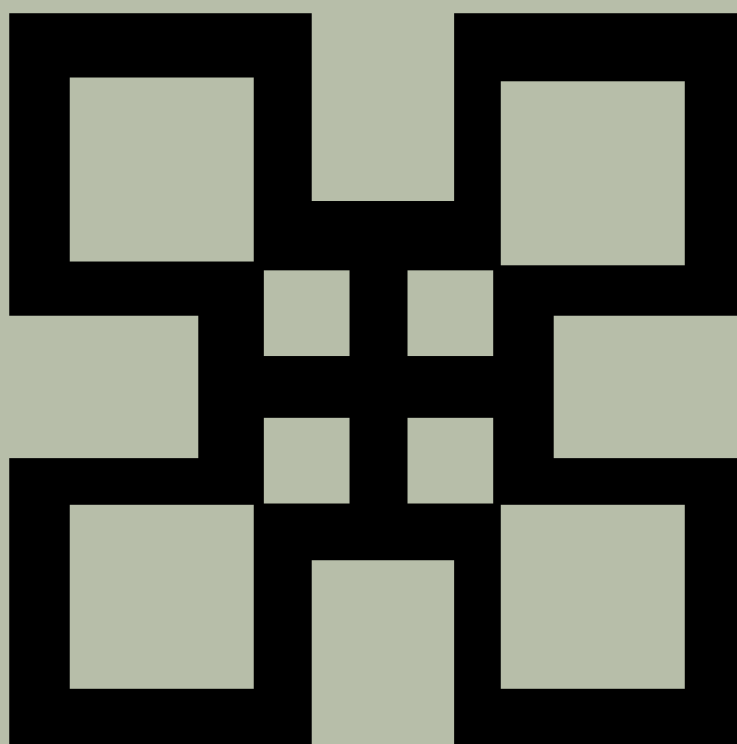


Professional Learning Community Handbook

Agricultural Science

Year One



Ghana Education
Service (GES)



Professional Learning Community Handbook

Agricultural Science

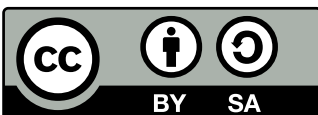
Year One



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Contents

Introduction	1
PLC SESSION 0: Internal Assessment Structure and Transcript System for SHS/SHTS and STEM Schools	3
PLC SESSION 1: Misconceptions and Prospects in Agriculture	5
PLC SESSION 2: Operations of Agricultural Tools and Machinery	8
PLC SESSION 3: Start-up Packages and Growing of Vegetable Crops and Ornamental Plants	11
PLC SESSION 4: Emerging Technologies in Vegetable Crops and Ornamental Plants Production	14
PLC SESSION 5: Using Known Procedures in Vegetable Crops and Ornamental Plants Production	17
Appendix A: Individual Portfolio Building on the Production of Ornamental Plants	20
PLC SESSION 6: Preparing for Mid-Semester Examination	21
Appendix B: Table of Specification for Mid-Semester Examination	26
PLC SESSION 7: Emerging Technologies used to make the Growing of Vegetable Crops and Ornamental Plant Production Easier	27
PLC SESSION 8: Modern and Efficient Methods of Crop Irrigation System	30
PLC SESSION 9: Uses of Appropriate Irrigation Systems to Produce Vegetable Crops and Ornamental Plants.	33
PLC SESSION 10: Market Needs for Vegetables and Ornamental Plants.	36
PLC SESSION 11: Production of Selected Vegetable Crops and Ornamental Plants	39
Appendix C: Group Practical	42
PLC SESSION 12: Preparing for End of Semester Examination	43
Appendix D: Table of Specification for the End of Semester Examination	48
PLC SESSION 13: Resources and Market needs for Poultry Production.	50
PLC SESSION 14: Production of Poultry for Eggs and Meat	53
PLC SESSION 15: Identification of Distribution Outlets and Ways of Marketing Poultry Produce and Products	56
PLC SESSION 16: Types of Customary and Statutory Land Tenure Systems.	59
PLC SESSION 17: Challenges in Customary and Statutory Land Tenure Systems	62
PLC SESSION 18: Preparing for Mid-Semester Examination	65
Appendix E: Table of Specification for Mid-Semester Examination	69
PLC SESSION 19: Technology Transfer Methods with Emphasis on Participatory Approaches	70

