kienet ‘*X’xebh tara...*’. Konsegwentement l-istudenti kellhom imbagħad joħorġu x-xebh li ntalbu jagħtu biex it-tweġiba tagħhom tingħadd tajba.

Mistoqsija 4: Hafna studenti wiġbuha sewwa għalkemm kien hemm min kiteb biss li *Kemmuna hija sabiħa* jew reġġu semmew il-bajjiet minkejja li kienu fil-mistoqsija. Jidher li dawn ma fehmux li l-mistoqsija kienet fuq il-popolarità ta' Kemmuna barra minn Malta, u hasbu li l-mistoqsija kienet għaliex Kemmuna hija famuża mal-Maltin.

Mistoqsija 5: Ftit kienu dawk li taw it-tweġiba t-tajba: *qatgħa*. Il-maġġoranza l-kbira taw: *bejta, grupp, armata, razza, għaqda, merħla, linja, kollezzjoni, familja, folla...* Kien hemm ukoll dawk li kitbu *qatgħa* hażin. Jidher li l-istudenti ma fehmux il-kuntest ta' '*kolonja*' li kien hemm fis-silta.

Mistoqsija 6: Hafna mill-istudenti wieġbu b'mod korrett dawn il-mistoqsijiet. Għalkemm xi wħud minnhom ma kinux jafu l-mamma, xorta waħda waslu biex jagħtu l-għerq it-tajjeb tal-kelma. Kien hemm uħud li l-mamma tawha fl-Imperfett – *jidher* – flok fil-Perfett, biex taw ukoll l-għerq hażin – *jdhr*. Xi studenti żbaljaw hafna mil-lat ortografiku speċjalment fejn tidhol il-mamma (*dher, der, dehr*).

Mistoqsija 7: Għalkemm hija espressjoni li tintuża kemm fit-taħdit kif ukoll fil-qari, ftit studenti ġabu din il-mistoqsija tajba. Kien hemm varjetà ta' tweġibiet li juru li l-istudenti ppruvaw jaqtgħu t-tifsira, fosthom: *il-passatemp, id-drawwa, ix-xewqa, il-kap, is-sid, l-ors, l-annimal selvaġġ... tagħhom*. Għadd ta' studenti ma fehmux din l-espressjoni u kien hemm min kiteb saħansitra li fl-imġhoddi fuq Kemmuna kien hemm l-orsijiet. Kien hemm xi wħud li kkupjaw is-sentenza mis-silta li għandha din l-espressjoni jew inkella kitbu biss li l-Kavallieri kien l-għors tagħhom jikkaċċjaw. Fil-klassi jrid isir iktar xogħol fuq il-Malti mitkellem bħall-espressjonijiet li nużaw l-aktar fil-ħajja ta' kuljum. Madanakollu, l-istudenti għandhom jitharrġu kif joħorġu t-tifsira mis-sentenza fis-silta.

Taqsimi Ċ

B'mod ġenerali bosta kienu dawk l-istudenti li kienu xotti fit-tweġibiet tagħhom u taw kelma waħda biss meta kienu mitluba jiktbu idea jew hsieb.

Kummenti fuq il-mistoqsija Ċ1:

Ftit kienu l-istudenti li waslu sabiex hadu ż-żewġ marki. Uħud ma fehmux il-mistoqsija għaliex tkellmu fuq Kemmuna u mhux fuq l-istil ta' kitba. Barra dan, kien hemm min wieġeb b'mod xott eż. *Iva, għax interessanti/sabiħ* u allura ngħata marka waħda biss. Xi studenti spicċaw jagħtu l-istess raġuni fi kliem differenti. L-għalliema għandhom jgħinu lill-istudenti jaħsbu aktar fil-fond u jiktbu b'mod elaborat meta jwieġbu mistoqsijiet bħal dawn. Huma għandhom ukoll jgħinuhom jirrealizzaw li jekk domanda għandha 2 marki minflok waħda, ifisser li r-risposta trid tkun aktar miftuħa u elaborata.

Kummenti fuq il-mistoqsija Ċ2:

Hafna studenti ma kitbux is-sentimenti tagħhom għal Kemmuna, iżda qalu xi jhossu dwarha eż. *li sabiħa u tiġbed hafna nies; li hi popolari u jmorru hafna turisti fuqha*. Għalkemm kien indikat b'mod ċar li riedu jsemmu żewġ affarijiet, uħud taw l-istess idea eż. *li hi popolari u fuqha jmorru hafna turisti/nies*. Kien hemm oħrajn li wieġbu: '*Hija ffortunata*' bla ma fisseru, ngħidu aħna, *għax fuqha hemm għasafar protetti / għax fuqha nħadmu hafna films sbieħ / għax żaruha atturi kbarr*. Mhux it-tfal kollha fehmux li trid taħseb lil hinn mis-silta biex tirrispondi din il-mistoqsija, u kien hemm min semma' l-ġrajjet / perjodi li semmew fis-silta biss.

L-għalliema għandhom jenfasizzaw mal-istudenti biex jaqraw u jifflu sew x'qed jintalab minnhom fil-mistoqsija. Għandhom ifissru wkoll lill-istudenti biex f'mistoqsija bħal din ma jkunux xotti imma jispjegaw b'mod ċar u sħiħ is-sentimenti tagħhom għal Kemmuna.

Kummenti u Rakkomandazzjoni ġenerali

L-istudenti għandhom ikunu iktar imrawma fejn jidhlu stili u ġeneri differenti ta' qari, b'enfasi qawwija fuq siltiet fattwali li donnhom mhumiex wisq popolari mal-istudenti tal-primarja.

B'mod ġenerali spikka ħafna n-nuqqas kbir ta' preżentazzjoni fix-xogħol tal-istudenti fejn tidhol kaligrafija u pulitezza. Jidher li dawn il-ħiliet bażiċi tal-kitba qegħdin jintefgħu fil-ġenb fit-tagħlim tal-primarja. Hija ħasra kbira li bosta studenti jħarbxu mhux jiktbu. Jista' jkun hemm bosta raġunijiet, imma tajjeb li l-għalliema jaraw li regolarment l-istudenti jitharrġu fl-elementi ewlenin tal-kitba fil-klassi. Ta' min jirrevedi ċerti prattici li qed ixejnu din il-ħila fosthom il-bosta karti tat-taħriġ li ma jhallux lill-istudenti jiktbu sentenzi sħaħ u jiżviluppaw il-kitba tagħhom fit-tul. Digà ma jitnaqqasux marki għall-ortografija f'ħafna mit-twegibiet; allura rridu nishqu fuq il-punt li l-istudenti jiktbu ċar u pulit u, meta jieħdu żbalji, dawn jinqatgħu b'mod sew. Jeħtieġ li l-għalliema jibqgħu jishqu wkoll fuq l-importanza tal-puntegġjatura.

Bħas-snin ta' qabel, l-analiżi ta' din it-taqsimat turi li għad għandna wisq studenti li jifixxlu meta jiġu mitluba jagħtu opinjoni u jispjegaw għaliex għandhom dik l-opinjoni. Din is-sena l-karta tal-fehim mill-qari kien fiha għadd ta' mistoqsijiet li jitolbu opinjoni u sħarriġ tat-test (higher order questions). Kienu dawn il-mistoqsijiet li keddew l-aktar lill-istudenti u dan jixhed li fil-klassijiet għadna m'aħniex ninkludu dawn il-mistoqsijiet biżżejjed. Għalhekk huwa importanti li l-istudenti, sa mill-bidu nett tal-edukazzjoni tagħhom, jibdeu jingħataw taħriġ fl-espressjoni tal-kliem miktub b'enfasi fuq mistoqsijiet fejn fihom iridu jużaw it-test u joffru opinjoni dwar diversi temi. Il-kitba għandha tkun kreattiva u mfissra b'mod li tagħmel sens fil-kuntest.

F'kull klassi tal-primarja, l-istudenti għandhom jiġu mhegġa u mharrġa fl-espressjoni, l-elaborazzjoni u t-fassil tal-fehmiet individwali tagħhom (kemm miktuba kif ukoll mitkellma) imsaħħa b'argumenti u evidenzi mit-testi mistħarrġa. L-għalliema jridu jfiehmu lill-istudenti li meta jagħtu tweġiba, din għandha tkun elaborata u li tinftiehem u twieġeb b'mod sħiħ dak li ntalab fil-mistoqsija.

Ċ4. Il-Kitba

Il-komponent tal-kitba kien fih żewġ taqsimiet. Fl-ewwel taqsimat l-istudenti ntalbu jiktbu direzzjonijiet ta' bejn 50 u 60 kelma. Fit-tieni taqsimat ntalbu jfasslu pjan u jiktbu fuq avveniment li attendew f'mhux inqas minn 140 kelma u mhux aktar minn 200 kelma. Il-ħin għal din it-taqsimat kien ta' siegħa.

Kummenti ġenerali

Taħriġ A: Il-kitba ta' direzzjonijiet

L-istudenti ngħataw mappa 3D b'għadd ta' postijiet u ismijiet ta' toroq. Huma ngħataw żewġ sitwazzjonijiet biex jagħzlu waħda u jagħtu d-direzzjonijiet meħtieġa biex il-persuna tasal fejn

xtaqet. L-istudenti ngħataw ukoll għadd ta' għajnuniet li setgħu jużaw f'kitbithom fosthom direzzjonijiet ewlenin bħal *'il fuq* u *'l isfel*, *lemin* u *xellug*.

Fost l-oħrajn kien hemm għadd ta' kandidati li:

1. Lanqas kellhom idea tal-generu. Tant hu hekk li dawn il-kandidati użaw vuċi ta' rakkont minflok xi tip ta' imperattiv.
2. Għalkemm ngħataw l-għajnuna, kien hemm min lanqas ta kashom.
3. Ħawdu l-lemin u x-xellug. Il-kandidati għamlu dan l-iżball mhux biss għax ma għarfux il-lemin mix-xellug, imma għax thawdu wkoll fil-perspettiva, jiġifieri bejn li jimmaginaw lilhom infushom mix-jin fit-triq u li jharsu lejn il-mappa minn barra.
4. Naqsu milli jużaw l-ismijiet tal-postijiet u tat-toroq. Dawk li ma użawhomx taw direzzjonijiet vagi u neqsin minn dettalji neċessarji.
5. Fejn tidhol il-grammatika, ħalltu l-femminil mal-maskil kemm fir-rigward ta' verbi li ma jaqblux mal-ġens jew l-għadd tan-nom kif ukoll qbil tan-nom mal-aġġettiv fejn jidhol ġens u għadd. Uħud mill-istudenti kellhom sintassi żbaljata.
6. Kitbu d-direzzjonijiet f'forma ta' paragrafu milli bil-bullets. Fil-fehma tagħna, ix-xogħol strutturat f'bullets għen lill-kandidati biex jagħtu direzzjonijiet ċari u tal-punt.
7. Minkejja li fil-maġġoranza tagħhom irnexxielhom jaslu fid-direzzjoni mitluba, madankollu kien hemm nuqqas ta' dettall fil-kitba. Kieku d-direzzjonijiet kellhom jagħtuhom lil xi hadd li għandu bżonn jasal fir-realtà, jaf kien isib diffikultà f'ċerti mument. Pereżempju, bosta hallew barra l-ismijiet ta' toroq; imbagħad, xhin jaslu viċin il-post, jagħtu isem ta' triq li tkun fil-vicinanzi.
8. Tilfu l-marki minħabba ortografija ħażina u nuqqas ta' punteġġjatura addattata. Fost l-iżbalji kien hemm: il-particella 'lil' imqassra ħażin, l-ismijiet tat-toroq miktubin b'ittra żgħira, iħawdu 'minn' ma' 'min' u l-verbi tal-għ miktuba ħażin.
9. Daħħlu d-diskors dirett fejn ma kienx meħtieġ.
10. Ma tawx il-verbi fl-imperattiv u allura l-funzjoni tal-istruzzjoni ma bdiex tintuża f'waqtha.
11. Kitbu ħafna inqas mill-ammont ta' kliem li ntalbu jiktbu u oħrajn li l-kitba ġiethom qasira u spiccaw biex taw żewġ modi ta' kif wieħed għandu jasal.
12. Ma użawx il-lessiku partikulari ta' dan il-generu bħal *ikser*, *dur*, *itla'*, *inzel*, *'il fuq*, *'l isfel*.

Tahriġ B: Il-kitba fuq avveniment

Il-pjan

Ħafna studenti huma ppreparati tajjeb biex jagħmlu pian. Kien hemm diversi tipi ta' pianijiet u li jagħmlu sens u li setgħu jgħinu lill-istudenti fil-kitba tagħhom. Kien hemm xi studenti li ffittaw wisq fil-pjan u għamluh elaborat wisq, bil-konsegwenza li setgħu tilfu l-hin mill-kitba propja tal-komponent. Madankollu xorta waħda kien hemm għadd ta' studenti li kkupjaw kelma b'kelma l-għajnuniet li ngħataw lhom fil-karta. Kien hemm għadd żgħir ta' studenti li l-pjan m'għamlux u ma nizzlu xejn. Oħrajn sempliċiment kitbu ftit kelmiet li ġewhom f'moħħom mingħajr ma tawhom struttura. Xi studenti kitbu għadd ta' mistoqsijiet jew kliem u tefgħuhom bl-addoċċ fil-post tal-pjan bla ma organizzawhom b'xi mod. Dan ma jistax jitqies bħala pian tajjeb li jgħin fit-tiswir tal-kitba. Kien hemm studenti li kellhom pian tajjeb u qassmuh b'introduzzjoni, żvilupp u konkluzjoni. Minkejja li fil-karta jingħataw għajnuniet, madankollu dawk ma jistgħux jitqiesu bħala pian.

Għaldaqstant l-għalliema għandhom jiżqu aktar mal-istudenti li jibnu l-pjan tagħhom skont it-titlu li jkunu għażlu, biex dan jgħinhom fit-tqassim tal-kitba propja.

Kummenti ġenerali fuq il-kitbiet

- F'dan it-taħriġ deher ċar li numru ta' tfal ma jafux iqassmu l-paragrafi u lanqas jafu jagħmlu użu tajjeb mill-punteġġjatura. Saħansitra kien hemm min kiteb kolloxx f'paragrafu wiehed.
- Kien hemm kandidati li ma kinux jafu jikkellmu wisq dwar l-avvenimenti u baqgħu jdurru mal-lewża. Kien hemm minnhom li ma fehmux x'inhom avveniment tal-arti u tal-kultura jew tax-xjenza jew tat-teknoloġija.
- Fil-każ tal-ewwel titlu dwar l-avveniment tal-arti u l-kultura, uħud mill-kandidati li fehmux x'kien mitlub minnhom semmew l-aktar dawn il-punti: bejgħ ta' pitturi, kant, ikel u żfin. Ohrajn applikaw l-esperjenza tagħhom tan-Notte Bianca u fasslu komponiment aktar matur. Madankollu kien hemm studenti li għażlu li jiktbu fuq festival tal-arti u l-kultura u lanqas biss urew li jafu x'inhom kultura. Fejn tidhol arti ħafna kitbu dwar tpingijiet li għamli huma.
- Fil-każ tat-tieni titlu dwar l-avveniment tax-xjenza u t-teknoloġija, kien hemm kandidati li kitbu fuq l-esperjenza tagħhom fl-Esplora u l-esperimenti li għamli. Jidher li ħafna kienu żaru dan il-post u għalhekk kitbu dwar dak li raw u esperjenzaw.
- Kien hemm kandidati li taw aktar importanza lejnhom kif waslu għall-avveniment jew x'għamli wara l-avveniment milli kitbu dettalji fuqu u ddeskrivew x'kien hemm. Il-fokus tal-kitba kellu jkun l-avveniment.
- Fil-konkluzjoni ħafna mill-kandidati ħajru lin-nies biex jattendu u esprimew kemm ħadu gost. Kien hemm ohrajn li semmew b'risq min sar l-avveniment u x'tgħallmu. Dawn tqiesu bħala korretti.
- Kien hemm kandidati li għamli użu minn espressjonijiet b'mod sfurzati. Għe nnutat li xi kandidati bdew idawru l-istorja b'tali mod li jdaħħlu l-idjomi li studjaw u minhabba dan ġieli ddevjaw mis-sugġett.
- Kien hemm min ipprova jagħmel użu mid-diskors dirett iżda naqas milli juża l-punteġġjatura meħtieġa.
- Għadd ta' studenti kellhom kitbiet f'qar fl-ideat u ma jafux jesprimu ruħhom b'Malti tajjeb.
- Ħafna studenti wrew li għandhom firxa limitata ta' vokabolarju hekk li jispiċċaw dejjem jirrepetu l-istess ħaġa.
- Ħafna kienu dawki li ma żammewx man-numru ta' kliem mitlub minnhom. Numru sostanzjali ta' kitbiet kienu qosra ħafna.
- Ħafna mill-kandidati tilfu bosta marki fl-ortografija speċjalment fejn jidhlu: il-verbi bl-'għ', il-particelli 'lil', 'bħal' u 'għal' mal-artiklu u l-pronomi meħmużin. Kien hemm ukoll numru ta' studenti li urew biċ-ċar li ma jafux sew ir-regoli tal-grammatika u lanqas jafu jibnu sentenza sew.
- Ohrajn spicċaw ħarġu barra mis-sugġett u l-kitba tagħhom spicċat rakkont dwar ħarġa li marru mal-familja tagħhom.

4.2 English

A: General comments about the Benchmark papers

The English assessment forming part of the End of Primary Benchmark 2017 consisted of four assessments, one for each language component. The Listening and Reading Components assessed the candidates' comprehension skills, and the Speaking and Writing Components assessed their linguistic competence and performance.

The Specification Grid focused on the four language modes that are reflected in the objectives and standards set by the Primary English Syllabus (2006). The weightings of marks were distributed as follows: the Speaking and Listening Components were each allotted 20% of the global mark while the Reading and Writing Components each carried 30% of the marks.

The Benchmark Assessment Board for English selected age-appropriate texts and situations, adjusting the difficulty levels of the constructed assessment tasks in all the components so as to present candidates with well-graded items. In the planning and design phase, the board selected genres from the list specified in the End of Primary Benchmark Guidelines 2017. Furthermore, the listening and reading texts were modified and aligned with the competence level of Year Six students. Great care was taken to ensure that the texts were free of promotional material as well as gender and racial bias.

The listening texts and tasks were professionally recorded and this impacted positively on the quality of the soundtracks. The reading texts and questions were recorded for access arrangement purposes.

B: Comments regarding the candidates' performance

This section defines the items set, focusing on the candidates' performance and the different levels of attainment in the four Benchmark papers.

B1: The Speaking Component

20% of the global mark. Time allotted: 10 minutes

The eight oral tests included four tasks: the Warmer, Interview, Inverted Interview and Compare and Contrast. The candidates' oral competences were assessed using a rating scale with the following assessment criteria: range of vocabulary (0 – 5 marks), range of grammatical structures (0 – 5 marks), fluency and interaction (0 – 4 marks), task achievement (0 – 2 marks), pronunciation, intonation, and stress (0 – 2 marks); and, task specific criteria (2 marks), pegged to Tasks 3 and 4 and indicating the oral sub-skills necessary for a candidate to achieve each mark.

The oral tests were administered in primary schools and candidates were generally assessed in twos. The following is a brief outline of each task.

Task 1: The Warmer

Time allotted: 1 minute

The Warmer allowed the interlocutor flexibility to create conditions for the candidates to feel at ease from the onset so as to produce spoken language to the best of their ability. This task was not assessed. The interlocutor could ask simple questions in a natural way about topics the candidates could relate to and use prompts if they hesitated.

Task 2: The Interview

Time allotted: 3 minutes

The Interview assessed the candidates' ability to interact and respond to questions and prompts by recounting, describing and giving opinions. Two topics, one per candidate, were set for each test. The topics were selected from the range of topics stipulated in the Benchmark Guidelines 2017: the weather, free time and entertainment, shopping, places, house and home environment, school activities, school life, school outings, helping at home, people who help us, sports, food and drink, health and body care, you and others, pets and animals, and the environment.

Task 3: Single Picture

Time allotted: 3 minutes

Candidates were presented with a picture depicting people in a particular situation. Students were then expected to ask questions to gain more information about the people and the situation. The task-specific mark was awarded to candidates who formed a range of questions accurately and succeeded in eliciting a wide range of responses by asking 'Wh' questions.

Task 4: Compare and Contrast

Time allotted: 3 minutes

Candidates were shown two pictures which they had to compare and contrast. The task-specific mark was given to candidates who demonstrated that they could use a range of appropriate qualifiers to describe points of comparison and contrast, and identify and describe vividly similarities and differences of set illustrations by observing details and making connections with prior knowledge.