PLC SESSION 20: Causes of Climate Change and Current World Disasters	74
PLC SESSION 21: Consequences of Climate Change on Crop Yields	78
PLC SESSION 22: Indigenous and Conventional Strategies for Dealing with Climate Change and Climate Variability	81
PLC SESSION 23: Effects of Indigenous and Conventional Mitigation Measures for Combating Climate Change on Agricultural Production	84
PLC SESSION 24: Preparing for End of Semester Examination	87
Appendix F: Table of Specification for End of Semester Examination	92
Appendices	94
Appendix 1: Structure of The Senior High School Internal Assessment and Transcript System	94
Appendix 2: Excerpts from The Teacher Assessment Manual and Toolkit	102
Appendix 3: Teacher Lesson Observation Form	136
Appendix 4: How to Check CPD Points and Training Records on Teacher Portal Ghana	140
List of Contributors	143

Introduction

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

- i. Has a weekly learning plan which is aligned with the content and pedagogy set out in the relevant Teacher Manual;
- ii. Incorporates the relevant Learner Materials which are available on the curriculum microsite;
- iii. Contains assessment strategies which are aligned with the Teacher Manual, Learner Materials and Transcript Assessment Guidance;
- iv. Is delivered by the teacher in close adherence (Fidelity of Implementation) with i.) to iii.) above.

The PLC Handbook has a strong focus on assessment, outlining structured approaches to assessment derived from the Teacher Assessment Manual and Toolkit (TAMT), emphasising the attainment of learning outcomes, timely feedback to learners and recording learning outcomes accurately.

Additionally, this Handbook prescribes nine (9) main assessment events which teachers should score and record to constitute each learner's academic transcript for the academic year as follows: Two (2) Class exercises or Homework, one (1) Individual Portfolio, one (1) Group Project, two (2) Mid-semester examinations (in first and second semesters), two (2) End of Semester examinations (in first and second semester) and one (1) Individual project. It also promotes continuous weekly assessment for learning across all DoK levels, supporting teachers to deliver an all-inclusive education by inculcating 21st century skills, ICT, national values and support to special needs learners.

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

- i. **Mid-semester examination:** To evaluate knowledge and understanding among learners on the learning outcome(s) covering weeks 1-5 for the first semester and the learning outcome(s) covering weeks 13-17 for the second semester. It is recommended that multiple choice questions, essays and practical questions are used to assess the learning outcomes. Teachers are to ensure recorded scores for the group project and mid-semester examination are submitted via the online system on time.
- ii. **End of semester examination:** To evaluate knowledge and understanding of learners on the learning outcomes covering weeks 1-12 for the first semester and weeks 13-23 for the second semester. It is recommended that multiple choice, essays and practical questions are used to assess the learning outcomes. Teachers should

ensure that the recorded marks are submitted through the online system by the designated due dates.

- iii. **Class Exercise/unannounced quiz/homework:** For immediate feedback and clarification of concepts, it is recommended that teachers use these 3 assessment modes in weeks 3,4 and 9 in the first semester. In the second semester, there have been recommended in weeks 15, 16, 19 and 22.
- iv. **Group project:** Two group projects were employed in weeks 5 and 8 in the first semester to encourage collaborative skills, tolerant, teamwork and communication in the form of written reports by learners in groups. One best score is to be recorded for learners' transcript.
- v. **Individual project** is conducted in week 14 of the second semester to give practical experience to learners and also to assessed their unique individual talents. This project is to be recorded for learners' transcript.
- vi. **Portfolio building:** To keep good track of the learning process, learners were given project in week 5 as the bases for group portfolio building and an individual portfolio in week 11 to be assessed in week 22 of the second semester for submission.

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

1. Introduction (20 minutes)

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

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

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

2. Internal assessment structure and frequency (60 minutes)

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

Purpose

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

Learning Outcome

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

Learning Indicators

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

E.g.

Questioning, etc.