Most of the candidates did generally well in the Speaking Component. Candidates who performed well used a range of vocabulary to express meaning appropriate to the context, applied a range of grammatical structures and constructed complex sentence structures linked with a range of connectors. They spoke clearly, fluently and relevantly while demonstrating an ability to extend their interaction. Conversely, repetition, rephrasing and prompting had to be used to encourage candidates who encountered difficulties to communicate their ideas.

B2: The Listening Comprehension Component

20% of the global mark. Time allotted: 30 minutes

Markers deemed the input of the listening assessment apposite. The recorded text was age appropriate, the rubrics of the tasks were clear and the set text-based items were highly suitable. Candidates who had mastered their listening comprehension skills performed significantly well in this component.

The following comments describe the set texts, provide an overall view of the listening tasks and emphasise the candidates' strengths and weaknesses.

Listening Task 1

Candidates had to listen to and understand two radio programmes, each communicating information to the listeners, one focusing on 'Skin' and the other on 'Why we get hiccups'.

Questions 1 to 8

Candidates had to underline the key option from three given options in a multiple-choice task. The task was valid and fairly graded with two questions set at a low level of difficulty, four at a medium level of difficulty and two at a high level of difficulty. The task assessed the candidates' ability to understand spoken language, listen for specific information, understand key words, follow instructions accurately, follow main ideas, deduce meaning from context, recognise cohesive devices and infer from context.

The majority of candidates demonstrated a good level of understanding and performed well in this listening task. Some candidates found items 4 and 6 difficult. Candidates who selected the wrong answer “softens” in item 4, failed to interpret “cushions” in “a thin layer of fat that cushions your body in case of an accident” as “protects” from injury. Many candidates did not deduce the meaning of “almost always” from context and selected the wrong adverb “always” / “rarely” in item 6. A few candidates also confused “dermis” with “epidermis” and lost the mark in item 3.

Listening Task 2

Candidates had to listen to an interviewer talk to a swimming champion and complete four exercises.

Exercise 1 – Three items

Candidates had to select the key option in a multiple-choice exercise. Two items were set at a low level of difficulty and one item at a high level of difficulty. The exercise assessed the candidates' ability to understand instructions, listen for specific information and understand key words. Most of the candidates understood the statements and answered these items correctly. Only a few of the candidates failed to connect the influence of the champion's sisters on his decision to take up swimming and answered item 1b incorrectly.

Exercise 2 – Four items

Candidates were presented with nine pictures and they had to tick four food items in the swimming champion's diet. This exercise was set at a low level of difficulty. It assessed the candidates' ability to listen for specific information. The majority of the candidates selected the correct food items. However, a number of candidates answered according to their knowledge of what constitutes a healthy diet rather than adhering to the food items mentioned in the text. A few ignored the instructions and ticked more than four food items.

Exercise 3 – Five items

This exercise was made up of five statements and candidates had to show whether each statement was True, False or No Information Given by ticking the correct box. Three items were set at a medium level of difficulty and two at a high level of difficulty. Overall, candidates performed well in this exercise. Only a few candidates found item 3b challenging, ticking True or False though the text had no information on whether or not the champion trained with a team.

Exercise 4 – Two items

The multiple-choice task required candidates to complete each statement by underlining the correct sentence ending from the given options. The two items were set at a high level of difficulty and assessed the candidates' ability to listen for detail, understand key words and time reference. Most of the candidates underlined the correct answers. Some of the candidates, who did not listen carefully for detail found items 4a and 4b difficult, selected wrong options and lost the marks. These candidates did not distinguish between the reference to the Olympic gold medal in the text

and the mention of medals won in other competitions. Also, they did not comprehend “six days a week, without fail” and ignored the information given in the text about Christmas day.

B3: The Reading Comprehension Component

30% of the global mark. Time allotted: 50 minutes

Markers considered the Reading Comprehension paper well-structured and suitable for the age group. They stated that the candidates could easily relate to the contents of the set texts and noted that the set tasks were varied, valid and fairly graded. Moreover, the allocation of marks reflected the level of difficulty.

The text of the first reading comprehension, ‘How Chocolate is Made’, explained the process involved in the production of chocolate from the cocoa beans that grow inside a pod on the cocoa tree to the wrapping of bars to be sold in the grocery or supermarket. The text of the second reading comprehension, a narrative text with dialogue and descriptions, recounted a travel experience in a foreign land. The layout of the texts included relevant illustrations and information organised in paragraphs and / or sections. The graded questions were presented on pages adjacent to the text to make it easier for the candidates to follow and answer the set items.

The focus of the assessment was on comprehending the set texts. Language inaccuracies in constructed responses were not penalised. However, candidates had to demonstrate they had correctly grasped the meaning of the text in constructed answers. Half the mark were deducted when candidates copied irrelevant information from the text in gap-fill and constructed responses.

A range of comprehension skills were assessed in the Reading Component. Candidates who were able to read the texts and questions with understanding, follow the given instructions and identify the appropriate comprehension strategy to answer the set questions performed well. Other candidates who lacked mastery of reading comprehension skills encountered difficulties in fully comprehending the text and interpreting the questions, and only succeeded in answering correctly some of the items.

The comments that follow specify the set tasks and give an overall view of the reading comprehension questions, highlighting the candidates’ strengths and weaknesses.

Reading Comprehension 1

The candidates had to read the explanation of the process and put a number of pictures in the correct order to reflect the steps of the process explained in the text; find information in the text and underline the correct word or phrase; and, after reading and understanding the text and set items, classify by ticking a number of statements as True, False or No Information Given.

The questions assessed the candidates’ ability to understand written instructions, follow a sequence, and locate specific information.

Questions 1 – The sequencing exercise had four items and was set at a low level of difficulty. The majority of candidates performed well in this task.

Questions 2 a and b – The multiple-choice exercise was set at a low to medium level of difficulty. Most of the candidates fared generally well in this task. Some candidates chose “sweet” instead of “bitter” in item 2b, ignoring the detail in the text about the addition of sugar as an ingredient in the chocolate mixture.

Questions 3 a to f – This True, False, No Information Given exercise was set at a low to medium level of difficulty. Most of the candidates answered the items correctly. Some candidates ignored the text when answering item 3a; they ticked True instead of No Information Given and lost the mark.

Reading Comprehension 2

Section 1

The candidates had to read the narrative-descriptive text and respond to a range of comprehension questions by following the written instructions, giving short answers to literal questions, selecting the correct synonym from given options, completing gap-fill items with information from the text, referring to the text and answering multiple-choice items, establishing through detailed reading of the text, whether a number of statements are True, False or No Information Given, and making connections to different parts of the text to provide relevant reasons.

The questions were graded with items set at a low, medium and high level of difficulty. The questions targeted the candidates' ability to answer literal questions, deduce meaning from context, use their knowledge of vocabulary, locate specific information, and make inferences. Candidates also had to follow written instructions, recognise cohesive devices and make connections.

Many candidates answered questions 2a, 3a, 3b, 4a-b, and 5a-f correctly. Some of the candidates misunderstood the noun phrase “one of the towers”, answered “towers” in item 1 and lost the mark. Some of the candidates misconstrued the meaning of the word “goods” in the phrase “with carts full of goods” and chose “food” instead of “products” as a synonym of “goods” in item 2b. A number of candidates found items 6a and 6b challenging. They repeated the same reason, writing “to make smoke signals” and “to alert the emperor” and missing the reference to “armies arrived to defend China” in the text. A few of the candidates selected the No Information Given option for items 5c and 5f, failing to locate the textual information to verify that these were a True statement and False statement respectively.

Section 2

Candidates had to read and understand the second part of the text to answer the set questions, which were set at a medium to high level of difficulty. Candidates had to deduce meaning from context, locate specific information from the text and understand key words and phrases. They also had to understand referring words, make connections and inferences, respond to evaluative questions and give relevant reasons.

Most of the candidates gave suitable answers to questions 7a, 8, 10 a-f, 11, 12, and 13. In item 7b, some of the candidates misunderstood the meaning of “draws” in “draws millions of visitors to China” and chose “paints” instead of “attracts”. In item 9, candidates who understood the meaning of “compare” in the question, connected it to “looks like” in the text, wrote “a wet jigsaw of squares and terraces” and obtained the mark. Some of the candidates identified the description but left out “jigsaw” in their answer and lost half the mark. Many candidates did not understand that Mr Wells was comparing the Chinese landscape to a jigsaw and lost the half mark. Some attempted to describe the landscape rather than refer to Mr Wells' description. Others compared the Chinese landscape to the Great Canal. Many candidates found items 14a-b challenging. Some of the responses did not tally – candidates gave a reason in 14b that did not substantiate their answer to question 14a. Many candidates either did not infer that the children had enjoyed most of their holiday or overlooked the importance of the word “most” in the question and answered incorrectly.

Questions on the two sections

Candidates had to refer to the whole text to answer questions 15a-b and 16a-b. These questions were set at a medium to high level of difficulty. Candidates had to give two reasons to show the usefulness of the Great Wall in the past, and fill in a table by identifying two main attractions mentioned by one of the characters and select a related important feature for each attraction from the passage.

Candidates, who answered 15a-b correctly, listed the two main functions of the Great Wall of China in the past – its use for transport and as a fortification. The most common answer was “to defend China”, whereas few referred to the use of the Great Wall for transporting goods. Some candidates ignored the reference to the past in the question, gave reasons linked to the present and lost the marks. Others mistakenly wrote the “smoke signals”.

In items 16a-b, most of the candidates named two main attractions. Candidates who obtained full marks interpreted the word “feature” in the given instruction correctly, identified a characteristic of each of the main attractions from the many examples given in the text and wrote relevant answers. A number of candidates encountered difficulties in filling in the given table and organising the relevant information correctly.

B4: The Writing Component

30% of the global mark. Time allotted: 60 minutes

The first writing task, completing a short dialogue of between 50 and 60 words, carried 10 marks while the second writing task, planning and writing a letter between 140 and 200 words long to a cousin on a given topic, carried 20 marks. Two different content areas were set for Task 1 and Task 2 and candidates had to choose and write about one of the two titles offered in each task, as specified in the End of Primary Benchmark Guidelines 2017. According to the markers, the tasks set were appropriate to the targeted level and the topics offered were highly suitable for the age group. The candidates were familiar with the contexts presented and they could focus on demonstrating their ability to use English to write purposefully and for an audience. The level of attainment in the writing tasks was determined by each candidate’s linguistic competence and ability in performing the tasks.

The following comments give an overall view of the writing tasks, highlighting the candidates’ strengths and weaknesses.

Task 1 – Write between 50 and 60 words

The task assessed the candidates’ ability to communicate ideas in a coherent and cohesive way, write fluently and accurately, using interjections, contracted forms, descriptive language and question forms to enhance interaction and convey meaning; and to write relevantly and briefly.

A relatively high number of candidates understood the instructions and were able to meet the set requirements. The first option, completing a dialogue between two students about a lost lunchbox, was a more popular option with the candidates. Nonetheless, candidates who selected the second option, completing a dialogue between a student and a teacher about a Sports Day, did generally well. The situations presented were realistic ones with which they could identify and this helped them to complete the task.

Many candidates wrote coherently. Albeit, few made use of a range of cohesive devices. Some candidates were able to link ideas by using interjections such as ‘Oh’, ‘Well’ and ‘OK’ effectively. Fluency in some of the writings was stilted. However, many managed to complete the dialogue even though not all described the lunchbox. A number of candidates lost marks on spelling mistakes, punctuation mistakes and omissions. Some of the candidates used a variety of vocabulary and question types. Some lacked ideas and produced repetitive utterances.

Markers noted that, in their response to the short writing task, many candidates ignored the specified range of words – 50 to 60 words. Some of these candidates, counted word groups in contracted forms as single words, exceeding the word limit. A few of the candidates wrote very short dialogues.

Task 2 – Write between 140 and 200 words

In the second writing task, the candidates were presented with clear rubrics depicting realistic and suitable situations. The given prompts were helpful with salient points accentuated in bold. They could either write a letter “to your cousin Steve telling him about how you are going to spend the first week of your summer holidays” or “to your cousin Rebecca telling her about a competition in which you will be taking part next month”.

The first option was a very popular choice and very often it was tackled quite well. Most candidates gave a good description of their week, with an organised, day-by-day account. Some of the candidates who chose this title ignored the instructions, planning for and writing about the summer holidays in general or describing a holiday abroad instead of the first week of summer, thereby losing marks for irrelevance. Markers noted that some of the accounts were outstanding, written in fluent and idiomatic English, while other writings were satisfactory but required the effective use of expressions and idioms necessary to rate them at a level above adequate.

Fewer candidates chose the second option, writing about a competition. The topic was within the candidates’ experience which was evident from the quality of scripts of candidates who selected this title. Markers remarked that several candidates gave first-hand experience in different competitions, including sports, gymnastics, robotics and art competitions; these candidates performed exceptionally well, using a rich vocabulary, vividly highlighting a particular event and extending an invitation to their cousin.

The longer writing task assessed the candidates’ ability to plan for writing, including relevant details, organised in a logical way, write structured paragraphs, use linking words to help the reader make connections within and between paragraphs, vary sentence length effectively, produce accurate sentences, proof read and edit where necessary, make precise and interesting word choices to engage the intended audience, use appropriate presentational features for letter writing, and write relevantly and within the specified range of words.

Writings which scored high marks demonstrated the candidates’ ability to use correct letter format, adopting the given names and addresses correctly. Candidates who performed well organised their writing in paragraphs, writing ideas coherently and using a range of cohesive devices. They wrote purposefully, fluently and accurately, using a wide range of vocabulary and a combination of sentence structures. They achieved the task by writing relevantly and adopting the appropriate style.

Candidates who produced very weak writings did not observe the letter format, often leaving out the date, greeting and signature; or, failed to copy the given address correctly, writing the house number

on a separate line, and completely disregarded the given names in the rubric. These candidates wrote disjointed sentences, repeating ideas or writing them in an illogical sequence. Their writing lacked the use of linking words and phrases and had limited vocabulary which did not always convey the intended meaning. Sentence writing was characterised by mistakes in grammar, including misuse of prepositions and incorrect use of tenses.

Markers noticed that overall there were fewer spelling and punctuation errors than in previous years; however, they also noted the following areas of concern: unorganised planning that lacked detail, incoherent and fragmented writing, misuse of tenses, limited vocabulary, haphazard use of memorised proverbs and idiomatic expressions, failure to follow instructions and incorrect letter format.

C: Implications for teaching and learning

Learning experiences offered in primary classrooms can be maximised to further enhance students' receptive and productive skills and help them improve their performance in English language tasks.

Primary teachers can play a significant role in:

- Scaffolding oral tasks by selecting and using visual stimuli, sentence starters and question sets, and emphasising key words in task directions. Building on students' prior knowledge encourages students who are encountering difficulties to participate more actively in oral tasks.
- Giving students more opportunities to listen with a purpose (e.g. for gist, for a sequence, for details) and showing them how to respond relevantly and appropriately to oral, audio or read-aloud texts by listening to and following the meaning of the words in discourse.
- Introducing vocabulary through lexical and grammatical collocations presented in meaningful contexts; using visual support (e.g. drawings, photos) and verbal techniques (e.g. explaining, eliciting) to convey meaning and enhance retention of words for future use.
- Modelling vocabulary learning strategies, such as recognising grammatical and textual clues to help guess and predict meaning, using a dictionary to check meaning or spelling, linking new words to known words, classifying words, using synonyms to avoid repetition, and noticing recently learned words in reading texts.
- Demonstrating how readers use what they know about language and the world to interact with what they are reading and enhance their understanding; involving students in discussions that focus on the writer's selection of information, words and sentence types when constructing the text and engaging them in reconstructing the text (e.g. by filling in missing words, phrases or sentences or by sequencing jumbled parts of a text) and activities that require students to find, classify and mark information in a text or diagram (e.g. underlining parts of the text that have a particular meaning or contain particular information, and matching questions to parts of text).

Creating ample opportunities for students to revise writing. For instance, checking writing for cohesion would entail exploring how meaning is carried forward from one sentence to the next – the use of connectives (e.g. so, since, although) and considering the range of cohesive devices that refer to ideas from one part of a text to another (e.g. referring

pronouns, synonyms or word repetition) and how conjunctions are used to show the relationship between statements.

- Showing students how to write concisely and precisely is important when writing for specific purposes within a limited range of words. Short writing tasks demand only relevant details, using the most effective words as well as shaping content in the style of the genre.
- Guiding students to develop ideas, in their detailed and organised plans, into coherent paragraphs throughout longer pieces of writing; and helping students internalise the patterns of the language they need to use in the writing task.
- Engaging students in discussions about exemplar texts and using questioning and prompting to help them analyse the characteristics that make the text work. By modifying texts through shared writing activities, students gradually learn to write their own versions of the text and discuss with peers the innovations they made.
- Using feedback from students' self-/peer-assessment and teacher's assessment to help students reflect on their writing, augment highlighted strengths, talk about any difficulties they are encountering and make decisions on ways they can further improve their writing.

4.3 Mathematics

A: General comments about the Benchmark papers

In the End of Primary Benchmark 2017 Mathematics paper, mathematical knowledge, skills, conceptual understanding and application were assessed through a Mental Paper and a Written Paper.

A total of 15 minutes were allocated for the Mental Paper. This paper tested mental mathematical strategies, however candidates were not penalised when they resorted to written methods to support their reasoning. The questions of the Mental Paper were professionally recorded. The first question was a practice question, thus carried no marks. The practice question was intended to help students focus on the speaker's voice and familiarise themselves with the test.

The second component was the Written Paper which was allocated 1 hour and 30 minutes. The Written Paper tested the candidates' competences across the four strands outlined in the Revised Primary Mathematics Syllabus (2014), namely: Number and Algebra; Measurement; Shape and Space; and Data Handling. The Revised Primary Mathematics Syllabus views problem solving as the connection between the four strands outlined above. Accordingly, problem solving was given its due importance in the questions set and the Written Paper gave credit to those candidates who were able to reason mathematically. Credit was also given to those candidates who were able to solve non-routine problems (within the parameters of the syllabus), most of which were related to everyday contexts.

Questions in both the Mental and the Written Papers also assessed understanding of mathematical vocabulary which plays an integral role in the understanding and learning of Mathematics. In both papers the candidates had the opportunity to answer questions by applying any strategies, methods or procedures with which they felt most comfortable. Through the use of 'Show your working here' boxes in the Written Paper, candidates were encouraged to show their working to questions which required computation and reasoning which couldn't be solely carried out mentally. Accordingly, a marking scheme which rewarded every attempt toward a solution supported the candidates' efforts.

The marks were distributed as follows:

1. MENTAL PAPER – carrying 20% of the global mark
2. WRITTEN PAPER – carrying 80% of the global mark

The Benchmark Board for Mathematics was composed of representatives from the University of Malta, State and non-State Schools and the Directorate for Learning and Assessment Programmes. The board members used a specification grid when setting the Mathematics Paper in order to ensure both content and face validity. Through the use of a specification grid, the board sought to ensure that the test items, as a whole, are constructed in such a way that provides a representative sampling of a range of syllabus outcomes and that allows demonstration of performance across all levels in the performance scale. The candidates were therefore presented with a graded Mathematics paper with questions that catered for a wide range of abilities. In preparation, each question was mapped against syllabus outcomes, mainly those at Year 6 level. The marks for each strand were actually distributed as follows:

- Number and Algebra (including problem solving) 45% ± 2%
- Measures (including problem solving) 30% ± 2%
- Shape and Space (including problem solving) 20% ± 2%
- Data Handling (including problem solving) 5% ± 2%

In order to make the questions more accessible to candidates the choice of pictures and diagrams in the questions was given due consideration during the planning and designing phase of both papers, as were the vocabulary and the construction of sentences and questions. The questions were drafted, edited, vetted and only finalised after a rigorous process. The examiners preferred the use of simple and unambiguous language in the wording of questions so that candidates could understand clearly what they were expected to do. Questions and parts of questions were sequenced in order of difficulty and allowed the candidates to demonstrate what they know, understand and are able to do. Furthermore examiners were careful to present a selection of questions which were free of any culture or gender bias, stereotyping, tokenism or any promotional material.

Detailed comments about each of the components

B: The Mental Paper

The markers stated that the questions in the Mental Paper were age-appropriate, clear and graded. Drawing on the positive feedback received from various stakeholders last year, small diagrams were once again included next to the answer boxes as in the case of Questions 14, 18 and 20. These diagrams are intended to help the candidates understand the questions better and further give them the opportunity to focus on what is being assessed.

While no major difficulties were noted and the majority of candidates did well in the Mental Paper, common mistakes were noted in questions 3, 8, 11, 17, 19 and 20. As expected, Questions 19 and 20 were the most challenging questions in the Mental Paper. A common incorrect answer in Question 3 was 4 lines of symmetry (confusing the lines of symmetry of a rectangle with those of a square). Question 8 asked for half of fifteen and a common incorrect answer was 7 r 1 or 7·1. Question 11 assessed conversions from litres to millilitres and markers noted that there were many common errors. In Question 17 a substantial number of candidates worked out the exact calculation rather than gave an estimation, and a frequent mistake in Question 19 was multiplying €9 by 4. Question 20 was a rather challenging question which tested number sense and place value.