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

E.g.

End of Semester Examinations, etc.

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

E.g.

Class Exercise:

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

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

E.g.

Provide individual comments on learners' work, etc.

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

E.g.

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

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

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

E.g.

Class exercise, etc.

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

E.g.

Record learners scores immediately, etc.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session.

3.2 Remember to:

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

PLC SESSION 1: Misconceptions and Prospects in Agriculture

1. Introduction (20 minutes).

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

2. Review of learning plans (60 minutes).

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

Purpose

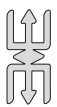
The purpose of the session is to review the learning plan for *week 1* by aligning the plan with the Learner Material and appropriate assessment strategies.

Learning Outcome

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

Learning Indicators

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



Note

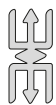
The selected activities should be included in the teacher/learner activity section of the learning plan

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

E.g.

Debate for or against the motion "Agricultural Science should be studied by all SHS learners in Ghana to help address food security and economic development challenges."

Refer to the Teacher Manual year 1 book 1 pages 13–14 and Learner Material Section 1 for more tasks.



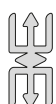
Note

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

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

E.g.

- a) *Introduction: Background information provided to set the context of the debate on the need for all learners in SHSs to learn agricultural science etc. = 2 marks*
- b) *Content knowledge: Ability to give the importance of studying agricultural science by all learners citing practical examples or situations = 4 marks*
- c) *Argumentation:*
 - i. *Clear presentation of arguments supporting or refuting the importance of studying agricultural science by all learners in SHSs*
 - ii. *Clarity and organisation in presenting arguments, etc. = 2 marks*
- d) *Presentation: Effective use of agricultural science terminologies and scenarios – 1 mark*
- e) *Conclusion: Summary of key points made during the debate, etc. = 1 mark*



Note

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

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

E.g.

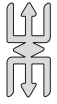
Put learners into mixed gender groups (where applicable) and help them to ballot to speak "for or against" the motion, etc.

Refer to Teacher Assessment Manual and Toolkit pages 52–53 for information on how to administer debate as an assessment.

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

E.g.

Facilitate a debriefing session to address any misunderstandings or questions that come up from the debate, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

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

PLC SESSION 2: Operations of Agricultural Tools and Machinery

1. Introduction (20 minutes).

1.1 Share one thing on the lesson for *week 1* delivered last week that:

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 1* that supported learning (NTS 2e, 2f and 3d - 3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

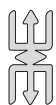
Learning Outcome

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

Learning Indicators

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

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



Note

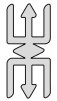
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Write a report on the operation of a farm machine and equipment like a tractor.

Refer to the Teacher Manual year 1 Book 1 pages 18–26 and Learner Material Section 2 for more tasks.



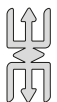
Note

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

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

E.g.

- a) *Introduction: A report on the operation of tractor for ploughing or knapsack sprayer for applying herbicide = 2 marks*
- b) *Main body: A brief description of how a tractor ignition is started, to move the tractor and the various attachment like a plough, harrow, etc. = 7 marks*
- c) *Conclusion: A summary of the operation such as how to stop the tractor ignition and how to maintain some of the parts = 1 mark*



Note

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

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

E.g.

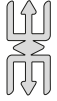
Provide detailed instructions on what to look out for when watching the video, etc.

Refer to Teacher Assessment Manual and Toolkit pages 134–138 for more information on report writing

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

E.g.

Engage learners in scoring the task on operating a tractor for ploughing, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 2 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

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

PLC SESSION 3: Start-up Packages and Growing of Vegetable Crops and Ornamental Plants

1. Introduction (20 minutes).

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

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 2* that supported learning (NTS 2e, 2f and 3d - 3j).

2. Review of Learning Plans (60 minutes).

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

Purpose

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

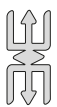
Learning Outcome

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

Learning Indicators

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

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



Note

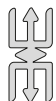
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Identify and explain six (6) characteristics of successful start-up packages of vegetable crops and ornamental plant enterprises, etc.

Refer to Section 3 of the Teacher Manual Year 1 Book 1 pages 31–34 and Section 2 of the Learner Material for more task



Note

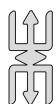
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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

E.g.

Learners are to identify and explain six (6) characteristics (essential or non-essential) of successful start-up packages of vegetable crops and ornamental plant enterprises, etc.

- a) *Each correctly identified characteristics (essential or non-essential)– 0.5 mark.
(0.5 × 6) = 3 marks*
- b) *Explanation of each of the characteristics identified– 1 mark each based on clarity, relevance, and understanding of concept (1 × = 6 marks).*



Note

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

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

E.g.

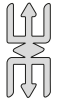
Provides learners with a list of characteristics associated with start-up packages for vegetable crops and ornamental plants, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 79–81 for more information on how to administer class exercise

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

E.g.

Provide constructive feedback on the characteristics and patterns of growth of successful vegetable crops and ornamental plant enterprises and highlight the strength and areas for improvement of learners, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

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

PLC SESSION 4: Emerging Technologies in Vegetable Crops and Ornamental Plants Production

1. Introduction (20 minutes).

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

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 3* that supported learning (NTS 2e, 2f and 3d - 3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

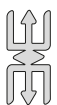
Learning Outcome

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

Learning Indicators

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

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



Note

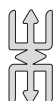
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Watch a video of emerging technologies in vegetable crops and ornamental plant production like drones being used to apply pesticide on a vegetable farm, then prepare and present an oral report in class, etc.

Refer to the Teacher Manual Year 1 Book 1 pages 35–41 and Section 2 of the Learner Material for more task



Note

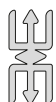
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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

E.g.

Oral report presentation

- a) *Introduction: Well-crafted introduction on the use of emerging technologies in vegetable crop and ornamental plants production; Emerging technologies, ranging from robotics to machine language, have helped transform modern agriculture, both on a small scale and large scale. They help address challenges such as slow and small production per unit time by producing more with less, etc. = 2 marks*
- b) *Appropriate content: Some emerging technologies in agriculture include Organic farming, Vertical farming, drones, etc. Drones are autonomous or remotely controlled multipurpose aerial vehicles with no humans on board. They are used for crop monitoring and spraying chemicals on crops, etc. = 6 marks*
- c) *Conclusion: Summary of the benefits and challenges of the use of emerging technologies in vegetable crop and ornamental plants production, etc. = 2 marks*



Note

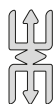
- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii.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

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

E.g.

Give detailed instructions to learners on what to look out for as they watch the video on how drones are being used to apply pesticide in a vegetable farm, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 144–187 for information on how to administer oral presentation as an assessment strategy



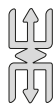
Note

Teacher should pay attention to learners with hearing and visual impairment and give them support

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

E.g.

Give learners constructive feedback on the benefits and challenges of the use of emerging technologies like drones in vegetable crops and ornamental plants, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 4 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l – 3n).
- b) read PLC Session 5 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 5 in preparation for the next session (NTS 3a).

PLC SESSION 5: Using Known Procedures in Vegetable Crops and Ornamental Plants Production

1. Introduction (20 minutes).

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

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 4* that supported learning (NTS 2e, 2f and 3d - 3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

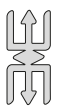
Learning Outcome

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

Learning Indicators

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

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



Note

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

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

E.g.

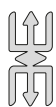
In groups, discuss, select and grow a specific ornamental plant using known procedures and technologies.

Refer to the Teacher Manual Year 1 Book 1 pages 42–44 and Section 3 of the Learner Material for more task.

Hint



Give learners a task to create a picture portfolio of the production of a particular ornamental plant. Refer to **Appendix A** for the details on how to build the portfolio.



Note

- i. Schools without farms can produce ornamental plants in sacks or plastic containers. Guide learners to carry out preparatory activities on ornamental plant production like preparation of the plating materials, etc.
- ii. The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- iii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.

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

E.g.