It was suggested that in future, another instruction should be included in the guidelines for the conduct of the Mathematics Mental Paper. This should state that in the answer box candidates are to write the answers only and nothing more. This is due to the fact that at times there is a lot of scribbling in the answer box, thus making it difficult for the marker to identify the answer.

C. The Written Paper

Question 1: As in past End of Primary Benchmark Mathematics papers, this set of questions, four in all, tested the four basic mathematical operations (addition, subtraction, multiplication and division) and was set at Year 6 level. The majority of candidates obtained full marks in this question. However, as in previous years, some candidates encountered difficulty in using a written method for $HTU \div TU$ successfully (reference to Question 1d).

Question 2: This question presented the candidates with four incomplete sequences. Most of the candidates did manage to understand the pattern and complete the missing numbers in the sequences. It was noted that at times candidates do identify the rule of the sequence but fail to apply it throughout the sequence. In these situations candidates were not awarded marks.

Question 3: Sorting numbers in a Carroll Diagram is an opportunity which is included in the Mathematics Primary Syllabus as from Year 3 level onwards. Feedback from some markers shows that this question might have been confusing for a number of candidates due to lack of instruction. They claim that there should have been further instructions like, ‘All numbers must be used’ or ‘Each cell can contain more than one number’.

Question 4: This puzzle should have been a familiar task for most of the candidates. However, it was noted by markers that mostly candidates either got this question all correct, or all wrong. Wrong answers led to more wrong answers. This gives further evidence that very often candidates do not check their working. In this puzzle, as in many other questions, there were various opportunities for checking.

Question 5: The markers have remarked that this question was very clear and student-friendly. The majority of candidates obtained full marks in this question about triangles. This shows that the majority of candidates can distinguish between different triangles according to their properties. The most common error was noted in Question 5c when candidates gave Triangle C as an answer instead of Triangle B. In fact Triangle C almost looked like a right-angled triangle, but candidates who were precise and careful could easily tell that it wasn’t.

Question 6: Many candidates completed this question successfully. This question rewarded candidates who could have learned how to think systematically. Markers appreciated that many candidates showed working and emphasised that lack of working very often led to a wrong answer in 6c.

Question 7: Despite being well within the syllabus and very clear, this question proved to be one of the hardest questions in this Written Paper for two particular reasons. Some candidates confused the symbols = (is equal to), < (is smaller than) and > (is greater than). Other candidates encountered difficulty in comparing percentages, decimals and fractions. Questions 7b, 7c and 7e were the most challenging for the candidates.

Question 8: Markers spoke favourably of the setting of this question for the map used and for the fact that it assessed different levels of mathematical ability in a simple way. As in the previous year, it was noted that a number of candidates filled in the blanks with prepositions rather than with compass directions in Question 8a. Mistakes in Question 8b(ii) and Question 8c were mainly attributed to lack of relational understanding and higher-order thinking. The substantial number of candidates who obtained a correct answer or made a valid attempt to a solution in Question 8c was very encouraging.

Question 9: It was evident that many of the candidates who did not reply to this question in a correct manner ignored the picture, or did not comprehend the equal concept. In fact, a substantial number of candidates merely divided 750 grams by 5.

Question 10: The markers noted that the candidates performed well in this question. It was further noted that a popular way of solving Question 10b was the trial and improvement method. In Question 10c some candidates opted to work out the cost of 14 pencil cases by repeated addition, and many of those who opted for this method obtained an incorrect answer. Candidates who performed any of the long multiplication methods were usually successful.

Question 11: Markers noted some common difficulties and possibly misconceptions in this question related to perimeter and area. From the workings shown and the answers given by the candidates, it is evident that candidates were able to recall the procedure (formula) of calculating the perimeter and area of a rectangle or square. However, a substantial number of candidates encountered difficulty in working out the perimeter and/or area of a simple compound shape. Working out the perimeter of the compound shape proved to be more challenging for the students other than working out the total area. When working out the area of the square of side 6 cm (which was part of the compound shape), a number of candidates multiplied 6 cm by 4 cm, thus calculating the perimeter instead of the area.

Question 12: This question was a good and well graded one according to the majority of markers. Many candidates obtained full marks in Question 12a. Yet, it was noted that some candidates worked out the total mark instead of working out the mean mark. This shows lack of conceptual understanding. Question 12b was more challenging and it was one of the hardest questions in this paper. It was evident that some candidates did not correctly read the instructions given and that others may have misunderstood important terms like ‘decreases’. Surprisingly, trial and improvement was a common approach adopted in solving this question. A considerable number of candidates managed to obtain a correct solution.

Question 13: This was a non-routine question testing time and fractions. The candidates’ performance in the first part of this question was rather good. The markers commented positively on the diagram which, they said, supported the candidates’ understanding. However, they recommended more room for working especially where marks were allocated for the process. The most common error was in Question 13b. Many candidates converted 1 $\frac{1}{4}$ hours to 1 hour and 25 minutes, instead of 1 hour and 15 minutes, leading to an answer of 10:40 rather than 10:30.

Question 14: The candidates’ performance in this question was also very positive. Drawing from the candidates’ replies, the most challenging part of the question was part c (ii). This gives further evidence that conversions are hard for many students at Year 6 level, and harder still if the conversion is from fraction to a percentage. In fact a common answer to Question 14c (ii) was 6% (given as equal to $\frac{6}{40}$).

Question 15: The first part of this question, which was also connected to a real-life context, was rather straightforward. Many candidates obtained a correct answer in Question 15a (i) and in Question 15a (ii). The most common difficulty was noted in Question 15b where, a substantial number of candidates, despite multiplying 500 ml by 300 children, made a mistake when converting from millilitres to litres at the end. For many, conversions are merely adding or subtracting a zero/zeros at the end without much attention on place value.

Question 16: A substantial number of candidates managed to correctly work out both parts in this question, but many of them showed no working. Some opted for a trial and improvement approach and others compared to expenses of the children to identify the cost of one item. The markers commented that many candidates were not organised in their working or did not show any working at all.

Overall comments: The markers noted that this Written Paper was fairly graded, and thus gave the opportunity to the candidates to show what they had learnt. The design of the paper, the flow of the questions and the marking scheme were appreciated by the majority of the markers. Markers have also commended the fact that a substantial number of questions posed were connected to real-life contexts. Most of the markers have noted that working, at times, lacks structure as to how and where it is presented. Other times working to questions which couldn't be done solely in the head, was missing. To date, according to the guidelines on the Marking Scheme, 'a correct answer scores full marks, even if no working is shown'. The markers recommend a change in this guideline at least in particular questions which require working which goes beyond mental computations.

C: Implications for Teaching and Learning

Drawing on the candidates' performance in the Mathematics End of Primary Benchmark 2017, it is recommended that the reflections below are taken into consideration.

Reading and understanding word problems is a highly important task in mathematics. While it is recommended that students know the meaning of key mathematical terms and other words which frequently appear in mathematics questions, they must be cautious. The setup of a question or problem makes a crucial difference. Thus, it is not recommended that students rely solely on knowing that certain keywords signal specific operations. This can lead them away from trying to understand the problems. Students may end up looking only for those words and whatever numbers are in the problem, even if they are not relevant to the answer. This will not help them to be mathematically proficient later on. Students are to be encouraged to read a problem several times and given the opportunity to discuss what problems mean in class. **There is a difference in knowing the meaning of keywords and in using keywords in an operation.**

The ability to speak the language of mathematics is essential to understanding. Students are to be encouraged to “speak mathematically” to ensure clear communication of intent. Use of journal entries and graphic organisers are also effective strategies to help students assimilate mathematics vocabulary and concepts (e.g. mean, increase/decrease, side/edge). Furthermore, teachers are also encouraged to point out the misconceptions.

When any calculation is involved students are to be encouraged to show their work in an organised way. Learning how to show working should be viewed as a process rather than as a procedure to be learned. There are various benefits in showing working. First and foremost, it is important that students are able to communicate mathematically and this process helps students learn how to organise their thoughts. Taking notes to show their mathematical thinking and selecting the most relevant information in a question is an important step in the process. Showing working makes it also easy for students themselves to check their work. Finally, the marking scheme of a mathematics exam usually allows marks for working. In fact, in an exam, markers will be able to award marks for every correct step even when the final answer is incorrect.

Checking answers is an important skill in improving proficiency in mathematics. Students should be able to test the accuracy of their answers using various checks. Primarily students should be encouraged to ask themselves if their answer makes sense and to make an estimate (example by rounding). Other common ways to check an answer are by applying the opposite function and by solving the problem again using another method which may include drawing pictures.

Meaningful use of symbols is fundamental to development of algebraic thinking. Teachers are encouraged to unpack the meanings inherent in symbols to enhance mathematical communication in the classrooms. Symbols are not just pictures. For example, the equal sign ($=$) does not signify “the answer is”. The equal sign is a principal method of representing relationships in our number system. The use of concrete tools such as an equation balance will help students understand the equal sign ($=$) better. Another good way to help students with the equal sign ($=$) is to use true/false and open sentences. We can further ask students to write their true sentences. Other symbols like is less than ($<$) or is greater than ($>$) are to be approached similarly.

Learning multiplication tables is considered to be an essential part of students’ primary education. Learning multiplication and memorising the times tables are building blocks for other mathematics topics, even at higher level. Understanding of the concept of multiplication and the memorisation of multiplication facts are both important. Exploring patterns in the time tables, pointing out commutativity in multiplication (e.g. $6 \times 7 = 7 \times 6$) and reviewing all facts occasionally will help students memorise facts. Music, games, stories and visual associations can also help with retention.

Decimals, fractions and percentages are different ways of showing the same value. Each of these topics is rather challenging and there are a number of misconceptions involving fractions, decimals and percentages. **It is important that these topics are introduced in meaningful ways, possibly from the concrete to the abstract.** We encounter ideas related to fractions, decimals and percent on a daily basis. Also, as teachers we need to be aware that there are many different interpretations of fractions (such as part of a whole, part of a set of object, number on a number line, an operator). These different interpretations may pose a conceptual difficulty in understanding fractions. Understanding of fractions and of the place value system impinges on decimals and percentages and on the relationship of the three topics.

The concepts of area and perimeter should be presented as separate, yet not isolated concepts. The relation between the two is important. It is to be emphasised that area is a measure of the amount of surface of a flat shape and that perimeter is the edge of a shape. **When working problems related to area and perimeter (and other topics) teachers are encouraged to probe further into correct answers.** For example, if a student is asked to work out the area of a rectangle with sides 6 cm by 3 cm and the answer given by the student is 18 cm^2 , it doesn’t mean that the process is correct. The student might have added all four sides (thus confusing perimeter with area) and the answer would still be the same.

For students to become proficient with measurement, they need to have experiences with a variety of measuring instruments, from commonly used household measures to scientific tools. Such experiences should also be in contexts that are meaningful to students. Furthermore, measurement requires students to be competent in the use of mathematical processes (such as counting and subtracting) and a strong number sense (including place value and decimal numbers). **It is recommended that in order to help students make sense of measurement, they are encouraged to develop personal referents and mind pictures (visualisations) for a variety of measures to support estimation and checking reasonableness of answers.**

The language of time is a pervasive part of our lives and thus of most students’ school experiences. **Thus, it is recommended that learning about time is embedded in daily and weekly routines rather than being taught solely in isolated contexts.** The relative abstraction of the concept of

time and the fact that it cannot be compared directly with any other measurement topic make learning about time harder. For example, one quarter of an hour is not twenty five minutes.

Position, direction and movement are all related to shape and space. Activities connected to real world contexts will help students gain a deeper understanding of these concepts. Position, direction and movement cannot be understood solely through pencil and paper tasks. Opportunities where students control and program instructions using technological tools such as the Beebot and ProBot are encouraged.

While challenging, learning mathematics should not be boring. It may involve a certain amount of pencil and paper drill and rote memorisation, but it should also involve hands-on ‘messy’ tasks.

5. Item Analysis

This section presents the results of the process conducted for the item analysis which process aims to check whether the different question items functioned as intended in the End of Primary Benchmark 2017. This section allows the reader to observe which items were deemed easy, moderate or difficult by the candidates. The data may be used diagnostically as well as formatively by classroom teachers. Eventually, this technical analysis may provide insight on change in trends. However, it is important to acknowledge that items used in the Benchmark cannot be pre-tested and therefore the standard is being calibrated progressively. In order to make sense of this section, it is important to use the resources that are available online on the Directorate for Learning and Assessment Programmes website at www.curriculum.gov.mt.

The Facility Index

The *facility index* for an item is a value that indicates the proportion of students that get the item correct. Since the mean (average) mark should roughly be half of the marks available, a facility level of 0.5 is desirable, particularly if a question carries a good number of marks (e.g. an essay). Lower or higher facility levels are desirable for other items. Facility levels greater than 0.85 or below 0.15 should be avoided.

The facility index for an item is calculated by dividing the mean (average) mark on the item by the maximum mark that can be scored on the item.

$$\text{Facility Index of Item} = \frac{\text{Mean Mark on Item}}{\text{Maximum Mark on Item}}$$

For example, for an item that carries 5 marks, and the average score earned on the item is 3.6, the facility index then works out as $\frac{3.6}{5}$, that is, 0.72 or 72%.

The Discrimination Index

The *discrimination index* for an item is a measure of how the candidates perform on the item as opposed to another measure of performance. In other words, it measures how well the question distinguishes between learners. This is usually found by measuring the correlation (relationship) between the score on the item and the total test score.

Item discrimination can vary from +1 (a perfect relationship between those who score high marks on the item and those who score high marks on the test) to -1 (a perfect *inverse* relationship between those who score high marks on the item and those who score low marks on the test).

Ideally, the discrimination index should always be *positive*. The higher the discrimination index, the better the item is. In general, values below 0.2 are weak whereas values above 0.4 are desirable.

The discrimination index may be computed as follows:

$$d = p(\text{UG}) - p(\text{LG})$$

where $p(\text{UG})$ and $p(\text{LG})$ are the proportions of correct answers by Upper Group (top 27%) and Lower Group (bottom 27%) respectively. The maximum value of d is 1.0 and this occurs when all the candidates in the Upper Group reply correctly and all the candidates in the Lower Group fail on the item.

The following is an item analysis of the question papers used in the End of Primary Benchmark 2017. The analysis consists of the study of a sample of 200 scripts in Maltese, English and Mathematics. The analysis is limited to the objective items only.

The facility and discrimination indices for the Maltese and English listening and reading with understanding components are shown in Tables 10 and 12 below. In each case, the analysis is carried out per question. Since the speaking and the writing components are subjective, item analysis is inappropriate. Table 14 below presents the results of the same analysis carried out for the Mathematics mental and written papers.

Tables 11, 13 and 15 below indicate the accessibility of the different questions per subject to the candidates in 2017 in terms of the level of difficulty. These tables also show the extent to which the questions discriminated among candidates in 2017.

Table 10: Il-Malti – A List of Items and their Facility and Discrimination Indices

Item		Indices	
		Facility (F)	Discrimination (D)
Il-Fehim mis-Smigh			
1A	2	95%	0.38
	3	84%	0.39
	4	91%	0.50
	5	87%	0.46
	6	31%	0.33
1B	2	96%	0.26
	3	95%	0.40
	4	93%	0.53
	5	93%	0.38
	6	95%	0.32
2A	2	63%	-0.01
	3	68%	0.39
	4	39%	0.23
	5	55%	0.08
	6	92%	0.27
2B	2	80%	0.23
	3	88%	0.19
	4	84%	0.44
	5	70%	0.13
	6a	29%	0.15
	6b	19%	-0.08
Fehim mill-Qari			
1A	1	80%	0.33
	2	31%	0.21
	3	62%	0.45
	4	81%	0.35
1B	5	71%	0.39
	6	80%	0.32
	7	53%	0.47
	8	86%	0.42
	9	96%	0.39
	10	37%	0.26
2A	1	66%	0.25
	2a	61%	0.43
	2b	65%	0.45
	3	73%	0.54
	4	22%	0.29
	5	71%	0.34
	6a	39%	0.39
	6b	37%	0.28

Item		Indices	
		Facility (F)	Discrimination (D)
2B	1	47%	0.42
	2	6%	0.09
	3	22%	0.39
	4	64%	0.54
	5	2%	0.13
	6	53%	0.49
	7	26%	0.42
2C	1	64%	0.55
	2	45%	0.48

Table 11: Levels of Difficulty and Discrimination (II-Malti)

	No. of items
F = 40% - 60%; D = 0.4 or more (correct levels of difficulty and discrimination)	4
F = 40% - 60%; D = more than 0.3 but less than 0.4 (correct levels of difficulty and discriminated sufficiently)	0
F = less than 40%; D = 0.3 or more (on the difficult side but discriminated sufficiently)	4
F = more than 60%; D = 0.3 or more (on the easy side but discriminated sufficiently)	23
F = 40% - 60%; D = below 0.3 (F correct but item did not discriminate sufficiently)	1
F = less than 40%; D = below 0.3 (on the difficult side and did not discriminate sufficiently)	9
F = more than 60%; D = below 0.3 (on the easy side and did not discriminate sufficiently)	7
Total	48

The above values show that students found questions rather easy. Yet, these questions differentiated well between different ability students. The results above also reveal that the Maltese paper had a total of 17 questions that did not discriminate sufficiently between different ability students. Since in Malta we do not have the facility to pilot the questions beforehand, this is bound to occur.

Table 12: English – A List of Items and their Facility and Discrimination Indices

Item		Indices			
		Facility (F)	Discrimination (D)		
Listening Comprehension					
Task 1	1	89%	0.38		
	2	99%	0.15		
	3	78%	0.40		
	4	71%	0.21		
	5	85%	0.53		
	6	61%	0.49		
	7	99%	0.33		
	8	91%	0.51		
Task 2	1	a	88%	0.30	
		b	85%	0.48	
		c	96%	0.26	
	2	i	89%	0.21	
		ii	81%	0.26	
		iii	97%	0.22	
		iv	96%	0.35	
	3	a	98%	0.18	
		b	56%	0.20	
		c	95%	0.21	
		d	73%	0.25	
		e	90%	0.56	
	4	a	75%	0.40	
		b	96%	0.39	
	Reading Comprehension				
	Task 1	1	i	95%	0.36
ii			97%	0.35	
iii			97%	0.27	
iv			96%	0.41	
2		a	97%	0.19	
		b	75%	0.45	
3		a	50%	0.33	
		b	80%	0.38	
		c	88%	0.31	
		d	82%	0.26	
		e	84%	0.37	
		f	97%	0.17	
Task 2		1		67%	0.42
		2	a	90%	0.33
	b		52%	0.06	
	3	a	84%	0.54	
		b	84%	0.38	
	4	a	90%	0.56	
		b	83%	0.44	
	5	a	68%	0.33	
		b	71%	0.29	

Item		Facility (F)	Discrimination (D)
5	c	81%	0.32
	d	86%	0.55
	e	81%	0.35
	f	74%	0.45
6	a	92%	0.47
	b	38%	0.38
7	a	76%	0.51
	b	84%	0.48
8		86%	0.51
9		37%	0.36
10	a	81%	0.08
	b	50%	0.19
	c	64%	0.25
	d	43%	0.26
	e	93%	0.32
	f	74%	0.43
11		69%	0.58
12		90%	0.30
13		62%	0.57
14	a	82%	0.54
	b	69%	0.54
15	a	83%	0.55
	b	30%	0.38
16	a	74%	0.58
	b	35%	0.43

Table 13: Levels of Difficulty and Discrimination (English)

	No. of items
F = 40% - 60%; D = 0.4 or more (correct levels of difficulty and discrimination)	0
F = 40% - 60%; D = more than 0.3 but less than 0.4 (correct levels of difficulty and discriminated sufficiently)	1
F = less than 40%; D = 0.3 or more (on the difficult side but discriminated sufficiently)	4
F = more than 60%; D = 0.3 or more (on the easy side but discriminated sufficiently)	42
F = 40% - 60%; D = below 0.3 (F correct but item did not discriminate sufficiently)	4
F = less than 40%; D = below 0.3 (on the difficult side and did not discriminate sufficiently)	0
F = more than 60%; D = below 0.3 (on the easy side and did not discriminate sufficiently)	17
Total	68

The values above show that students found many of the questions relatively easy, with 69% of all questions set in the paper managing to differentiate well between different ability students. The results also indicate that the English paper had four questions that were of a correct difficulty level yet the questions did not discriminate between different ability students. A total of 17 items in the paper were relatively easy and these questions did not discriminate sufficiently between different ability students.