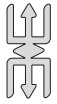
This group project can be scored as follows:

- a) *Selection of the ornamental plant and the known procedure and technology for growing it like stem cutting, leave cutting, seeds, etc. = 2 marks*
- b) *Appropriate preparation of the site/soil for plastic containers for the ornamental plants production = 4 marks.*
- c) *Proper cultural practices carried out (including nursing, plating, watering, transplanting, weed control, record keeping etc. = 10 marks*
- d) *A brief report on the project. = 4 marks*

Hint



Inspect the project every 2 weeks and final assessment should be done in week 20.



Note

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

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

E.g.

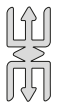
Put learners into mixed gender/ability groups of 3–5 (depending on class size) and assign each group with the task of growing a specific ornamental plant, etc.

Refer to Teacher Assessment Manual and Toolkit pages 34–36 for more information on how to administer group project

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

E.g.

Provide constructive feedback to the learners on the selection, discussions and growing of a specific ornamental plant, indicate their strength and areas for improvement, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes).

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 5 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l – 3n).
- b) read PLC Session 6 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 6 in preparation for the next session (NTS 3a).



Appendix A: Individual Portfolio Building on the Production of Ornamental Plants

Individual Portfolio building.

E.g.

Scoring guide

- a) Quality/clear pictures: 2 marks x 4 = 8 marks.
- b) Brief description of each stage: 2 marks x 4 = 8 marks.
- c) Explanation of the importance of each stage: 2 marks x 4 = 8 marks.
- d) Proper arrangement in chronological order with dates: 1.5 marks x 4 = 6 marks.

Total: 30 marks.

Instruction on how to build the portfolio:

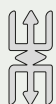
- a) Task learners to individually create a portfolio of various stages in ornamental plants production (from nursery to maturity).
- b) Establish standards of performance for the portfolio (e.g., portfolio with clear pictures and beautifully written descriptions will be scored high).

E.g.

Pictures of each stage of ornamental plant production.

Written description of the various activities in each stage of the production of ornamental plants.

- a) Nursery stage.
 - i. Take pictures of the planting materials to be nursed. e.g. seeds, stems, leaves etc.
 - ii. Give a brief description of this stage.
 - iii. Explain the importance of this stage.
- b) Transplanting stage.
 - i. Take pictures of the transplanted plant on bed/container etc.
 - ii. Give a brief description of this stage.
 - iii. Explain the importance of this stage, etc.



Note

Learners are to be guided by Section 3 of LM for the right procedure.

Hint

The portfolio will be submitted in week 20 for final assessment



PLC SESSION 6: Preparing for Mid-Semester Examination

1. Introduction (20 minutes).

1.1 Share one thing on the lesson for *week 5* delivered last week that:

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 5* that supported learning (NTS 2e, 2f and 3d – 3j).

2. Review of Learning Plans (60 minutes).

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

Purpose

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

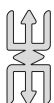
Learning Outcome

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

Learning Indicators

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

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



Note

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

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

E.g.

Preparing to conduct mid-semester examination for first semester.

Refer to Teacher Assessment Manual and Toolkit pages, 41-43, 83-86 and 94-97 for more information on the assessment modes (Multiple choice questions, Essay type questions, etc).

a) *Nature:*

i. *Cover content from weeks 1-5. Taking into consideration DoK levels 1-4.*

ii. *The test should include:*

Section A- (10 Multiple choice questions)

Section B- (2 Essay questions)

Section C- (1 Practical question)

Time: 1 hour

b) *Sample questions:*

Section A: 10 Multiple choice questions (10 marks)

Answer all questions.



The farm tool illustrated above is called?

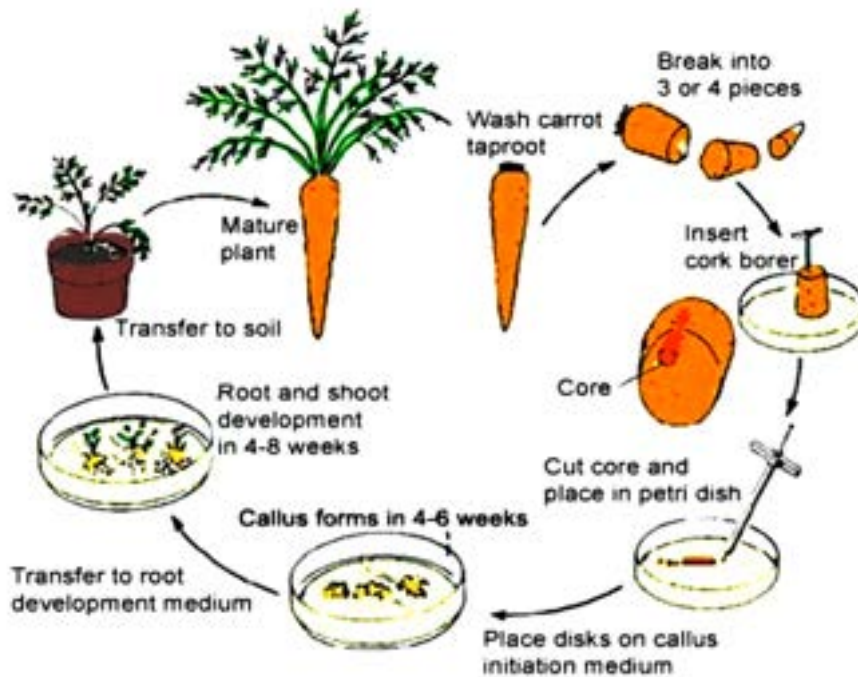
- A. *Hoe*
- B. *Scythe*
- C. *Secateurs*
- D. *Sickle*

Section B: Essay (10 marks).

Answer two (2) questions.

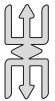
Describe three (3) emerging technologies used in producing vegetable crops or ornamental plants.

Section C: Practical.(10 marks)



Study the diagram above and provide answers to the following questions (20 marks):

- (i) Why should a sterilised knife be used to take the tissue instead of any knife?
- (ii) How many stages are involved in the entire tissue culture process? Name them.
- (iii) What are the two major things that are found in the sterilised agar jelly?



Note

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

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

E.g.

Section A: Multiple choice questions

Answer: Option B. Scythe for each

Section B: Essay

Answers:

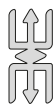
- i. Vertical farming: Indoor vertical farming is the practice of growing stacked layers of crops in a closed and controlled environment to maximise use of space and reduce water usage = 3 marks

- ii. *Hydroponics and aquaponics: These are the techniques of growing plants using a water based nutrient solution rather than soil, and can include an aggregate substrate, or growing medium, such as vermiculite, coconut coir or perlite = 4 marks*
- iii. *Drones: Drones are autonomous or remotely controlled multipurpose aerial vehicles with no human on board. They are used for crop monitoring and spraying chemicals on crops = 3 marks*

Section C: Practical.(10 marks).

Answers:

- a) To avoid all forms of contamination = 2 marks
- b) Five stages: initiation stage, multiplication stage, rooting stage, shooting stage, acclimatisation stage = 6 marks
- c) Nutrients and hormones = 2 marks



Note

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

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

E.g.

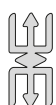
- a) *Prepare a table of specification (see **Appendix B** for a sample)*
- b) *Provide clear instructions and resources needed for the tasks, etc.*

Refer to Teacher Assessment Manual and Toolkit pages 26 and 38 for more information on how to administer the various assessment mode for the mid-semester examination

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

E.g.

Provide constructive feedback by discussion with learners' sections of the examination they performed well and sections that need improvement. Organise remedial lessons to learners with poor scores, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

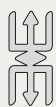
3. Reflection (10 minutes).

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



Appendix B : Table of Specification for Mid-Semester Examination

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
1	1. Meaning and Importance of Agriculture. 2. Misconceptions about agriculture and farming in Ghana and how to address them.	<i>Multiple Choice</i>	1	1	-	-	2
2	Identification and the uses or functions of some common farm tools and equipment for crop production.	<i>Multiple Choice</i>	1	-	1	-	2
3	1. Start-up package for vegetable crop farming in Ghana.	<i>Multiple Choice</i>	1	-	1	-	2
	2. Patterns of growth of successful vegetable crop and ornamental plant enterprises	<i>Essay</i>		1			1
4	1. Selected emerging technologies in vegetable crop and ornamental plant enterprises. 2. Appraisal of emerging technologies in vegetable crop and ornamental plant production.	<i>Multiple Choice</i>	1	1	-	-	2
5	Use known technologies to produce vegetable crops and ornamental plants on the school premises	<i>Multiple Choice</i>	1	1			2
		<i>Essay</i>			1		1
6	Explanation of the processes of tissue culture and its importance in vegetable crop and ornamental plant production.	<i>Practical</i>				1	1
	Total		5	4	3	1	13



Note

Modify, complete and use this table to set your mid-semester examination questions.