Table 14: Mathematics – A List of Items and their Facility and Discrimination Indices

Item		Indices	
Mental Paper		Facility (F)	Discrimination (D)
1		95%	0.15
2		89%	0.33
3		69%	0.49
4		84%	0.42
5		87%	0.49
6		85%	0.42
7		49%	0.58
8		67%	0.56
9		80%	0.53
10		75%	0.46
11		50%	0.50
12		86%	0.58
13		81%	0.42
14		67%	0.60
15		70%	0.58
16		72%	0.62
17		40%	0.49
18		83%	0.37
19		27%	0.46
20		35%	0.50
Written Paper			
1	a	98%	0.21
	b	98%	0.17
	c	89%	0.58
	d	76%	0.55
2	a	98%	0.14
	b	86%	0.59
	c	74%	0.60
	d	76%	0.60
3	a	55%	0.51
	b	73%	0.46
	c	65%	0.52
	d	52%	0.61
4	a	81%	0.54
	b	65%	0.62
	c	59%	0.67
	d	63%	0.68
5	a i	92%	0.48
	a ii	90%	0.44
	a iii	83%	0.53
	b	78%	0.44
6	a	88%	0.36
	b	74%	0.60
	c	56%	0.35
7	a	87%	0.64
	b	45%	0.55
	c	71%	0.28
	d	80%	0.46
	e	40%	0.54

Item		Indices	
		Facility (F)	Discrimination (D)
8	a	82%	0.50
	b i	64%	0.39
	b ii	82%	0.38
	c	51%	0.25
9	a	20%	0.34
	b i	76%	0.41
	b ii	86%	0.34
10	a	84%	0.55
	b	94%	0.29
	c	52%	0.51
11	a i	46%	0.57
	a ii	54%	0.64
	b	66%	0.57
12	a	71%	0.58
	b i	69%	0.48
	b ii	25%	0.52
13	a i	74%	0.73
	a ii	44%	0.62
	a iii	76%	0.33
	b	56%	0.63
14	a	88%	0.53
	b	91%	0.43
	c i	59%	0.53
	c ii	43%	0.54
15	a i	60%	0.42
	a ii	71%	0.44
	b	50%	0.63
16	a	70%	0.55
	b	36%	0.46

Table 15: Levels of Difficulty and Discrimination (Mathematics)

	No. of Items
F = 40% - 60%; D = 0.4 or more (correct levels of difficulty and discrimination)	17
F = 40% - 60%; D = more than 0.3 but less than 0.4 (correct levels of difficulty and discriminated sufficiently)	1
F = less than 40%; D = 0.3 or more (on the difficult side but discriminated sufficiently)	5
F = more than 60%; D = 0.3 or more (on the easy side but discriminated sufficiently)	48
F = 40% - 60%; D = below 0.3 (F correct but item did not discriminate sufficiently)	1
F = less than 40%; D = below 0.3 (on the difficult side and did not discriminate sufficiently)	0
F = more than 60%; D = below 0.3 (on the easy side and did not discriminate sufficiently)	6
Total	78

The above values show that students found many of the Mathematics questions relatively easy and that these questions did differentiate well between students of different abilities. A total of seven items in the assessment tool did not differentiate between students of different abilities.

6. Conclusion

The End of the Primary Benchmark 2017 Report provides information directly related to the teaching and learning processes in schools. The rationale for the End of Primary Benchmark is to inform the learners as well as their teachers and parents and other stakeholders about performance in the different skills at the end of the Primary education cycle. This transition period is crucial for all children and such information should prove useful at the end of one cycle and the beginning of another. The information presented in this report is in line with the underlying principle of the End of Primary Benchmark and should be used to support our mission that all children in Malta and Gozo benefit from a quality education and develop skills that help them become lifelong learners.

Feedback on the content of this report as well as recommendations for improvement are welcome and will be received by the Educational Assessment Unit within the Directorate for Learning and Assessment Programmes at benchmark@ilearn.edu.mt. Any clarifications may also be addressed to the same unit.

The Educational Assessment Unit personnel, upon invitation by schools, is willing to provide further support and information about the End of Primary Benchmark and other assessment procedures.

APPENDICES

APPENDIX 1

DIRETTORAT GHAL
KWALITA` U STANDARDS FL-EDUKAZZJONI
FLORIANA VLT 2000
MALTA



DIRECTORATE FOR
QUALITY AND STANDARDS IN EDUCATION
FLORIANA VLT 2000
MALTA

Department of Curriculum Management

Tel: 2598 2426 / 2598 2425

Email: gaetano.bugeja@ilearn.edu.mt

LETTER CIRCULAR

Information: X **Date:** 1st November 2016
Action Required: X **Ref:** DCM 212/2016
To: All Heads of Non-State Primary Schools and Sections
From: Clare Wigg – Education Officer, Assessment of Learning
Subject: Expression of Intent to Participate in the June 2017 End of Primary Benchmark

Church and Independent Schools are being invited to enrol students for the June 2017 End of Primary Benchmark.

Schools that enrol and participate in these Benchmark assessments will be obliged to register **all Year 6 students**. Exemptions will only be allowed for exceptional cases after a review is carried out by professionals in the field.

Heads of School are therefore kindly requested to express their intention to participate in the June 2017 Benchmark by filling in the attached form which has to reach the Educational Assessment Unit by **not later than Friday, 18th November 2016**. The completed form is to be returned to Clare Wigg at benchmark@ilearn.edu.mt.

Thank you for your collaboration.

Gaetano Bugeja
Director, Curriculum Management

DQSE/01/01/49

Department of Curriculum Management
--

**Expression of Intent to Participate in the End of Primary Benchmark
June 2017**

Name of School:	
-----------------	--

Expression of intent to participate in the June 2017 End of Primary Benchmark (Please tick where applicable)	
<input type="checkbox"/>	YES
<input type="checkbox"/>	NO

The information below is required only if the school intends to participate.

School Address:	
Telephone/Mobile Number:	
Email Address:	

Number of Year 6 students on school register:	
---	--

Below please write any comments you would like to make:

Kindly return this form by email to Clare Wigg at benchmark@ilearn.edu.mt by not later than Friday, 18th November 2016.

In case of difficulty, please contact the Educational Assessment Unit on 2598 2137 / 2186 / 2735.

APPENDIX 2

DIRETTORAT GHAL
KVALITA` U STANDARDS FL-EDUKAZZJONI
FLORIANA VLT 2000
MALTA



DIRECTORATE FOR
QUALITY AND STANDARDS IN EDUCATION
FLORIANA VLT 2000
MALTA

Department of Curriculum Management

Tel: 2598 2426 / 2598 2425

Email: gaetano.bugeja@ilearn.edu.mt

LETTER CIRCULAR

Information: X

Date: 11th January 2017

Action Required: X

Ref: DCM 012/2017

To: All Heads of Primary Schools (State and Non-State) and Sections

From: Louis Scerri - Assistant Director

Subject: End of Primary Benchmark June 2017:
New Procedure for the Provision of Access Arrangements and Exemptions

As from this school year the Educational Assessment Unit (EAU), in collaboration with the Specific Learning Difficulties Service (SpLD) and the School Psychological Service (SPS), and both the Psychology Service and the Dyslexia Specialist within the Secretariat for Catholic Education, is adopting a new procedure for the provision of Access Arrangements and Exemptions for the End of Primary Benchmark. This change is being implemented so as to ensure that access arrangements and exemptions are acknowledged as an integral part of the learning process.

The new procedures to be followed of:

- Reader for Mathematics and/or Multiplication Tables
- Electronic Reader for Maltese and/or English Reading with Understanding
- Scribe for Maltese and/or English Writing
- Enlarged Print for Visually Impaired Children
- Communicator for Hearing Impaired Children

as well as for Exemptions from any components of Benchmark assessments are available on the e-handbook found at: http://curriculum.gov.mt/en/Benchmark/General-information/Documents/bm_2017_acc_arrang_exemptions_handbook.pdf

All applications and e-templates duly filled in, are to be submitted to the Educational Assessment Unit by Friday 27th January 2017.

For any clarifications, kindly contact:

- Ms Carmen Muscat (Education Officer) on 25982186 for general queries;
- Ms Marina Quattromani on 25982173 for Access Arrangements & Exemptions (Students with Learning Difficulties);
- Mr Nicholas Bezzina on 25982129 for Exemptions (Immigrants).

In all cases, the decision of the Reviewing Board for Requests for Access Arrangements and Exemptions is final.

Gaetano Bugeja
Director, Curriculum Management

The online e-Information Handbook for the
New Procedures for
Access Arrangements and Exemptions
for
the End of Primary Benchmark 2017

Educational Assessment Unit

End of Primary Benchmark 2017

New Procedures
for
Access Arrangements and Exemptions

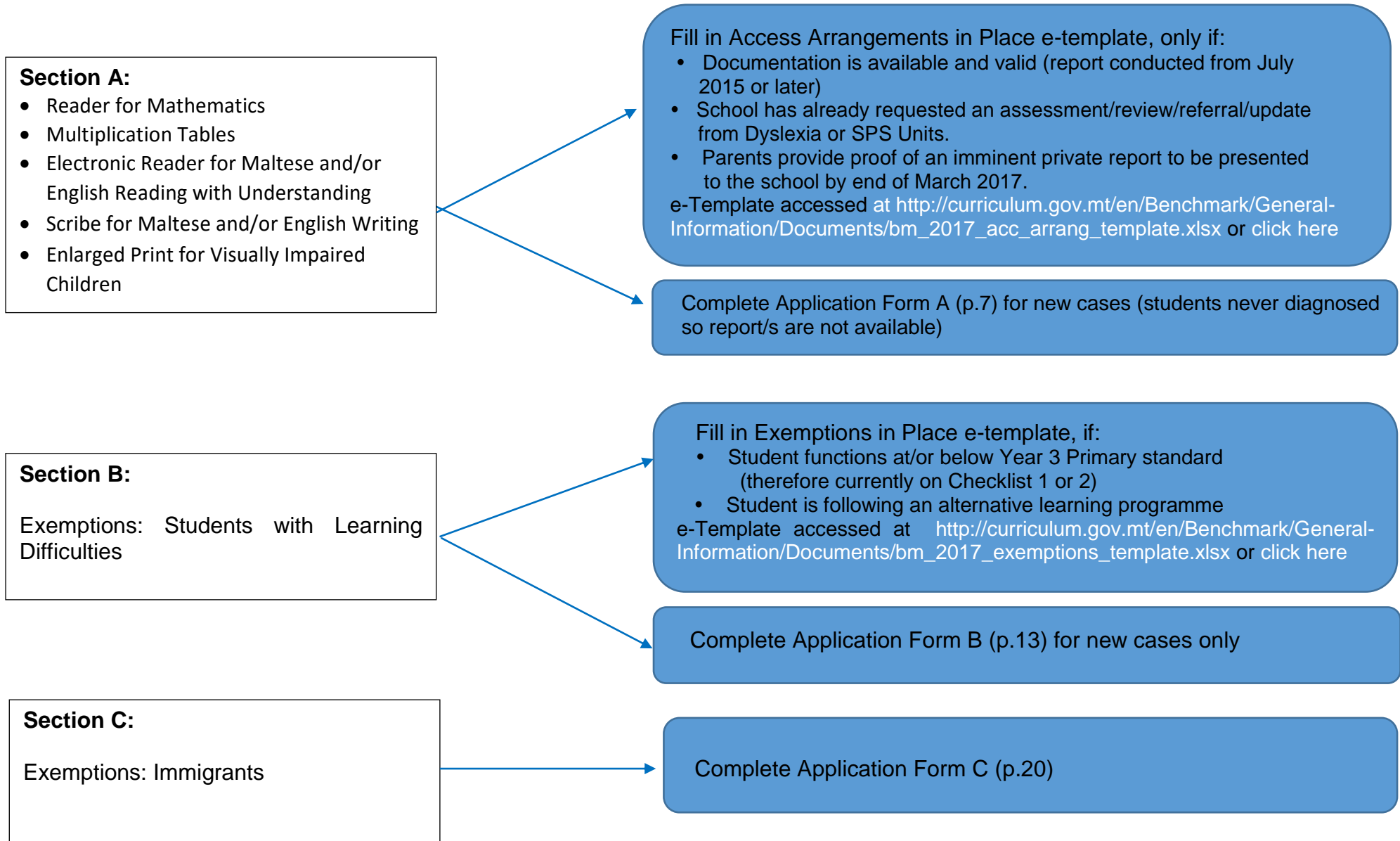
Contents

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Rationale	3
Map of New Procedures to follow when applying for Access Arrangements and Exemptions for the End of Primary Benchmark 2017	4
Section A: Requests for <ul style="list-style-type: none"> • Reader for Mathematics • Multiplication Tables • Electronic Reader for Maltese and/or English Reading with Understanding • Scribe for Maltese and/or English Writing • Enlarged Print for Visually Impaired Children • Communicator for Hearing Impaired Children 	5
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Rationale

As from this school year the Educational Assessment Unit (EAU), in collaboration with the state Specific Learning Difficulties Service (SpLD) and the School Psychological Service (SPS), and the Psychological Service within the Secretariat for Catholic Education and the Dyslexia Specialist within the Secretariat for Catholic Education, is adopting a new procedure for the provision of Access Arrangements and Exemptions for the End of Primary Benchmark. This change is being implemented so as to ensure that access arrangements and exemptions are acknowledged as an integral part of the learning process.

Map of New Procedures to follow when applying for Access Arrangements and Exemptions for the End of Primary Benchmark 2017



Section A: Requests for

- Reader for Mathematics
- Multiplication Tables
- Electronic Reader for Maltese and/or English Reading with Understanding
- Scribe for Maltese and/or English Writing
- Enlarged Print for Visually Impaired Children
- Communicator for Hearing Impaired Children

1. Completing the Access Arrangements in Place e-template.

Heads of School are to complete an **Access Arrangements in Place** e-Template, accessed at http://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2017_acc_arrang_template.xlsx for Year 6 students classified in one of the following five categories:

- a) Students who have already been assessed by SpLD or SPS, or the Psychology Service within the Secretariat for Catholic Education and the Dyslexia Specialist within the Secretariat for Catholic Education or any other professional entity and have a relevant report/s (conducted in July 2015 or later) identifying a learning difficulty and a recommended access arrangement/s specified above is/are regularly provided in the everyday learning process.

The Reader provision is to be given only to those students who scored below the 8-year reading level on a recognised standardised reading test (see table below) carried out in July 2015 or later.

For English Reader:

Scores below 8 in a Single Word Reading Test, example Graded Word Reading Test (GWRT) or British Ability Scales (BAS).

If score is 8 years or above, also refer to score attained on the Neale Analysis of Reading Ability (NARA) Accuracy test or the York Assessment Reading Comprehensions (YARC).

For Maltese Reader:

Scores below 8 in the Bartolo Maltese Word Reading Test (BMWT)

If score is 8 years or above, also refer to score attained on the Naqra and Nifhem (Level 1) test

- b) Students who have been referred to the SpLD or SPS, or the Psychology Service within the Secretariat for Catholic Education and the Dyslexia Specialist within the Secretariat for Catholic Education before 1st January 2017 for an assessment in connection with the above access arrangements even though they have not yet been assessed, or who require an update or a review.
- c) Students with a hearing impairment and who already have regular assistance from a Teacher of the Hearing Impaired or a Learning Support Assistant. These students will be given the services of a Communicator for all components in Maltese, English and Mathematics.

- d) Students who have an ophthalmic report by a professional stating the need for enlarged print and are already given this provision in assessments and in their regular learning process.
- e) Students whose parents have informed the school that they will be having the relevant documentation privately drawn and presented to the school by end of March 2017.

Heads of School are asked to complete the Excel template by providing all the information being requested. Additionally, Heads of School are to inform EAU when assessments, reviews and/or updates are made for these identified students.

Once completed, the template is to be sent by email with subject title: **BM 2017 – Access Arrangements e-Template** to Ms Carmen Muscat at benchmark@ilearn.edu.mt and cc Ms Marina Quattromani at marina.quattromani@ilearn.edu.mt by **Friday 27th January 2017**.

2. Completing Application Form A for new cases only

In the new procedure, applications by Heads of School for the access arrangements for the End of Primary Benchmark are **ONLY** to be submitted for **new cases** who have never been diagnosed with a learning difficulty and so have no report/s drawn up by professionals in the field.

Application Form A, together with guidelines for its completion, a consent form and the relevant declaration, are available on pages 7 to 11.

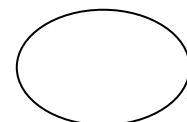
All new requests, duly entered on Application Form A, are to be submitted by **Friday 27th January 2017** and addressed to:

**Ms M. Quattromani, Support Teacher
Educational Assessment Unit
c/o San Ġorġ Preca College
Joseph Abela Scolaro Street
Hamrun**

The new cases as per No. 2 above should not be included in the Access Arrangements in Place e-Template.

Points to be noted:

- Heads of School are to note that the Readers for Mathematics will have to be provided by the school. In the case of the Reading with Understanding (in both Maltese and English), a recorded text on a USB stick will be provided by the EAU but the school needs to provide the personnel to operate the equipment and invigilate the students.
- **Heads of School** are to ensure that **parents are informed** that the students, who have the **Electronic Readers** for the language Reading with Understanding, will have their **result endorsed** as such.



For office use

DQSE/01/01/18

EDUCATIONAL ASSESSMENT UNIT

Form A

Application Form for NEW CASES (never diagnosed) to Request:

- A READER FOR MATHEMATICS
- MULTIPLICATION TABLES
- AN ELECTRONIC READER FOR MALTESE AND/OR ENGLISH READING WITH UNDERSTANDING
- A SCRIBE FOR MALTESE AND/OR ENGLISH WRITING
- AN ENLARGED PRINT FOR VISUALLY IMPAIRED CHILDREN
- A COMMUNICATOR FOR HEARING IMPAIRED CHILDREN

Examination for which application is made: End of Primary Benchmark 2017

Examining Authority	Session	Level
Educational Assessment Unit	June 2017	Year 6

**Please refer to the guidelines before filling in this application form.
(Please fill this application in Blue Ink.)**

Student's Name Student's Surname (Use block letters)

ID Card No.

Date of birth Male Female [Tick ✓ as applicable]

Address

Date of admission into Primary schooling in Malta/Gozo

Name of parent/guardian

Mobile No. Home Tel. No.

College.....

School..... Tel. No.

REQUEST FOR:

[Tick ✓ as applicable]

Reader for Mathematics	
Multiplication Tables	
Electronic Reader for Maltese Reading	
Electronic Reader for English Reading	
Scribe for Maltese Writing	
Scribe for English Writing	
Enlarged Print for Visually Impaired Children	
Communicator for Hearing Impaired Children	

REASON FOR REQUEST:

DECLARATION (to be signed by the Head of School)

I confirm that the information provided on this form is accurate.

AND

I confirm that I have notified the parent/s or guardian/s that the student, having the Electronic Reader/s for the language Reading with Understanding, will have the result endorsed as such.

Name (Head of School)
(in block letters)

Signature Date

School Stamp

For office use only

Remarks _____

STATEMENT OF CONSENT

I hereby give my consent to the Directorate for Quality and Standards in Education (DQSE) to process and record personal and sensitive data herewith attached in order to be able to render me or any member of my family the service I am applying for.

I fully understand that:

- by opting out, my application cannot be processed.
- authorised personnel who are processing this information may have access to this data in order to supply me or any member of my family with the service being applied for.
- edited information that would not identify me or any member of my family may be included in statistical reports.

I know that I am entitled to see the information related to me or any member of my family, should I ask for it in writing.

I am aware that, for the purpose of the Data Protection Act, the Data Controller is:

The Director, Curriculum Management, DQSE, Floriana. (e-mail: dcm@gov.mt)

NAME OF STUDENT: _____ **DATE:** _____

I have read and understood this statement of consent myself.

This statement of consent was read and explained to me.

(Tick ✓ as applicable)

DATA SUBJECT	READER <i>(if applicable)</i>
NAME of Parent /Guardian <i>(in block letters)</i>	NAME of Reader <i>(in block letters)</i>
MOTHER <input type="checkbox"/> FATHER <input type="checkbox"/> GUARDIAN <input type="checkbox"/> <i>(Tick ✓ as applicable)</i>	PROFESSION / GRADE
SIGNATURE	SIGNATURE
ID CARD no.	ID CARD no.

DIKJARAZZJONI TA' KUNSENS

Jiena nagħti l-kunsens tiegħi lid-Direttorat għal Kwalità u Standards fl-Edukazzjoni biex jipproċessa u jzomm taħt il-ħarsien tiegħu l-informazzjoni personali u sensitiva li hawn f'din l-applikazzjoni biex ikun jista' jagħti lili jew lil xi membru tal-familja tiegħi s-servizz li qed nitlob.

Jiena nifhem li:

- jekk ma nagħtix din l-informazzjoni, l-applikazzjoni tiegħi ma tistax tiġi pproċessata.
- sabiex jiena jew xi membru tal-familja tiegħi ningħata/jingħata s-servizz mitlub, persuni awtorizzati jistgħu jkollhom aċċess għal din l-informazzjoni personali u sensitiva.
- ċerti dettalji li bl-ebda mod ma jikxfu l-identità tiegħi jew ta' xi membru tal-familja tiegħi jistgħu jiġu pproċessati għal skopijiet ta' statistika.