PLC SESSION 7: Emerging Technologies used to make the Growing of Vegetable Crops and Ornamental Plant Production Easier

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 6* and *mid-semester examination* that:

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 6* that supported learning (NTS 2e, 2f, 3d – 3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

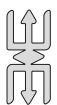
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching *week 7* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

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

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

E.g.

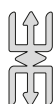
Write an essay on the operation of a greenhouse farm using emerging technologies like drones in vegetable crops and ornamental plants production.

Refer to the Teacher Manual Year 1 Book 1 pages 48–51 and section 3 of the Learner Material for more tasks.

Hint



- i. Assign the essay to individual learners to be submitted during the next lesson
- ii. Visit to a nearby greenhouse farm, go on a Virtual trip through zoom with the help of a resource person or watch a video on the use of emerging technologies in vegetable crops and ornamental plants production.



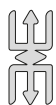
Note

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

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

E.g.

- a) *Introduction: A brief background on emerging technologies being used in the production of vegetable crops and ornamental plants = (2 marks)*
- b) *Main body*
 - i. *Explanation of how any one of the emerging technologies is used in the production of vegetable crops and ornamental plants = (4 marks)*
 - ii. *How can any two of the emerging technologies reduce the drudgery involved in vegetable crops and ornamental plants production = (12 marks)*
- c) *Conclusion: A summary of the prospects and challenges of the use of emerging technologies in vegetable crops and ornamental plants = (2 marks)*



Note

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

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

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

E.g.

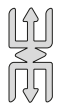
Clearly state the learning outcome to be assessed with the essay like operation of some emerging technologies that makes vegetable crops or ornamental plant production easier, and communicate the specific content, type of essay and criteria, etc.

Refer to pages 94–96 of the Teacher Assessment Manual and Toolkit for more information on how to administer essay type assessment.

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

E.g.

Focus on the content rather than sentence structure, grammar, punctuation, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 7 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l – 3n).
- b) read PLC Session 8 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 8 in preparation for the next session (NTS 3a).

PLC SESSION 8: Modern and Efficient Methods of Crop Irrigation System

1. Introduction (20 minutes)

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

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 7* that supported learning (NTS 2e, 2f and 3d - 3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

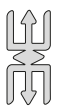
Learning Outcome

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

Learning Indicators

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

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



Note

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

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

E.g.

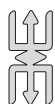
Write a group project on the modern and efficient methods of crop irrigation.

Refer to the Teacher Manual Year 1 Book 1 pages 54–57 and Section 4 of the Learner Material for more tasks.

Hint



Show a video on modern irrigation methods to learners and let them do group discussion and then write 300 words long group project report. Mark and record this work for the learner's transcript.



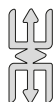
Note

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

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

E.g.

- a) *Introduction: A brief definition and background information on modern irrigation methods;*
It is defined as the artificial application of water to the soil to supplement rainfall and ground water, for the purpose of crop production, etc.= 2 marks
- b) *Main content: Description of the main irrigation methods and their examples, merits and demerits, etc.= 14 marks*
- c) *Conclusion: A summary of the group project and collaboration during the discussion = 4 marks*



Note

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

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

E.g.

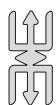
Show videos of modern and efficient methods of crop irrigation to learners, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 34–37 for more information on how to administer group project

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

E.g.

Provide constructive feedback on the modern and efficient methods of crop irrigation and clarify learners' answers where necessary, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 8 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l – 3n).
- b) read PLC Session 9 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 9 in preparation for the next session (NTS 3a).

PLC SESSION 9: Uses of Appropriate Irrigation Systems to Produce Vegetable Crops and Ornamental Plants.