Jiena naf li, jekk nagħmel talba bil-miktub, għandi d-dritt li nkun naf x'informazzjoni qiegħed iżomm id-Direttorat għal Kwalità u Standards fl-Edukazzjoni dwari jew dwar xi membru tal-familja tiegħi.

Jiena konxju/a li, għall-fini tal-Att Dwar il-Protezzjoni u l-Privatezza tad-Data, il-kontrollur ta' data personali huwa:

Id-Direttur tat-Tmexxija tal-Kurrikulu
Id-Direttorat għal Kwalità u Standards fl-Edukazzjoni, Floriana.
(L-Indirizz elettroniku: dcm@gov.mt)

ISEM L-ISTUDENT/A: _____ **DATA:** _____

Jiena nikkonferma li din id-dikjarazzjoni qrajtha jiena stess u fhimt kollox.

Din id-dikjarazzjoni nqrat lili u jiena fhimt kollox.

(Immarka ✓ fejn suppost)

MIN QIEGHED JAGHMEL DIN ID-DIKJARAZZJONI	IL-QARREJ/JA (<i>jekk inhu l-każ</i>)
ISEM il-Ġenitur / Kustodju (<i>b'ittri kbar</i>)	ISEM il-Qarrej/ja (<i>b'ittri kbar</i>)
OMM <input type="checkbox"/> MISSIER <input type="checkbox"/> KUSTODJU <input type="checkbox"/> (<i>inmarka ✓ fejn suppost</i>)	PROFESSIONI / GRAD
FIRMA	FIRMA
Numru tal-Karta tal-Identità	Numru tal-Karta tal-Identità

***Guidelines on how to complete
Application Form A for Request***

- a) All the information on this application form should be entered by the school administration ONLY.
- b) When applying for a **SCRIBE**, schools are requested to send photocopies of the applicant's Year 5 Annual examination writing tasks (Half Yearly in case of absenteeism) of Maltese and/or English, depending for which written component the application is being made.
- c) Complete the details of the 'DECLARATION'. In order to be accepted by the Educational Assessment Unit, the application must be endorsed by the Head of School. It is the responsibility of the Head of School to make the request and to supply the information required on the form.
- d) It is important that the STATEMENT OF CONSENT is duly completed in English **or** in Maltese.
- e) **The original form together with another copy** of this application should be sent to the Educational Assessment Unit. **EACH** application form (original and copy).
- f) Schools should keep a copy of this application and documents for their perusal.
- g) In case of difficulty, please contact the Educational Assessment Unit on 25982186/ 25982173

Section B: Exemptions (Students with Learning Difficulties)

1. Completing the Exemptions in Place e-template.

Whilst Heads of School are requested to keep exemptions from the End of Primary Benchmark assessments to a minimum, schools may exempt a student from these assessments or from a particular component **without submitting an application** if:

- The student functions at, or below, Year 3 Primary standard (on Checklist 1 and 2);
- The student is following an alternative learning programme.

For these students, a school-based assessment is recommended.

Heads of School are requested to notify the Educational Assessment Unit about students who will be exempted by completing the **Exemptions in Place e-Template**, accessed at:

http://curriculum.gov.mt/en/Benchmark/General-Information/Documents/bm_2017_exemptions_template.xlsx

and email it, with subject title: **BM 2017 – Exemption (Learning Difficulties) e-Template**, to Ms Carmen Muscat at benchmark@ilearn.edu.mt and cc Ms Marina Quattromani at marina.quattromani@ilearn.edu.mt by **Friday 27th January 2017**.

Heads of School are requested to identify on the template the reason for which the student is being exempted. Parents' consent for exemptions should be sought by the school and the impact this may have on the child's future educational path clearly explained.

2. Completing Application Form B for new cases only

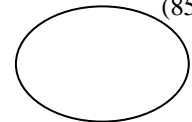
For **new cases**, Heads of School may opt to apply for a Request for Exemption. The application form (**Form B**) with guidelines for its completion, a consent form and declaration are available on pages 13 to 18.

All new cases for exemptions, duly entered on Application Form B, should be addressed to:

Ms M. Quattromani, Support Teacher
Educational Assessment Unit
c/o San Ġorġ Preca College
Joseph Abela Scolaro Street
Hamrun

Application forms are to reach the Educational Assessment Unit by **Friday 27th January 2017**.

These new cases should not be included in the e-Template mentioned in Point 1 above.



For office use

DQSE/01/01/17

EDUCATIONAL ASSESSMENT UNIT

Form B

Application Form for Exemption – NEW CASES

(Students with Learning Difficulties)

Examination for which application is made: End of Primary Benchmark

Examining Authority	Session	Level
Educational Assessment Unit	June 2017	Year 6

Please refer to the guidelines before filling in this application form.

(Please fill this application in Blue Ink.)

Student's Name..... Student's Surname..... *(Use block letters)*

ID Card No.

Date of birth Male Female *[Tick ✓ as applicable]*

Address

Date of admission into Primary Schooling in Malta/Gozo

Name of parent/guardian

Mobile No. Home Tel. No.

College.....

School..... Tel. No.

REASON FOR EXEMPTION – Learning Difficulties

[Tick ✓ as applicable]

Student functioning at Year 4 or 5 Primary standard and not following an alternative learning programme. Give details.

Other reasons. (Please specify).

An exemption is being requested for the following component/s: *[Tick ✓ as applicable]*

Maltese

- The SPEAKING component
- The LISTENING COMPREHENSION component
- The READING COMPREHENSION component
- The WRITING component

English

- The SPEAKING component
- The LISTENING COMPREHENSION component
- The READING COMPREHENSION component
- The WRITING component

Mathematics

- MENTAL (Aural)
- WRITTEN

DECLARATION (to be signed by the Head of School)

I confirm that the information provided on this form is accurate.

Name (Head of School)
(in block letters)

Signature Date

School Stamp

For office use only

Remarks

STATEMENT OF CONSENT

I hereby give my consent to the Directorate for Quality and Standards in Education (DQSE) to process and record personal and sensitive data herewith attached in order to be able to render me or any member of my family the service I am applying for.

I fully understand that:

- by opting out, my application cannot be processed.
- authorised personnel who are processing this information may have access to this data in order to supply me or any member of my family with the service being applied for.
- edited information that would not identify me or any member of my family may be included in statistical reports.

I know that I am entitled to see the information related to me or any member of my family, should I ask for it in writing.

I am aware that, for the purpose of the Data Protection Act, the Data Controller is:
The Director, Curriculum Management, DQSE, Floriana. (e-mail: dcm@gov.mt)

NAME OF STUDENT: _____ **DATE:** _____

I have read and understood this statement of consent myself.

This statement of consent was read and explained to me.

(Tick ✓ as applicable)

DATA SUBJECT	READER <i>(if applicable)</i>
NAME of Parent /Guardian <i>(in block letters)</i>	NAME of Reader <i>(in block letters)</i>
MOTHER <input type="checkbox"/> FATHER <input type="checkbox"/> GUARDIAN <input type="checkbox"/> <i>(Tick ✓ as applicable)</i>	PROFESSION / GRADE
SIGNATURE	SIGNATURE
ID CARD no.	ID CARD no.

DIKJARAZZJONI TA' KUNSENS

Jiena nagħti l-kunsens tiegħi lid-Direttorat għal Kwalità u Standards fl-Edukazzjoni biex jipproċessa u jzomm taħt il-ħarsien tiegħu l-informazzjoni personali u sensitiva li hawn f'din l-applikazzjoni biex ikun jista' jagħti lili jew lil xi membru tal-familja tiegħi s-servizz li qed nitlob.

Jiena nifhem li:

- jekk ma nagħtix din l-informazzjoni, l-applikazzjoni tiegħi ma tistax tiġi pproċessata.
- sabiex jiena jew xi membru tal-familja tiegħi jingħata s-servizz mitlub, persuni awtorizzati jistgħu jkollhom aċċess għal din l-informazzjoni personali u sensitiva.
- ċerti dettalji li bl-ebda mod ma jikxfu l-identità tiegħi jew ta' xi membru tal-familja tiegħi jistgħu jiġu pproċessati għal skopijiet ta' statistika.

Jiena naf li, jekk nagħmel talba bil-miktub, għandi d-dritt li nkun naf x'informazzjoni qiegħed iżomm id-Direttorat għal Kwalità u Standards fl-Edukazzjoni dwari jew dwar xi membru tal-familja tiegħi.

Jiena konxju/a li, għall-fini tal-Att Dwar il-Protezzjoni u l-Privatezza tad-Data, il-kontrollur ta' data personali huwa:

Id-Direttur tat-Tmexxija tal-Kurrikulu

Id-Direttorat għal Kwalità u Standards fl-Edukazzjoni, Floriana.

(L-Indirizz elettroniku: dcm@gov.mt)

ISEM L-ISTUDENT/A: _____ **DATA:** _____

Jiena nikkonferma li din id-dikjarazzjoni qrajtha jiena stess u fhimt kollox.

Din id-dikjarazzjoni nqrat lili u jiena fhimt kollox.

(Immarka ✓ fejn suppost)

MIN QIEGHED JAGHMEL DIN ID-DIKJARAZZJONI	IL-QARREJ/JA (jekk inhu l-każ)
ISEM il-Ġenitur / Kustodju (b'ittri kbar)	ISEM il-Qarrej/ja (b'ittri kbar)
OMM <input type="checkbox"/> MISSIER <input type="checkbox"/> KUSTODJU <input type="checkbox"/> (Immarka ✓ fejn suppost)	PROFESSIONI / GRAD
FIRMA	FIRMA
Numru tal-Karta tal-Identità	Numru tal-Karta tal-Identità

Id-Direttorat għal Kwalità u Standards fl-Edukazzjoni – Ministeru għall-Edukazzjoni u x-Xogħol

***Guidelines on how to complete
Application Form B for Exemption
(Students with Learning Difficulties)***

- a) All the information on this application form should be entered by the school administration ONLY.
- b) Complete the details of the 'DECLARATION'. In order to be accepted by the Educational Assessment Unit, the application must be endorsed by the Head of School. It is the responsibility of the Head of School to request the Exemption/s and to supply the information required on the form.
- c) It is important that the STATEMENT OF CONSENT is duly completed in English **or** in Maltese.
- d) **The original form together with another copy** of this application should be sent to the Educational Assessment Unit.
- e) Schools should keep a copy of this application for their perusal.
- f) In case of difficulty, please contact the Educational Assessment Unit on 25982186/25982173.

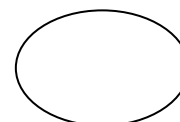
Section C: Exemptions (Immigrants)

1. For cases of immigrant students, Heads of School are to apply on **Application Form C**. The application form, together with guidelines for its completion, a consent form and the relevant declaration, is available on pages 20 to 24.
2. Heads of school may **ONLY** apply for an exemption from a subject if the student has not followed the subject curriculum during the last two scholastic years of Primary school in Malta or Gozo.
3. This request needs to be supported by an authenticated copy of the official Letter of Admission to School or other relevant documentation necessary for this exemption. Otherwise the application will not be accepted.
4. All requests, duly entered on Application Form C, should be addressed to:

**Mr N. Bezzina, Support Teacher
Educational Assessment Unit
c/o San Ġorġ Preca College
Triq Joseph Abela Scolaro
Hamrun**

Application forms (NOT in duplicate) are to reach the Educational Assessment Unit by **Friday 27th January 2017**.

5. In all cases the decision of the Reviewing Board for Requests for Exemption is final.



For office use

EDUCATIONAL ASSESSMENT UNIT

**Form C: APPLICATION FORM FOR EXEMPTION
(Immigrants)**

Examination for which application is made: End of Primary Benchmark 2017

Examining Authority	Session	Level
Educational Assessment Unit	June 2017	Year 6

Please refer to the guidelines before filling in this application form

Student's Name..... Surname.....*(Use block letters)*

ID Card/Passport No.

Date of birth Male Female *[Tick ✓ where applicable]*

Date of admission into Primary schooling in Malta/Gozo

Address

Name of parent/guardian

Mobile No. Home Tel. No.

College.....

School..... Tel. No.

School email address.....

Exemptions from English and/ or Maltese

[Tick ✓ as applicable]

All components Maltese English

Or the following components:

The SPEAKING component Maltese English

The LISTENING COMPREHENSION component Maltese English

The READING COMPREHENSION component Maltese English

The WRITING component Maltese English

It is the responsibility of the Head of School:

- ❑ To attach a copy of the **Letter of Admission to School of a Foreign Pupil/Student** and/or **any other relevant documentation** to the completed form.
- ❑ To **verify all evidence correct** by endorsing the document/s attached.
- ❑ To state clearly (on first page of this application) **the exact date when the student started primary schooling in Malta or Gozo.**

DECLARATION (to be signed by the Head of School)	
I confirm that the information provided on this form is accurate.	
Name (Head of School)	
<i>(in block letters)</i>	
Signed	Date
School Stamp	

For office use only	
Received on _____	Acknowledged on _____
Missing Documents	

Remarks	

STATEMENT OF CONSENT

I hereby give my consent to the Directorate for Quality and Standards in Education (DQSE) to process and record personal and sensitive data herewith attached in order to be able to render me or any member of my family the service I am applying for.

I fully understand that:

- by opting out, my application cannot be processed.
- authorised personnel who are processing this information may have access to this data in order to supply me or any member of my family with the service being applied for.
- edited information that would not identify me or any member of my family may be included in statistical reports.

I know that I am entitled to see the information related to me or any member of my family, should I ask for it in writing.

I am aware that, for the purpose of the Data Protection Act, the Data Controller is:

The Director, Curriculum Management, DQSE, Floriana. (e-mail: dcm@gov.mt)

NAME OF STUDENT: _____ **DATE:** _____

I have read and understood this statement of consent myself.

This statement of consent was read and explained to me.

(Tick ✓ as applicable)

DATA SUBJECT	READER <i>(if applicable)</i>
NAME of Parent /Guardian <i>(in block letters)</i>	NAME of Reader <i>(in block letters)</i>
MOTHER <input type="checkbox"/> FATHER <input type="checkbox"/> GUARDIAN <input type="checkbox"/> <i>(Tick ✓ as applicable)</i>	PROFESSION / GRADE
SIGNATURE	SIGNATURE
ID CARD no.	ID CARD no.

DIKJARAZZJONI TA' KUNSENS

Jiena nagħti l-kunsens tiegħi lid-Direttorat għal Kwalità u Standards fl-Edukazzjoni biex jipproċessa u jzomm taħt il-ħarsien tiegħu l-informazzjoni personali u sensitiva li hawn f'din l-applikazzjoni biex ikun jista' jagħti lili jew lil xi membru tal-familja tiegħi s-servizz li qed nitlob.

Jiena nifhem li:

- jekk ma nagħtix din l-informazzjoni, l-applikazzjoni tiegħi ma tistax tiġi pproċessata.
- sabiex jiena jew xi membru tal-familja tiegħi jingħata s-servizz mitlub, persuni awtorizzati jistgħu jkollhom aċċess għal din l-informazzjoni personali u sensitiva.
- ċerti dettalji li bl-ebda mod ma jikxfu l-identità tiegħi jew ta' xi membru tal-familja tiegħi jistgħu jiġu pproċessati għal skopijiet ta' statistika.

Jiena naf li, jekk nagħmel talba bil-miktub, għandi d-dritt li nkun naf x'informazzjoni qiegħed iżomm id-Direttorat għal Kwalità u Standards fl-Edukazzjoni dwari jew dwar xi membru tal-familja tiegħi.

Jiena konxju/a li, għall-fini tal-Att Dwar il-Protezzjoni u l-Privatezza tad-Data, il-kontrollur ta' data personali huwa:

Id-Direttur tat-Tmexxija tal-Kurrikulu

Id-Direttorat għal Kwalità u Standards fl-Edukazzjoni, Floriana.

(L-indirizz elettroniku: dcm@gov.mt)

ISEM L-ISTUDENT/A: _____ **DATA:** _____

Jiena nikkonferma li din id-dikjarazzjoni qrajtha jiena stess u fhimt kollox.

Din id-dikjarazzjoni nqrat lili u jiena fhimt kollox.

(Immarka ✓ fejn suppost)

MIN QIEGHED JAGHMEL DIN ID-DIKJARAZZJONI	IL-QARREJ/JA (jekk inhu l-każ)
ISEM il-Ġenitur / Kustodju (b'ittri kbar)	ISEM il-Qarrej/ja (b'ittri kbar)
OMM <input type="checkbox"/> MISSIER <input type="checkbox"/> KUSTODJU <input type="checkbox"/> (Immarka ✓ fejn suppost)	PROFESSIONI / GRAD
FIRMA	FIRMA
Numru tal-Karta tal-Identità	Numru tal-Karta tal-Identità

Guidelines on how to complete Application Form C

- a) All the information on this application form should be entered **by the school administration ONLY**.
- b) Ensure that the **correct** application form (**Application Form C**) is completed and sent to the Educational Assessment Unit.
- c) **The date of admission into Primary schooling in Malta/Gozo** (see page 20) should be correctly entered by the school administration. Otherwise, the application will not be accepted.
- d) This application form should **NOT** be sent in duplicate. **The original application form** is required by the Educational Assessment Unit. Remember to keep a copy of whatever you send to the Educational Assessment Unit.
- e) Complete the details of the 'DECLARATION'. It is the responsibility of the Head of School to request the Exemption/s and to supply the information required on the form. **In order to be accepted by the Educational Assessment Unit, the application and all relevant documentation must be endorsed by the Head of School.**
- f) It is important that the STATEMENT OF CONSENT is duly completed in English or in Maltese.
- g) Schools should **NOT** apply if a student does not qualify for an exemption (see Point 2 on page 19).

APPENDIX 3

DIRETTORAT GHAL
KWALITA` U STANDARDS FL-EDUKAZZJONI
FLORIANA VLT 2000
MALTA



DIRECTORATE FOR
QUALITY AND STANDARDS IN EDUCATION
FLORIANA VLT 2000
MALTA

Department of Curriculum Management

Tel: 2598 2426 / 2598 2425

Email: gaetano.bugeja@ilearn.edu.mt

LETTER CIRCULAR

Information: X

Date: 17th January 2017

Action Required: X

Ref: DCM 020/2017

To: All Heads of Primary and Secondary Schools (State and Non-State) and Sections

From: Louis Scerri - Assistant Director

Subject: Markers for the June 2017 End of Primary Benchmark

Applications are invited from all teaching grades in possession of a permanent Teacher's Warrant and performing duties in State, Church and Independent Schools who wish to be considered to act as markers in the June 2017 End of Primary Benchmark. Primary Year 6 teachers are also encouraged to participate in this process.

Teachers are to note that the candidates' details will be removed from these scripts.

The subjects to be marked are: **English, Maltese and Mathematics**. More than one subject may be applied for, but selected applicants will be asked to act as markers in one subject only.

Markers will be remunerated at the following rates:

Listening Comprehension + Reading Comprehension (Languages)	€1.25
Creative Writing (Languages)	€1.25
Mental + Written Mathematics Paper	€1.25

Conditions

The selected markers:

- must be available to fulfil their duties from the first week of June 2017 till the publication of the results;
- must regard the whole exercise as **strictly confidential** (including the notification of their appointment to act as markers);
- must not mark scripts in schools or in any public place;
- will be subject to monitoring and will have their marked scripts moderated during the marking process;
- who are employed in state schools must provide the Educational Assessment Unit with their **ilearn email address**. Other markers should provide an email address which is frequently used;
- may be precluded from continuing to mark if their marking is found to be unreliable and inconsistent.

Duties

Markers will be required to:

- attend two Co-ordination Meetings. Those who fail to attend these meetings will not be allowed to mark any scripts;
- collect and return scripts on the appointed date and at the appointed time;
- mark scripts allocated to them and record marks electronically in accordance with instructions;
- write short reports on certain aspects of the examination as required;
- perform any other duties assigned that are related to the marking exercise.

Failure to abide by the above conditions, and/or failure to carry out the duties assigned to a marker, may result in the termination of his/her employment as marker and forfeiture of payment due for work already performed.

Officers wishing to be considered to act as markers are asked to fill in the relevant online application form, which can be accessed **either** directly on this link:

<https://curriculum.gov.mt/en/Benchmark/General-Information/Pages/application-form-for-markers.aspx>

or on the Department of Curriculum Management website: <http://curriculum.gov.mt> under the tab Benchmark – Year 6 choose Markers.

All online applications are to be submitted electronically by not **later than noon of Friday 24th February 2017. Late applications will not be considered.** Applicants will receive an automatically generated electronic acknowledgement when they submit their application. In case of any difficulties, kindly contact Ms Julie Attard (25982132) or Ms Carmen Muscat (25982186). Applicants who have never acted as Benchmark markers are to attach scanned copies of relevant documentations of their qualifications and experience with the online application.

The decision of the Directorate for Quality and Standards in Education in the selection of markers is final.

Thank you for your attention.

Gaetano Bugeja
Director, Curriculum Management

APPENDIX 4

DIRETTORAT GHAL
KWALITA` U STANDARDS FL-EDUKAZZJONI
FLORIANA VLT 2000
MALTA



DIRECTORATE FOR
QUALITY AND STANDARDS IN EDUCATION
FLORIANA VLT 2000
MALTA

Department of Curriculum Management

Tel: 2598 2426 / 2598 2425

Email: gaetano.bugeja@ilearn.edu.mt

LETTER CIRCULAR

Information: X

Date: 24th January 2017

Action Required: X

Ref: DCM 028/2017

To: All Heads of Primary Schools (State and Non-State) and Sections

From: Clare Wigg – Education Officer, Assessment of Learning

Subject: Timetable and Guidelines for the End of Primary Benchmark Assessment 2017
(First Session)

-
1. The first session of the End of Primary Benchmark Assessment will be held according to the attached timetable. **Please ensure that this timetable is brought to the attention of all teachers and parents concerned.**
 2. In order to ensure the smooth running of the End of Primary Benchmark Assessment, Heads of School are to take note of the attached Guidelines, which have been updated for the June 2017 session.

Please note that the End of Primary Benchmark Assessment 2016 Report is available online and may be accessed at:

http://curriculum.gov.mt/en/Benchmark/reports-presentations/Documents/benchmark_report_2016.pdf

Thank you for your attention.

Gaetano Bugeja
Director, Curriculum Management

Timetable

END OF PRIMARY BENCHMARK ASSESSMENT (Year 6)					
JUNE 2017					
First Session					
Friday 26 May	Monday 29 May	Tuesday 30 May	Wednesday 31 May	Thursday 1 June	Friday 2 June
Maltese Speaking Component	English Speaking Component	8.45 – 9.45	8.45 – 9.45	8.45 – 9.15	8.45 – 9.00
		(60 minutes) Maltese Writing	(60 minutes) English Writing	(30 minutes) Maltese Listening Comprehension	(15 minutes) Mathematics Mental Paper
		9.45 – 10.15 <i>30 min Break</i>	9.45 – 10.15 <i>30 min Break</i>	9.15 – 10.00 <i>45 min Break</i>	9.00 – 9.15 <i>15 min Break</i>
		10.15 – 11.05	10.15 – 11.05	10.00 – 10.30	9.15 – 10.45
		(50 minutes)* Maltese Reading Comprehension	(50 minutes)* English Reading Comprehension	(30 minutes) English Listening Comprehension	(1h 30min) Mathematics Written Paper

* Students with a Reader will have an additional 30 minutes

N.B. On Tuesday 30 May and Wednesday 31 May, the school may use the remaining time after 11.05 am as a contingency for the Maltese and English Speaking Components.

Benchmark Assessment Guidelines

June 2017

1. The Head of School is the Head of Centre and is fully responsible for the smooth running of the Benchmark Assessment in his/her school.
2. On each day of the Benchmark Assessment, schools will be receiving the relevant examination papers together with USBs which will be used during the Listening component of Maltese and English and for the Mental Mathematics paper. The audio files on the USB are to be copied on all the computers that will be used during the assessments. **Schools are to ensure beforehand that the necessary electronic apparatus for playing the audio files is fully functional in every classroom and that teachers are familiar with its operation.** If, on the day, the audio file or the equipment do not function properly, the school may use the transcript that will be provided by the Educational Assessment Unit. If the envelope containing this script is opened, a note should be written to inform the Educational Assessment Unit of the reason why this has been opened.

USBs will also be provided for the Reading Comprehension for those students requiring a Reader as part of their access arrangements.

Spare USBs are sent to each centre to ensure that there are enough spares for emergencies. All USBs will be checked before being sent to schools; however if a school finds a fault with a USB, the EAU is to be informed immediately.

3. The examination papers will be packed in envelopes containing the number of papers needed for each particular class. An envelope containing additional papers to replace any faulty ones will also be provided to the Head of School. At the end of the session, the scripts must be sorted **according to the Attendance List. All scripts, used and unused, must be put back in the appropriate envelope and sealed.**
4. Schools are to ensure that an authorised person is at the school from 7.00am onwards to receive the Benchmark Assessment material. At the end of the session, personnel should be available to hand over the envelopes containing the scripts, including the extra papers, to the authorised driver calling for their collection.
5. Once again, the paper used will be cream in colour and the font that will be used in the 2017 End of Primary Benchmark Assessment will be Andika size 13 version 1.004. It can be downloaded from: http://curriculum.gov.mt/en/Benchmark/General-Information/Pages/andika_font.aspx

6. The Speaking component will be assessed by two teachers, preferably the class teachers, in case the number of classes is even. If the number of classes is odd, then the class teacher has to be accompanied by a Complementary or Literacy teacher or a teacher nominated by the Head of School. The teachers are to be given the Speaking Component pack a few minutes prior to the start of the assessments so that they have enough time to familiarise themselves with the tasks.
7. The Benchmark Assessment sessions will take place as follows:

Friday 26 May 2017	–	Maltese Speaking
Monday 29 May 2017	–	English Speaking
Tuesday 30 May 2017	–	Maltese Writing Maltese Reading Comprehension
Wednesday 31 May 2017	–	English Writing English Reading Comprehension
Thursday 1 June 2017	–	Maltese Listening Comprehension English Listening Comprehension
Friday 2 June 2017	–	Mathematics Mental Mathematics Written

8. During the Benchmark Assessment sessions, teachers are to ensure that students write in **blue** or **black** ink. However, work can be crossed out in pencil. **The use of biros with erasable ink, correcting fluid and correcting rolls are not allowed.**
9. Before each Benchmark Assessment session, teachers are to instruct students to check their scripts to ensure that they have all the pages and that all have been printed.

10. ACCESS ARRANGEMENTS

- The duration of each component includes **Extra Time**. This implies that Extra Time is being provided to all candidates.
- The class teacher has to act as a **Prompter** in the classroom being invigilated, if and whenever required.
- For children with writing difficulties due to physical conditions (e.g. broken arm) the **Amanuensis** has to be provided by the school.
- **Enlarged prints** and other special examination requirements will be provided as per Letter Circular DCM 12/2017.

- Hearing impaired candidates may be assigned a **Communicator** as per Letter Circular DCM 12/2017. The Communicator will be provided by the Students' Services Section.
- For students with reading difficulties, an electronic reader will be provided for the Reading Comprehension (in both Maltese and English). A USB will be provided by the Educational Assessment Unit but the school needs to provide the personnel to operate the equipment and invigilate the students (as per Letter Circular DCM 12/2017.).

It is important to note that for this access arrangement provision:

- The texts will be read twice, electronically at a speed which is slightly slower than normal speed.
- Questions will be read twice and there will be long pauses which will allow students to answer the questions.
- The text will be projected on screen and highlighted as it is read. The background colour for the text that will appear on screen is cream.

- In the Maltese and English Writing components, a **Scribe** (to transcribe illegible words) may be provided as per Letter Circular DCM 12/2017. This Scribe, if needed, will have to be provided by the school.

It is important to note that the procedure to be followed when a Scribe is provided is as follows:

- The student must be allowed to complete the task first.
- Then, the Scribe can ask the child to read out all the words which are totally illegible.
- The Scribe writes, in a green pen, the word that the child intended to write, using the correct spelling.

- In the case of Mathematics, a **Reader** for the Written session may be provided as per Letter Circular DCM 12/2017. This Reader, if needed, will have to be provided by the school.

11. EXEMPTIONS

All children are expected to sit the Benchmark Assessment. However, children who fulfil certain requirements may be exempted from all or parts of the End of Primary Benchmark Assessment as per Letter Circular DCM 12/2017.

Class invigilators are to ensure that children who are exempted or absent from any component should be marked as such on the attendance sheet and the word ‘Absent’ or ‘Exempted’ written on the front cover page on both the top and bottom sections. The candidate’s full name and index number should be written on the top part of the front page. The script should be inserted in the envelope with the other scripts in Index Number order.

12. EXAMINATION SYLLABI

The Benchmark Assessment will be based on the State Primary Syllabi for Maltese, English and Mathematics. These syllabi may be retrieved from: <http://curriculum.gov.mt/en/Curriculum/Year-1-to-6/Pages/default.aspx>

In addition, the following guidelines regarding the format of the Benchmark Assessment papers are to be noted:

ENGLISH and MALTESE

The language papers will consist of **four** components, as shown in the table below:

Component	Weighting	Duration of Examination
Listening / Smiġħ	20%	30 minutes
Speaking / Taħdit	20%	10 minutes
Reading / Qari	30%	50 minutes
Writing / Kitba	30%	60 minutes

Listening (20%)

There will be **two** listening tasks:

- The first task will consist of a short text or a small number of short texts of about 300 words such as: *dialogues; conversations; announcements; monologues; instructions; directions; descriptions; and news bulletins, including weather reports.*
- The second task will be about 500 words long and it will consist of a: *monologue; dialogue; or conversation.*

Students will be asked to: *write words or numbers in gaps; mark a statement as True, False, or No Information Given; underline, circle, or tick the correct answer; match; complete grids with information; and label pictures or simple diagrams.*

Students will listen **twice** to the recordings of both texts, including questions. Students will be asked to:

1. listen to the text and they may begin to work out the task/s as they listen;
2. listen to the questions and answer as they listen;
3. listen to the text for a second time;
4. listen to the questions for a second time and complete the task/s as they listen.

Students will be allowed some time to check their answers.

Speaking (20%)

In the Speaking Component, in both Maltese and English, there will be eight for the first session and two new sets for the second session. This means that when there are more than 16 students in a class, the same task will be used with two pairs of students. **The two pairs should immediately follow one another.**

Students will be assessed **in pairs**. Each student will work on **four** speaking tasks.

- The first is *the Warmer / it-Thejjija* which is not assessed.
- The second is *an Interview / l-Intervista* and each student will be asked questions on two topics. Some additional topics were introduced as from 2015. These include: Shopping, School Outings, House and Home Environment, Health and Body Care, and People Who Help Us.
- The third and fourth tasks will consist of two of the following: *Compare and Contrast / Qabbel; Inverted Interview / Staqsini Inti; Single Picture / Stampa Wahda; Picture Story / Stampa Storja; or Thematic Picture / Stampa dwar Tema.*

More information can be found on:

<http://curriculum.gov.mt/en/Benchmark/orals-and-listening/Pages/default.aspx>

Reading (30%)

The reading component will comprise two parts:

- The first part will consist of one of the following texts: *a diagram or picture or set of pictures with some text; simple timetables and schedules; short texts such as notices, signs, posters, instructions, directions, advertisements, blurbs, and messages.*

Students will be asked to carry out any of the following tasks: *write words or numbers in gaps, underline, circle, tick, match, complete grids with information, and label pictures or simple diagrams.*

- The second part will consist of a text, fiction or non-fiction, of approximately 500 words. The text will be split up into sections with questions set on each section. Questions will also be set on the whole text.

Students will be asked to answer a range of comprehension questions requiring them to *write words or numbers in gaps; underline, circle, or tick the correct answer; match; mark a statement as True, False, or No information given; complete a grid; and construct a response*. Knowledge about language may also be assessed. For the constructed response questions, answers need not be in full but they have to be sufficient to show comprehension.

Writing (30%)

There will be a short writing task (10%) and a long writing task (20%). Conventions of spelling, punctuation, and grammar apply in both writing tasks and will be assessed accordingly. The pre-writing task (the plan) will not be assessed for accuracy.

- The short writing task will require students to write between 50 and 60 words on one of the following: *a note / message; an informal email; an invitation; a notice; an advertisement; a short dialogue; instructions; directions; or a short paragraph about a topic*.

Students will choose one of two writing tasks. Both writing tasks will be of the same text type (for example, a short dialogue) but will consist of two content areas (such as, a dialogue about a missed school outing or a dialogue about planning to meet for sport practice).

- The long writing task will require students to write between 140 and 200 words on one of the following: *an informal letter; a write-up of an event; an article; or a short story for the school magazine or a similar publication intended for young students*.

In the case of Maltese, in line with the current official primary syllabus, the long writing task may also include *a dialogue*.

Students will also choose from two writing tasks both representing the same text type but having a different content area. Students will be asked to plan their writing. The pre-writing task (the plan) is to allow students to use the range of strategies available to them to plan their work. As from 2016, the pre-writing task started carrying 2 marks out of a total of 20 marks allotted to the long writing task.

In English only, a change in format occurred in 2016 in the marking scheme of the writing component.

More information on the pre-writing task can be found on:

<http://curriculum.gov.mt/en/Benchmark/General-Information/Documents/prewriting.pdf>

MATHEMATICS

The Mathematics Benchmark Assessment is made up of two papers:

- a **Mental paper** which carries 20% of the marks and is 15 minutes long;
- a **Written paper** which carries 80% of the global mark and is 1 hour and 30 minutes long.

As from 2015, a Warmer was introduced in the Mental Paper. This is an extra question at the beginning of the test that is not awarded marks. This is to help students focus on the speaker's voice and familiarise themselves with the test. Additional time is allocated for this question.

In the Written Paper, working space has been introduced in questions that require working. Candidates are encouraged to use this space for their working. However, the use of this space is not compulsory.

The Mental paper is made up of a warmer and twenty short questions which are read twice, in succession. The questions are graded and divided into three sections. There are some easy questions at the beginning and some harder ones at the end.

The time interval between one question and another for answering each question in each section is as follows:

- the first 5 questions 5 second intervals
- the next 10 questions 10 second intervals
- the remaining 5 questions 20 second intervals

Students will neither be penalised nor awarded extra marks if they jot down notes and do their working on the Mental paper.

The Written Paper (80%)

The written paper covers all the four strands of the mathematics curriculum, that is, Number and Algebra; Measures, Shape and Space; Data Handling and Problem Solving. The paper is made up of 16 questions. The first four questions carry a total of 16 marks and test simple basic skills. The following eight questions carry a total of 40 marks and test the pupils' mathematical competences in the four strands of the syllabus. The last four questions have a total of 24 marks and are more demanding non-routine questions.

These questions require the application of mathematical knowledge and reasoning to solve more challenging problems.

13. **RETURN OF SCRIPTS**

A sample of scripts will be kept by the Educational Assessment Unit for archiving and research purposes. The rest of the scripts will be returned to schools in October 2017 to be used formatively by each school.

14. **REVIEW OF PERFORMANCE**

The school may request a review of performance if there is evidence of a discrepancy between the student's performance throughout the year and the performance in the Benchmark Assessment, (at least a 25% performance discrepancy). Such request for the review of the performance must be received by the Educational Assessment Unit within **five working days** after the school receives the result.

Changes for 2017

The minor changes that will take place in the 2017 Benchmark Assessment will all be in the Speaking Component of both Maltese and English. The changes are as follows:

- In the 'Warmer' the questions will not be prescribed and will allow the interlocutors to put the students at ease in the way they find most appropriate. However, there will be prompts to give guidance.
- In the Interview, each student will be asked questions on one topic only.
- The criteria for the final two marks awarded to the Task Specific section will be more detailed so as to guide better the assessor when giving marks.

L-Orarju

II-BENĊMARK TA' TMIEM IL-PRIMARJA (Is-Sitt Sena) ĠUNJU 2017 L-Ewwel Sessjoni

II-Ġimgha 26 ta' Mejju	It-Tnejn 29 ta' Mejju	It-Tlieta 30 ta' Mejju	L-Erbgħa 31 ta' Mejju	Il-Ħamis 1 ta' Ġunju	II-Ġimgha 2 ta' Ġunju
II-Malti It-Taħdit	L-Ingliz It-Taħdit	8.45 – 9.45	8.45 – 9.45	8.45 – 9.15	8.45 – 9.00
		(60 minuta) II-Malti II-Kitba	(60 minuta) L-Ingliz II-Kitba	(30 minuta) II-Malti II-Fehim mis-Smigh	(15-il minuta) II-Matematika II-Karta Mentali
		9.45 – 10.15 <i>Waqfa ta' 30 minuta</i>	9.45 – 10.15 <i>Waqfa ta' 30 minuta</i>	9.15 – 10.00 <i>Waqfa ta' 45 minuta</i>	9.00 – 9.15 <i>Waqfa ta' 15-il minuta</i>
		10.15 – 11.05	10.15 – 11.05	10.00 – 10.30	9.15 – 10.45
		(50 minuta)* II-Malti II-Fehim mill-Qari	(50 minuta)* L-Ingliz II-Fehim mill-Qari	(30 minuta) L-Ingliz II-Fehim mis-Smigh	(Siegha u 30 minuta) II-Matematika II-Karta Miktuba

* Studenti li għandhom Qarrej ikollhom 30 minuta żejda.

N.B. Nhar it-Tlieta 30 u l-Erbgħa 31 ta' Mejju, l-iskola tista' tkompli l-komponenti tat-Taħdit fil-Malti u fl-Ingliz, wara l-11:05 ta' filgħodu

Gwida għall-Benċmark ta' Tmiem il-Primarja

Ġunju 2017

1. Il-Kap tal-Iskola huwa l-Kap taċ-Ċentru u huwa responsabbli għalkollox fit-tmexxija mingħajr xkiel tal-Benċmark fl-iskola tiegħu/tagħha.
2. F'kull ġurnata tal-Benċmark l-iskejjel se jirċievu l-karti tal-eżamijiet relevanti flimkien mal-USBs li se jkun qed jintużaw waqt il-komponent tas-Smigh tal-karta tal-Malti u tal-Ingliz u għall-karta Mentali tal-Matematika. Il-fajls tal-awdjo fuq il-USB għandhom jiġu kkupjati fuq il-komputers kollha li se jintużaw waqt l-eżami. **L-iskejjel għandhom jiżguraw minn qabel li l-apparat elettroniku neċessarju għall-fajls tal-awdjo qed jahdem sew f'kull klassi u li l-ghalliema huma familjari ma' kif jithaddem dan l-apparat.** Jekk f'dik il-ġurnata l-fajl tal-awdjo jew l-apparat ma jahdimx sew, l-iskola tista' tuża t-traskrizzjoni li se tiġi pprovduta mit-Taqsima tal-Assessjar Edukattiv. Jekk l-envelopp li fih din it-traskrizzjoni jinfetaħ, għandha tinkiteb nota biex tinforma lit-Taqsima tal-Assessjar Edukattiv bir-raġuni għaliex l-envelopp infetaħ. Se jingħataw ukoll USBs għall-Fehim mill-Qari għal dawk l-istudenti li jehtiegu Qarrej bhala parti mill-arranġamenti tagħhom.

Se jintbagħtu USBs żejda lil kull ċentru biex ikun żgurat li, f'każ ta' emerġenza, ikun hemm biżżejjed. Il-USBs kollha se jiġu ċċekkjati qabel ma jintbagħtu fl-iskejjel; madankollu, jekk skola issib xi ħsara f'xi USB, it-Taqsima tal-Assessjar Edukattiv għandha tiġi infurmata minnufih.
3. Il-karti tal-eżamijiet se jitpoġġew f'enveloppi li jkun fihom in-numru ta' karti li kull klassi partikolari għandha bżonn. Se jiġi pprovdut ukoll envelopp lill-Kap tal-Iskola li se jkun fih karti addizzjonali sabiex tinbidel kwalunkwe karta difettuża. Fl-aħħar tas-sessjoni, il-karti tal-eżami għandhom jitqiegħdu fl-enveloppi **skont il-Lista tal-Attendenza. Il-karti tal-eżami kollha, kemm dawk li ntużaw u dawk li ma ntużawx, għandhom jitpoġġew lura fl-envelopp ix-xieraq u wara jiġi ssiġillat.**
4. L-iskejjel għandhom jiżguraw li mis-7.00 ta' filgħodu 'l quddiem ikun hemm persuna awtorizzata biex tirċievi l-materjal tal-Benċmark. Fl-aħħar tas-sessjoni, l-impjegati għandhom ikunu disponibbli sabiex jgħaddu l-enveloppi bil-karti tal-eżamijiet maħduma, inkluż l-envelopp bil-karti ż-żejda, lis-sewwieq awtorizzat li jiġi jiġborhom.
5. Għal darba oħra, il-karti li se jintużaw għall-Benċmark ta' tmiem il-Primarja 2017 se jkun kulur il-krema, bit-tipa Andika ta' daqs 13 verżjoni 1.004. Din tista' titniżzel minn: http://curriculum.gov.mt/en/Benchmark/General-Information/Pages/andika_font.aspx

6. Il-komponent tat-Taħdit se jiġi assessjat minn żewġ għalliema, preferibbilment l-għalliema tal-klassi f'każ li n-numru ta' klassijiet huwa biż-żewġ. Jekk in-numru ta' klassijiet huwa bil-fard, l-għalliem/a tal-klassi għandu/għandha jkun/ tkun akkumpanjat/a minn għalliem/a kumplimentari jew tal-Litteriżmu jew għalliem/a mqabba/mqabba mill-Kap tal-Iskola. L-għalliema għandhom jingħataw il-pakkett tal-Komponent tat-Taħdit flit minuti qabel il-bidu tal-eżamijiet sabiex huma jkollhom hin biżżejjed biex jiffamiljarizzaw ruħhom mal-eżerċizzji.
7. Is-sessjonijiet tal-Benċmark se jsiru kif ġej:

Il-Ġimgħa 26 ta' Mejju 2017	–	It-Taħdit bil-Malti
It-Tnejn 29 ta' Mejju 2017	–	It-Taħdit bl-Ingliż
It-Tlieta 30 ta' Mejju 2017	–	Il-Karta Miktuba tal-Malti Il-Fehim mill-Qari bil-Malti
L-Erbgħa 31 ta' Mejju 2017	–	Il-Karta Miktuba tal-Ingliż Il-Fehim mill-Qari bl-Ingliż
Il-Ħamis 1 ta' Ġunju 2017	–	Il-Fehim mis-Smigh bil-Malti Il-Fehim mis-Smigh bl-Ingliż
Il-Ġimgħa 2 ta' Ġunju 2017	–	Il-Karta Mentali tal-Matematika Il-Karta Miktuba tal-Matematika

8. Waqt is-sessjonijiet tal-Benċmark, l-għalliema għandhom jiżguraw li l-istudenti jiktbu b'linka **blu** jew **sewda**. Madankollu, ix-xogħol żbaljat jista' jinqata' bil-lapes. **Linka li tithassar, tipex u/jew mezzi ohra ta' korrezzjoni simili ma jistghux jintużaw.**
9. Qabel kull sessjoni tal-Benċmark, l-għalliema għandhom jgħidu lill-istudenti biex jiċċekkjaw il-karti tagħhom sabiex jiżguraw li għandhom il-paġni kollha u li kull paġna hija stampata.

10. L-ARRANĠAMENTI ADDIZZJONALI

- It-tul ta' kull komponent jinkludi **l-Ħin Żejjed**. Dan ifisser li l-Ħin Żejjed qed jiġi pprovdut lill-kandidati kollha.
- Jekk u meta jkun meħtieġ, l-għalliem tal-klassi għandu jiġbed l-attenzjoni ta' min ikun jeħtieġ jiffoka fuq l-eżami (iservi ta' **Prompter**) fil-klassi li jkun qed jissorvelja.
- Għal studenti b'diffikultajiet fil-kitba minhabba impediment fiżiku (eż. idhom fil-ġibs), l-iskola għandha tipprovdi **Amanwensi**.

- **Karti b'tipa kbira** u provvedimenti speċjali għall-eżami se jkunu pprovduti skont iċ-Ċirkulari DCM 12/2017.
- Studenti li jbatu mis-smiġħ jistgħu jinghataw **Komunikatur** skont iċ-Ċirkulari DCM 12/2017. Il-Komunikatur jiġi pprovdut mit-Taqsima tas-Servizzi għall-Istudanti.
- Għal studenti b'diffikultajiet fil-qari se jiġi pprovdut qarrej elettroniku għall-Fehim mill-Qari (kemm fil-Malti kif ukoll fl-Ingliż). It-Taqsima tal-Assessjar Edukattiv se tipprovdni l-USB iżda l-iskola jehtieg li tipprovdni impjegat biex iħaddem l-apparat u jissorvelja lill-istudenti (skont iċ-Ċirkulari DCM 12/2017).

Huwa importanti li għal dan l-arranġament partikolari:

- It-testi se jinqraw darbtejn b'mod elettroniku, aktar bil-mod minn kif jinqraw is-soltu.
- Il-mistoqsijiet se jinqraw darbtejn u se jkun hemm waqfiet twal sabiex l-istudenti jkunu jistgħu jwieġbu l-mistoqsijiet.
- It-test se jkun ipprogettat fuq skrin u jinxtegħel waqt li qed jinqara. Il-kulur tal-isfond għat-test li jkun qed jidher fuq l-iskrin huwa kulur il-krema.

- Fil-komponenti tal-Kitba fil-Malti u fl-Ingliż, jista' jkun ipprovdut **Skriba** (biex jikteb il-kliem li ma jintgħarafx) skont iċ-ċirkulari DCM 12/2017. Jekk ikun hemm hteieġa ta' Skriba, dan għandu jiġi pprovdut mill-iskola.

Huwa importanti li l-proċedura li għandha tiġi segwita meta jinghata skriba tkun kif ġej:

- L-ewwel l-istudent għandu jithalla jlesti x-xogħol tal-kitba tiegħu.
- Wara, l-iskriba jista' jsaqsi lill-istudent biex jaqra l-kliem kollu li ma jintgħarafx.
- L-iskriba jikteb, b'linka ħadra, il-kelma li l-istudent kellu f'moħħu jikteb, billi jispelli b'mod korrett.

- Fil-każ tal-Matematika, jista' jinghata **Qarrej** għas-sessjoni tal-Kitba skont iċ-Ċirkulari DCM 12/2017. Jekk ikun hemm hteieġa ta' Qarrej, dan għandu jinghata mill-iskola.

11. EŻENZJONIJIET

L-istudenti kollha huma mistennija jagħmlu l-eżamijiet tal-Benċmark. Madankollu, studenti li jissodisfaw ċerti kriterji jistgħu jiġu eżentati milli jagħmlu partijiet jew l-eżamijiet kollha tal-Benċmark ta' Tmiem il-Primarja skont iċ-Ċirkulari DCM 12/2017.

L-inviġilaturi tal-klassijiet għandhom jiżguraw li dawk l-istudenti li huma eżentati jew assenti minn kwalunkwe komponent jiġu mmarkati hekk fuq il-karta tal-attendenza u jiktbu l-kelma 'Assenti' jew 'Eżentat/a' fuq il-qoxra ta' quddiem fil-partijiet ta' fuq u ta' isfel. L-isem shiħ u n-numru tal-indiċi tal-kandidat/a għandhom jinkitbu fil-parti ta' fuq tal-paġna ta' quddiem. Il-karta tal-eżami għandha tiddaħħal fl-envelopp mal-karti tal-eżami l-oħra skont in-Numri tal-Indiċi.

12. IS-SILLABI TAL-EŻAMIJIET

Il-Benċmark se jkun imfassal fuq is-Sillabi tal-Primarja tal-Istat għall-Malti, l-Ingliš u l-Matematika.

Dawn is-sillabi jistgħu jinkisbu mis-sit:

<http://curriculum.gov.mt/en/Curriculum/Year-1-to-6/Pages/default.aspx>

Barra minn hekk, għandhom jiġu kkunsidrati l-linji gwida li ġejjin dwar il-format tal-karti tal-eżamijiet tal-Benċmark:

L-INGLIŻ u L-MALTI

Il-karti tal-lingwi jkun fihom **erba'** komponenti, kif muri f'din it-tabella:

Il-komponent	Il-piż	Il-hin tal-eżami
Is-Smigh / Listening	20%	30 minuta
It-Taħdit / Speaking	20%	10 minuti
Il-Qari / Reading	30%	50 minuta
Il-Kitba / Writing	30%	60 minuta

Is-Smigh (20%)

Jinghataw **zewg** eżerċizzji tas-smigh:

- L-ewwel eżerċizzju jkun test qasir jew numru żgħir ta' testi qosra ta' madwar 300 kelma bħal: *djalogi; konverżazzjonijiet; avvizi; monologi; istruzzjonijiet; direzzjonijiet; deskrizzjonijiet; u bullettini tal-aħbarijiet li jinkludu r-rapport tat-temp.*
- It-tieni test ikun ta' madwar 500 kelma u jista' jkun: *monologu; djalogu; jew konverżazzjoni.*

L-istudenti jintalbu biex: *jimlew il-vojt bi kliem jew numri; jimmarkaw jekk frażi jew sentenza hijiex Veru, Falz jew Ma Ssemmietx; jaqtgħu linja taht; jagħmlu ċirku madwar jew jimmarkaw it-twegiba t-tajba; iqabblu; ikomplu jimlew tabelli b'informazzjoni; jagħtu tikketta lil stampi jew tpingja sempliċi.*

L-istudenti jisimghu ż-żewg testi u l-mistoqsijiet irrekordjati **darbtejn**. L-istudenti jintalbu:

1. jisimghu t-test u, waqt li jisimghuh, ikunu jistgħu jaħdmu t-taħriġ fuqu;
2. jisimghu l-mistoqsijiet u jwegbuhom waqt li jisimghuhom;
3. jisimghu t-test għat-tieni darba;
4. jisimghu l-mistoqsijiet għat-tieni darba u jtemmu t-taħriġ waqt li jkun qed jisimghuh.

L-istudenti jinghataw il-hin biex jiċċekkjaw it-twegibiet tagħhom.

It-Taħdit (20%)

Fil-komponent tat-Taħdit, kemm fil-Malti kif ukoll fl-Ingliż, se jkun hemm tmien settijiet ta' taħriġ għall-ewwel sessjoni u żewg settijiet godda għat-tieni sessjoni. Dan ifisser li fejn ikun hemm aktar minn 16-il student/a fi klassi, l-istess eżerċizzju se jintuża ma' żewg pari studenti. **Iż-żewg pari għandhom isegwu lil xulxin mill-ewwel.**

L-istudenti jiġu assessjati **f'pari**. Kull student irid jagħmel **erba'** eżerċizzji tat-taħdit.

- L-ewwel ikun hemm *it-Thejjija / the Warmer* li ma tkunx assessjata.
- It-tieni tkun *l-Intervista / an Interview* u l-istudenti jkollhom mistoqsijiet fuq żewg temi. Xi temi oħra ġew introdotti mill-2015. Dawn jinkludu: ix-Xiri, il-Ħarġiet ma' tal-Iskola, l-Ambjent tad-Dar, il-Kura tal-Ġisem u tas-Saħħa, u Nies li Jgħinuna.
- It-tielet u r-raba' eżerċizzju jistgħu jkun tnejn minn dawn: *Qabbal / Compare and Contrast; Staqsini Inti / Inverted Interview; Stampa Wahda / Single Picture; Stampa Storja / Picture Story; Stampa dwar Tema / Thematic Picture.*

Tagħrif ieħor jista' jinkiseb mis-sit:

<http://curriculum.gov.mt/en/Benchmark/orals-and-listening/Pages/default.aspx>

II-Qari (30%)

Il-komponent tal-qari fih żewġ partijiet:

- L-ewwel parti tkun waħda minn dawn it-testi: *tpiŋġija, stampa jew sett stampi bi ftit test; orarji jew skedi ħfief; testi qosra bħal avvizi, tabelli/sinjali, powsters, istruzzjonijiet, direzzjonijiet, riklami, 'blurbs', u messaġġi.*

L-istudenti jintalbu jaħdmu eżerċizzji minn dawn: *jimlew il-vojt bi kliem jew numri, jaqtgħu linja taħt it-tajba, jagħmlu ċirku madwar, jimmarkaw it-tweġiba t-tajba, iqabblu, ikomplu jimlew tabelli b'informazzjoni, u jagħtu tikketta lil stampa jew tpiŋġija sempliċi.*

- It-tieni parti tkun test, fittizju jew fattwali, ta' madwar 500 kelma. It-test jinqasam f'partijiet, b'mistoqsijiet fuq kull parti. Ikun hemm ukoll mistoqsijiet fuq it-test sħiħ.

L-istudenti jkunu mistennija jwieġbu firxa ta' mistoqsijiet fuq il-fehim billi *jimlew il-vojt bi kliem jew numri; jaqtgħu linja taħt it-tajba; jagħmlu ċirku madwar, jew jimmarkaw it-tweġiba t-tajba; iqabblu; jimmarkaw jekk sentenza hijiex Veru, Falz, jew Ma ssemmietx; ikomplu tabella; u jagħtu tweġiba.* Jistgħu jiġu assessjati wkoll fuq għarfien il-lingwa. Meta jiġu biex jagħtu tweġiba bil-miktub, it-tweġibiet jistgħu ma jkunux sħaħ, iżda fihom l-istudenti jridu juru li fehmu dak li qraw.

II-Kitba (30%)

Ikun hemm kitba qasira (10%) u kitba twila (20%). Fiż-żewġ kitbiet, l-ortografija, il-punteġġjatura, u l-grammatika jiġu assessjati minħabba l-importanza tagħhom. L-eżerċizzju tat-tnejn għall-kitba (il-pjan) ma jkunx assessjat għall-preċiżjoni.

- Il-kitba l-qasira titlob lill-istudenti jiktbu bejn 50 u 60 kelma fuq wieħed minn dawn: *nota / messaġġ; ittra elettronika informali; stedina; avviz; riklam; djalogu qasir; istruzzjonijiet; direzzjonijiet; jew paragrafu qasir dwar tema.*

L-istudenti jagħzlu wieħed minn żewġ titli ta' kitba twila. Dawn it-tnejn ikunu tal-istess ġeneru (ngħidu aħna, djalogu qasir) iżda jittrattaw temi differenti (bħal, ngħidu aħna, djalogu dwar ħarga ma' tal-iskola, jew djalogu dwar attività sportiva).

- Fil-kitba t-twila l-istudenti jintalbu jiktbu bejn 140 u 200 kelma fuq wiehed minn dawn: *ittra informali; kitba dwar avveniment; artiklu; jew storja qasira għar-rivista tal-iskola jew pubblikazzjoni simili għal studenti żgħar.*

Fil-Malti, skont is-sillabu uffiċjali tal-Primarja, il-kitba t-twila tista' tinkludi wkoll *djalogu*.

L-istudenti jridu wkoll jagħzlu minn żewġ eżerċizzji ta' kitba tal-istess ġeneru iżda li jittrattaw temi differenti. L-istudenti jintalbu jagħmlu pjan għall-kitba tagħhom. L-eżerċizzju ta' thejjija għall-kitba (il-pjan) jippermetti lill-istudenti jużaw il-firxa ta' strateġiji disponibbli għalihom biex jippjanaw ix-xogħol. Mill-2016, l-eżerċizzju ta' thejjija għall-kitba beda jkollu 2 marki minn total ta' 20 marka tal-eżerċizzju tal-kitba t-twila.

Fl-Ingliż biss, fis-sena 2016 kien hemm bidla fil-format tal-iskema tal-marki tal-komponent tal-kitba.

Tagħrif iehor dwar it-thejjija għall-kitba jista' jinkiseb mis-sit <http://curriculum.gov.mt/en/Benchmark/General-Information/Documents/prewriting.pdf>

IL-MATEMATIKA

Il-*Benchmark* tal-Matematika fih żewġ karti:

- **Il-Karta Mentali** jkollha 20% tal-marki u tiehu kwarta (15-il minuta);
- **Il-Karta Miktuba** jkollha 80% tal-marki u tiehu siegħa u nofs (90 minuta).

Mill-2015, mal-Karta Mentali żdiedet mistoqsija ta' thejjija (*warmer*). Din hija mistoqsija żejda fil-bidu tat-test li ma tiswiex marki. L-għan tagħha huwa li l-istudenti jiffokaw fuq il-lehen tal-kelliem u jsiru familjari mat-test. Jingħata hin apposta għal din il-mistoqsija.

Fil-Karta Miktuba l-kandidati qeghdin jingħataw l-ispazju mehtieg biex juru xogħolhom (*working*). Il-kandidati huma mhegga jużaw l-ispazju pprovdut għal xogħolhom, imma mhux bilfors jagħmlu hekk.

Il-Karta Mentali (20%)

Il-Karta Mentali jkun fiha mistoqsija ta' thejjija (*warmer*) u għoxrin mistoqsija qasira li jinqraw darbtejn wara xulxin. Il-mistoqsijiet huma ggradati u maqsumin fi tliet sessjonijiet. Fil-bidu jkun hemm xi mistoqsijiet ħfief u lejn l-aħħar ikun hemm mistoqsijiet itqal.

Il-waqfiet bejn mistoqsija u oħra biex jitwieġbu l-mistoqsijiet waħda waħda f'kull taqsima jkunu kif ġej:

l-ewwel 5 mistoqsijiet ... waqfa ta' 5 sekondi wara kull mistoqsija

l-10 mistoqsijiet ta' wara ... waqfa ta' 10 sekondi wara kull mistoqsija

l-aħħar 5 mistoqsijiet ... waqfa ta' 20 sekonda wara kull mistoqsija

L-istudenti ma jkunux penalizzati u lanqas ma jingħataw marki żejda jekk jiktbu xi noti u juru x-xogħol tagħhom fuq il-Karta Mentali.

Il-Karta Miktuba (80%)

Il-Karta Miktuba tkopri l-erba' oqsma tal-kurrikulu tal-Matematika li huma: in-Numri u l-Algebra; Kejljiet; Forom u Spazji; it-Thaddim tad-Data u s-Soluzzjoni ta' Problemi. (*Number and Algebra; Measures, Shape and Space; Data Handling and Problem Solving*). Il-karta jkun fiha 16-il mistoqsija. L-ewwel erba' mistoqsijiet fihom total ta' 16-il marka u jeżaminaw ħiliet bażiċi sempliċi. It-tmien mistoqsijiet ta' wara fihom total ta' 40 marka u jeżaminaw il-ħiliet Matematiki tal-istudenti fl-erba' oqsma tas-sillabu. L-aħħar erba' mistoqsijiet fihom total ta' 24 marka u jinkludu mistoqsijiet mhux tas-soltu li joffru sfida akbar.

Dawn il-mistoqsijiet jeħtieġu t-thaddim ta' għarfien Matematiku u raġunar biex l-istudenti jsolvu problemi Matematiki li joffru sfida akbar.

13. L-IRRITORNAR TAL-KARTI TAL-EŻAMI

Kampjun tal-karti tal-eżami maħduma se jinżamm mit-Taqsima tal-Assessjar Edukattiv għall-arkivjar u għal skopijiet ta' riċerka. Il-kumpliment jintbagħtu lura fl-iskejjel f'Ottubru 2017 biex jintużaw b'mod formattiv minn kull skola.

14. **REVIŻJONI TAL-KARTI**

L-iskola tista' tagħmel talba għal reviżjoni tal-karti jekk ikun hemm evidenza ta' diskrepanza bejn kif mar/marret l-istudent/a matul is-sena u l-marka tiegħu/tagħha fil-Benċmark (ikun hemm tal-inqas diskrepanza ta' 25% fil-marki). Din it-talba għar-reviżjoni tal-karti għandna tasal għand it-Taqsima tal-Assessjar Edukattiv sa **hamest ijiem** wara li l-iskola tirċievi r-rizultati.

APPENDIX 5

DIRETTORAT GHAL
KWALITA` U STANDARDS FL-EDUKAZZJONI
FLORIANA VLT 2000
MALTA



DIRECTORATE FOR
QUALITY AND STANDARDS IN EDUCATION
FLORIANA VLT 2000
MALTA

Department of Curriculum Management

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LETTER CIRCULAR

Information: X

Date: 26th January 2017

Action Required: X

Ref: DCM 031/2017

To: All Heads of Primary Schools (State and Non-State) and Sections

From: Louis Scerri – Assistant Director

Subject: End of Primary Benchmark 2017 –
Training for Assessors and Interlocutors for the Speaking Components

Heads of Schools are requested to identify teachers to attend a training course aimed for new assessors and interlocutors for the Speaking components of Maltese and English in the End of Primary Benchmark 2017.

This training will take place on Monday, 13th February 2017 at the National Curriculum Centre, Hamrun from 12.30 to 14.30.

The course is compulsory for newly qualified teachers of Year 6 classes and other teachers who are teaching Year 6 students for the first time and have never received training. Complimentary Education teachers and any other members of staff who will be involved in the Speaking components of the End of Primary Benchmark for the first time in 2017 should also attend.

This training will be conducted by the Education Officers for Maltese and English together with Education Officers from the Educational Assessment Unit. It will focus on the elements which form part of the Speaking component, the procedures to be followed, and tips on the marking process, together with an explanation of the minor changes that will occur in the speaking component as from this year. These changes have also been outlined in the End of Primary Benchmark Guidelines 2017 (Letter Circular DCM 028/2017).

Similar sessions will be held later on in this scholastic year. These will be aimed at any other members of staff who have already done such training in the past but who wish to update their skills.

Kindly complete the attached application form and send it to benchmark@ilearn.edu.mt by Tuesday, 31st January 2017 to book places for the session on 13th February 2017.

Thank you for your collaboration.

Gaetano Bugeja
Director, Curriculum Management

Department of Curriculum Management

EDUCATIONAL ASSESSMENT UNIT
End of Primary Benchmark 2017
Training for Assessors and Interlocutors
Speaking Components

Name of School:

Details of Applicant/s for Training:

Name of Applicant:	Grade:

Name of Head of School:

Date:

Signature of Head of School:

The completed application form is to be sent to benchmark@ilearn.edu.mt by Tuesday, 31st January 2017.

The Department of Curriculum Management within the Ministry for Education and Employment, collects and processes information to carry out its functions under the Education Act. All data is collected and processed in accordance with the Data Protection Act 2001, the Education Act, other subsidiary legislation and the Privacy Policy of the Department, a copy of which is available on demand.

APPENDIX 6

DIRETTORAT GHAL
KWALITA` U STANDARDS FL-EDUKAZZJONI
FLORIANA VLT 2000
MALTA



DIRECTORATE FOR
QUALITY AND STANDARDS IN EDUCATION
FLORIANA VLT 2000
MALTA

Department of Curriculum Management

Tel: 2598 2426 / 2598 2425

Email: gaetano.bugeja@ilearn.edu.mt

LETTER CIRCULAR

Information: X

Date: 23th January 2017

Action Required: X

Ref: DCM 092/2017

To: All Heads of Primary (State and Non-State) In MALTA and Sections

From: Louis Scerri - Assistant Director

Subject: Training for Assessors and Interlocutors for the
End of Primary Benchmark Assessment 2017 - Speaking Components

Heads of Primary Schools in Malta are kindly requested to notify Year 6 teachers to attend a training session for assessors and interlocutors for the Speaking components of Maltese and English for the End of Primary Benchmark Assessment 2017. Those Year 6 teachers who have followed the training session in February 2017 are not to apply.

Training sessions will be held on the following dates: 6th, 10th, 11th, 25th and 28th April 2017 at the National Curriculum Centre (NCC) Hamrun from 12:30hrs to 14:30hrs.

All Year 6 teachers are required to attend one of these training sessions, since this training will be disseminating new practices to be used during the Benchmark Assessments. Other teaching grades who are likely to be involved in these assessments, such as SMT members and Complementary Teachers, are also encouraged to attend.

The training will be conducted by subject Education Officers and Education Officers from the Educational Assessment Unit. It will focus on the different elements forming part of the Speaking Components, the correct procedures to be followed, tips on the marking process, together with an explanation of the minor changes that will occur in the Speaking Component as from this year (as outlined in Letter Circular DCM 028/2017).

Kindly complete the attached application form and send it to Ms Carmen Muscat at benchmark@ilearn.edu.mt by **Monday, 3rd April 2017**. Applicants are to indicate two possible dates for the training, since seats per session are limited.

Thank you for your cooperation.

Gaetano Bugeja
Director, Curriculum Management

Department of Curriculum Management

EDUCATIONAL ASSESSMENT UNIT
End of Primary Benchmark 2017
Training for Assessors and Interlocutors
Speaking Components

Name of School:

Details of Applicant/s for Training:

Name of Applicant:	Grade:	Date of Training Session:	
		1 st Preference:	2 nd Preference:

Name of Head of School:

Date:

Signature of Head of School:

The completed application form is to be sent to benchmark@ilearn.edu.mt by Monday, 3rd April 2017.

The Department of Curriculum Management within the Ministry for Education and Employment, collects and processes information to carry out its functions under the Education Act. All data is collected and processed in accordance with the Data Protection Act 2001, the Education Act, other subsidiary legislation and the Privacy Policy of the Department, a copy of which is available on demand.

APPENDIX 7

DIPARTIMENT GHALL-KURRIKULU, RIĊERKA
INNOVAZZJONI U TAGHLIM TUL IL-HAJJA
FLORIANA VLT 2000
MALTA



DEPARTMENT FOR CURRICULUM, RESEARCH
INNOVATION AND LIFELONG LEARNING
FLORIANA VLT 2000
MALTA

Directorate for Learning and Assessment Programmes

Tel: 2598 2426 / 2598 2425

Email: gaetano.bugeja@ilearn.edu.mt

LETTER CIRCULAR

Information: X

Date: 24th April 2017

Action Required: X

Ref: DLAP 003/2017

To: All Heads of Primary Schools (State and Non-State) and Sections

From: Louis Scerri – Assistant Director

Subject: End of Primary Benchmark June 2017 (2nd Session) – Call for Application and Timetable

1. The second session of the End of Primary Benchmark is going to be held in the afternoon between **12 and 16 June 2017**. Maltese candidates will sit for the second session at Floriana Primary School while Gozitan candidates will have the session at the Education Office in Victoria, Gozo.
2. This second session is being held for children who fall under one of the following two categories:

Category A – includes candidates who will have completed Year 6 in a Church or Independent School that will not be participating in the First Session of the End of Primary Benchmark. Candidates should complete an Application Form that may be collected as from **Tuesday, 2 May 2017** from the Educational Assessment Unit, 32 Joseph Abela Scolaro Street, Hamrun (located within the grounds of the ex-Maria Assumpta Girls' Secondary School) or from the Education Office, Victoria, Gozo. The application form may also be downloaded at www.curriculum.gov.mt. Completed application forms need to be returned to the Educational Assessment Unit, Hamrun (between 8:00 to 16:00hrs) or the Education Office, Victoria, Gozo, by not later than **Monday, 15 May 2017**.

A passport-sized photo is to be submitted together with the Application Form. The photo needs to be signed by an authoritative person (such as the Head of School or family doctor), verifying that it is a true image of the applicant.

Category B – includes candidates who will have completed Year 6 in a State, a Church or an Independent School that will have participated in the First Session of the Benchmark but who, during the First Session, were absent from any or all components.

In the case of candidates falling under Category B, the Educational Assessment Unit will assume that children who were absent in the First Session for any components will be sitting the missed component/s in the Second Session. **These children therefore need not re-apply**. However, on returning to school after the end of the First Session of the Benchmark, these candidates need to submit to their school a passport-sized photo endorsed by an authoritative person (such as the Head of School), verifying that the photo is a true image of the applicant. This photo needs to be affixed to the Identity Card that will be provided to the school by the Educational Assessment Unit. Heads of School are to ensure that these cards are filled in and sent to the Educational Assessment Unit by not later than **Thursday, 8 June 2017**.

Heads of School are kindly requested to inform the parents of all candidates of the venue and the timetable indicated below. All examinations start at 3.00pm and therefore candidates will have to be seated by 2.45pm.

3. The components of the Second Session of the End of Primary Benchmark will be held according to the following timetable. Please ensure that this timetable is brought to the attention of all parents concerned.

JUNE 2017 Second Session				
12 JUNE	13 JUNE	14 JUNE	15 JUNE	16 JUNE
<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
15.00 – 16.00 (60 minutes) Maltese Writing	15.00 – 16.00 (60 minutes) English Writing	15.00 – 15.15 Mathematics Mental Paper (15 minutes)	15.00 Maltese Oral	15.00 English Oral
16.00 – 16.25 <i>25 min Break</i>	16.00 – 16.25 <i>25 min Break</i>	15.15 – 15.30 <i>15 min Break</i>		
16.25 – 16.55 (30 minutes) Maltese Listening Comprehension	16.25 – 16.55 (30 minutes) English Listening Comprehension	15.30 – 17.00 Mathematics Written Paper (1h 30min)		
16.55 – 17.10 <i>15 min Break</i>	16.55 – 17.10 <i>15 min Break</i>			
17.10 – 18.00 (50 minutes) Maltese Reading Comprehension	17.10 – 18.00 (50 minutes) English Reading Comprehension			

4. The End of Primary Benchmark syllabi are applicable for both the First Session and the Second Session. These syllabi, together with the relative guidelines, may be downloaded from www.curriculum.gov.mt. (Please refer to Letter Circular DCM 028/2017 for these guidelines.)
5. Requests for exemptions from any component of the End of Primary Benchmark or requests for the provision of Access Arrangements will be considered on the submission of the requested evidence provided for the First Session. For more information please contact the Educational Assessment Unit on 2598 2186.

Candidates who are applying for the Second Session as private candidates (Category A) may wish to be considered for any of the following Access Arrangements (provided that a professional report indicating the need of such Access Arrangements is produced):

- Reader for Mathematics Written paper;
- Reading Assistance for Maltese and English Reading Comprehensions;
- Scribe to transcribe illegible words for Maltese and English Writing Components;
- Multiplication Tables for Mathematics Written paper;
- Enlarged Print (for visually impaired students);
- Communicator (for hearing impaired students)

These candidates are to contact the Educational Assessment Unit on 2598 2186 by **Friday, 12 May 2017**.

Thank you for your cooperation.

Gaetano Bugeja
Director, Curriculum Management

DIPARTIMENT GHALL-KURRIKULU, RIĊERKA
INNOVAZZJONI U TAGHLIM TUL IL-HAJJA
FLORIANA VLT 2000
MALTA



DEPARTMENT FOR CURRICULUM, RESEARCH
INNOVATION AND LIFELONG LEARNING
FLORIANA VLT 2000
MALTA

END OF PRIMARY BENCHMARK 2017
APPLICATION FORM FOR THE SECOND SESSION
12 June – 16 June 2017
(3.00pm – 6.00pm)

Surname:	_____		
Name:	_____	Male/Female:	_____
Date of Birth:	_____/_____/_____	Student's ID No:	_____
Telephone:	_____	Mobile:	_____
Address: Door Number/Name & Street Name:	_____		
Town/Village & Postcode:	_____		
Surname and Name of Parent/Guardian:	_____		
Present School:	_____	Year/Grade:	_____
Centre where the candidate will be sitting for the examination:	Malta / Gozo (<i>Underline the applicable option</i>)		
Student's Signature:	_____	Parent's/Guardian's Signature:	_____
Statement of Consent (in accordance with the Data Protection Act)			
I hereby give my consent to the Department of Curriculum Management for processing the information being supplied with this application. I fully understand that by opting out, this application cannot be processed.			
Parent's/Guardian's Signature:	_____	Date:	_____
<i>The Department of Curriculum Management within the Directorate for Quality and Standards in Education collects and processes information to carry out its functions under the Education Act. All data is collected and processed in accordance with the Data Protection Act 2001, the Education Act, other subsidiary legislation and the Privacy Policy of the Department, a copy of which is available on demand.</i>			

PLEASE FILL IN AND RETURN, TOGETHER WITH A PASSPORT-SIZED PHOTO,
TO: EDUCATIONAL ASSESSMENT UNIT, 32 JOSEPH ABELA SCOLARO STREET, HAMRUN
(within the grounds of the ex-Maria Assumpta Girls' Secondary School)
OR: THE EDUCATION OFFICE, VICTORIA, GOZO
BY 15 MAY 2017

On each day of the examination, please bring with you the acknowledgement note that you were given when handing in your application.

For Office use only

Application Form Number

Application received on / /

Application received by

**This timetable is to be handed to the applicant
together with the acknowledgement note.**

SECOND SESSION OF THE END OF PRIMARY BENCHMARK 2017

TIMETABLE

JUNE 2017				
Second Session				
12 JUNE	13 JUNE	14 JUNE	15 JUNE	16 JUNE
<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
15.00 – 16.00 (60 minutes) Maltese Writing	15.00 – 16.00 (60 minutes) English Writing	15.00 – 15.15 (15 minutes) Mathematics Mental Paper	15.00 Maltese Oral	15.00 English Oral
16.00 – 16.25 <i>25 min. Break</i>	16.00 – 16.25 <i>25 min. Break</i>	15.15 – 15.30 <i>15 min. Break</i>		
16.25 – 16.55 (30 minutes) Maltese Listening Comprehension	16.25 – 16.55 (30 minutes) English Listening Comprehension	15.30 – 17.00 (1h 30min) Mathematics Written Paper		
16.55 – 17.10 <i>15 min. Break</i>	16.55 – 17.10 <i>15 min. Break</i>			
17.10 – 18.00 (50 minutes) Maltese Reading Comprehension	17.10 – 18.00 (50 minutes) English Reading Comprehension			

END OF PRIMARY BENCHMARK 2017

- In Malta, all components of the Second Session of the End of Primary Benchmark will be held at Floriana Primary School. In Gozo, these will be held at the Education Office in Victoria.
- All sessions start at 3.00pm. Candidates have to be seated by 2.45pm.
- Requests for Exemptions from any Benchmark component, or requests for the provision of Access Arrangements, will be considered on the submission of the requested evidence provided for the First Session.
- Private candidates applying for the Second Session as Category A candidates and who may be eligible for Access Arrangements indicated in Letter Circular DCM 012/2017 are to contact the Educational Assessment Unit on 25982186 by 12 May 2017.
- No calculators will be allowed in Mathematics. A protractor may be required.
- During the Orals, candidates will be allowed to go home as soon as they finish the interview.

IL-BENĊMARK TA' TMIEN L-EDUKAZZJONI PRIMARJA

- F'Malta, il-komponenti kollha tat-Tieni Sessjoni tal-Benċmark ta' Tmiem l-Edukazzjoni Primarja se jsiru fl-Iskola Primarja, il-Furjana. F'Għawdex, se jsiru fl-Uffiċċju tal-Edukazzjoni, ir-Rabat.
- Is-sessjonijiet kollha jibdew fit-3.00pm. Il-kandidati jridu jkunu f'pothom sat-2.45pm.
- Kull talba għal Eżenzjoni minn xi komponent tal-Benċmark jew għal *Access Arrangements* tiġi kkunsidrata skont l-evidenza li tkun ingħatat fl-Ewwel Sessjoni. Dawk il-kandidati li se japplikaw għat-Tieni Sessjoni bħala kandidati privati (Kategorija A) u li huma eliġibbli għal *Access Arrangements* skont kif indikat fl-Ittra Ċirkulari DCM 012/2017 għandhom jikkuntattjaw it-Taqsima tal-Assessjar Edukattiv fuq in-numru 25982186 sat-12 ta' Mejju 2017.
- L-użu tal-*calculators* mhux permess waqt il-Matematika iżda wieħed jista' jiġi bżonn l-użu ta' *protractor*.
- Malli jispiċċaw mill-orali, il-kandidati jkunu jistgħu jmorru lura d-dar.

(142)

**END OF PRIMARY BENCHMARK (Year 6)
JUNE 2017 (2nd Session)**

<i>Monday 12 June</i>	<i>Tuesday 13 June</i>	<i>Wednesday 14 June</i>	<i>Thursday 15 June</i>	<i>Friday 16 June</i>
15.00 – 16.00	15.00 – 16.00	15.00 – 15.15	15.00 Maltese Oral Component	15.00 English Oral Component
(60 minutes) Maltese Writing	(60 minutes) English Writing	(15 minutes) Mathematics Mental Paper		
16.00 - 16.25 <i>25min Break</i>	16.00 - 16.25 <i>25min Break</i>	15.15 - 15.30 <i>15min Break</i>		
16.25 – 16.55	16.25 – 16.55	15.30 – 17.00		
(30 minutes) Maltese Listening Comprehension	(30 minutes) English Listening Comprehension	(1h 30min) Mathematics Written Paper		
16.55 – 17.10 <i>15min Break</i>	16.55 – 17.10 <i>15min Break</i>			
17.10 – 18.00	17.10 – 18.00			
(50 minutes)* Maltese Reading Comprehension	(50 minutes)* English Reading Comprehension			

* Students with a Reader will have an additional 30 minutes

**IL-BENCHMARK TA' TMIEM IL-PRIMARJA (Is-Sitt Sena)
ĠUNJU 2017 (It-Tieni Sessjoni)**

<i>It-Tnejn 12 ta' Ġunju</i>	<i>It-Tlieta 13 ta' Ġunju</i>	<i>L-Erbgħa 14 ta' Ġunju</i>	<i>Il-Ħamis 15 ta' Ġunju</i>	<i>Il-Ġimgħa 16 ta' Ġunju</i>
15.00 – 16.00	15.00 – 16.00	15.00 – 15.15	15.00 Il-Malti It-Taħdit	15.00 L-Ingliš It-Taħdit
(60 minuta) Il-Malti <i>Il-Kitba</i>	(60 minuta) L-Ingliš <i>Il-Kitba</i>	(15-il minuta) Il-Matematika <i>Il-Karta Mentali</i>		
16.00 - 16.25 <i>Waqfa ta' 25 minuta</i>	16.00 - 16.25 <i>Waqfa ta' 25 minuta</i>	15.15 - 15.30 <i>Waqfa ta' 15-il minuta</i>		
16.25 – 16.55	16.25 – 16.55	15.30 – 17.00		
(30 minuta) Il-Malti <i>Il-Fehim mis-Smigħ</i>	(30 minuta) L-Ingliš <i>Il-Fehim mis-Smigħ</i>	(Siegħa u 30 minuta) Il-Matematika <i>Il-Karta Miktuba</i>		
16.55 – 17.10 <i>Waqfa ta' 15-il minuta</i>	16.55 – 17.10 <i>Waqfa ta' 15-il minuta</i>			
17.10 – 18.00	17.10 – 18.00			
(50 minuta)* Il-Malti <i>Il-Fehim mill-Qari</i>	(50 minuta)* L-Ingliš <i>Il-Fehim mill-Qari</i>			

* Studenti li għandhom Qarrej ikollhom 30 minuta miżjuda

APPENDIX 8

XXXXXXX College

XXXXXX College, XXXXXX Primary


**End of Primary Report
2016 – 2017**

Name: XXXXXXXXXXX XXXXXXX

ID:XXXXXXXX

Class: XXXXX

Subject	Student's Result	National Median*	Teacher Assessment			
			Excellent	Good	Fairly Good	Needs to improve
Malti						
Orali (20 marka)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fehim mis-Smigh (20 marka)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taħriġ il-Fehim (30 marka)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kitba (30 marka)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total						
English						
Oral (20 marks)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening Comprehension (20 marks)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Comprehension (30 marks)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing (30 marks)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total						
Mathematics						
Mental Paper (20 marks)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Paper (80 marks)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total						
Religion (100 marks)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies (100 marks)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science (100 marks)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Median is the middle mark after sorting all the marks in ascending order.

Additional Information: _____

Class Teacher

Head of School

 Name Surname
 House Name & Number
 Street Name
 Locality, Malta/Gozo

APPENDIX 9

Specimen of statistical information sent to schools regarding the End of Primary Benchmark 2017

	Malti Orali	Malti Smigh	Malti Fehem mill-Qari	Malti Kitba	Malti Total	English Oral	English Listening	English Reading	English Writing	English Total	Maths Mental	Maths Written	Maths Total
National Median	17.0	15.0	17.0	18.0	67.0	17.0	18.0	23.0	18.0	76.0	15.0	54.0	69.0
Particular School Median	18.0	16.0	18.5	18.0	72.0	18.0	18.0	23.0	18.0	77.0	16.0	59.0	74.5
National Mean	16.1	14.7	16.3	17.0	63.1	16.2	16.8	21.5	17.5	71.1	13.6	51.6	65.1
National Std Deviation	3.4	3.1	5.5	5.0	15.8	3.3	2.8	5.1	5.6	16.0	4.9	18.1	22.5
Particular School Mean	17.7	15.4	17.9	18.3	69.2	17.4	16.8	21.3	17.3	72.9	14.7	54.8	69.6
Particular School Std Deviation	1.8	3.3	6.1	4.1	14.0	2.3	3.1	5.5	5.5	14.5	5.5	20.0	25.3

APPENDIX 10

DIPARTIMENT GHALL-KURRIKULU, RIĊERKA
INNOVAZZJONI U TAGHLIM TUL IL-HAJJA
FLORIANA VLT 2000
MALTA



DEPARTMENT FOR CURRICULUM, RESEARCH
INNOVATION AND LIFELONG LEARNING
FLORIANA VLT 2000
MALTA

**Directorate for Learning and Assessment Programmes
Educational Assessment Unit**

Tel: 25982727

Email: eau@gov.mt

MEMORANDUM

Information: X

Date: 4th October 2017

Action Required:

Ref: 12//2017

To: All Heads of State Primary Schools (B and C schools)

From: Louis Scerri (Assistant Director)

Subject: Returning of the End of Primary Benchmark 2017 Scripts and
Delivery of Social Studies Fieldwork booklets for Years 3, 4, 5 and 6

In the coming days, the End of Primary Benchmark 2017 scripts of your students will be returned to your school. These scripts should be used internally by the school to review students' performance and identify areas where improvements in the teaching and learning process can be made.

You may find that some Benchmark scripts are missing; this is due to the fact that a sample is kept at the Educational Assessment Unit for research and archiving purposes. The returned scripts are to be archived by the school and may be disposed of after a period of one year.

Delivery will also be made of the Social Studies Fieldwork booklets to be used in this school year. Kindly ensure that these booklets are distributed to the respective classes immediately so that teachers can make use of them.

Thank you for your co-operation.

Louis Scerri
Assistant Director
Educational Assessment Unit

Soft Versions of all Resources related to
the End of Primary Benchmark 2017
are found on
the Directorate for Learning and Assessment Programmes
website
www.curriculum.gov.mt