1. Introduction (20 minutes)

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

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 8* that supported learning (NTS 2e, 2f and 3d – 3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

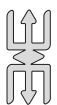
Learning Outcome

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

Learning Indicators

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

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



Note

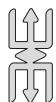
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

- a) *List types of irrigation systems used in crop production.*
- b) *Design simple irrigation plans for named vegetable crops or ornamental plants, etc.*

Refer to the Teacher Manual Year 1 Book 1 pages 58–60 and Learner Material Section 4 for more tasks.



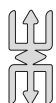
Note

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

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

E.g.

- a) *Discuss the scoring of the questions with learners.*
- b) *The quiz should be made up of 2 to 5 brief questions for 10 marks.*
 - i. *Types of irrigation systems used in crop production: 3 marks*
 - *Surface*
 - *Sub-surface*
 - *Pressurised irrigation, etc.*



Note

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

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

E.g.

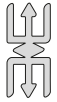
Ensure that learners submit their answer sheets at the stipulated time, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 79–81 for more information on how to administer class exercise

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

E.g.

Teacher should mark the quiz and provide constructive feedback to learners on appropriate methods of crop irrigation and encourage learners to read more on irrigation for the next lesson, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 9 and provide feedback on your lesson (NTS 1f, 3g).
- 3.3** Remember to:
- provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l – 3n).
 - read PLC Session 10 and related Learner Material (NTS 3a).
 - bring along your Teacher Manual, PLC Handbook and learning plan on week 10 in preparation for the next session (NTS 3a).

PLC SESSION 10: Market Needs for Vegetables and Ornamental Plants.

1. Introduction (20 minutes)

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

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 9* that supported learning (NTS 2e, 2f and 3d – 3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

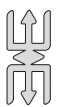
Learning Outcome

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

Learning Indicators

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

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



Note

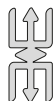
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Visit a market in your locality and carry out a survey on the market needs of vegetables and ornamental plants, submit your report in week 11.

Refer to the Teacher Manual Year 1 Book 1 pages 63–67 and Learner Material Section 5 for more tasks.



Note

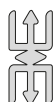
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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

E.g.

- a) *Market requirements before taking on a vegetable or ornamental plant business.*
 - i. *Financial and personal goals*
 - ii. *Identify crops to grow*
 - iii. *Analyse market outlets, etc. = 1 mark for each*
- b) *Market needs for vegetable crops and ornamental plants*
 - i. *Fresh and quality produce (clean, fresh and disease-free).*
 - ii. *Affordable pricing of products.*
 - iii. *Convenient market location.*
 - iv. *Packaging*
 - v. *Advertising, etc. = 1 mark for each*

Appropriate format including (introduction, main content and conclusion) should be awarded = 3 marks.



Note

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

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

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

E.g.

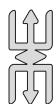
Through the survey, learners are to analyse the market requirements and trends for a named vegetables/ornamental plant considering factors like consumer preferences and emerging demands and submit a detailed written report, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 57–60 for more information on how to administer homework assignment.

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

E.g.

Provide constructive feedback to the learners on the market needs of vegetable crops, the report format and help those who need extra support, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 10 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l – 3n).
- b) read PLC Session 11 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 11 in preparation for the next session (NTS 3a).

PLC SESSION 11: Production of Selected Vegetable Crops and Ornamental Plants

1. Introduction (20 minutes)

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

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 10* that supported learning (NTS 2e, 2f, and 3d – 3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

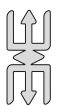
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching *week 11* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

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

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

E.g.

Build a picture portfolio on a specific vegetable crop production from the nursery stage to harvesting.

Refer to the Teacher Manual Year 1 Book 1 pages 68–70 and Learner Material Section 5 for more tasks.

Hint

Refer to **Appendix C** for the group practical task



Note

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

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

E.g.

- a) Quality/clear pictures at each of the major stages like: Nursery, transplanting, etc = 10 marks
- b) Proper arrangement in chronological order with dates = 10 marks
- c) Brief description of the importance of each item at the various stages:

Date	Stage/activity	Picture	Description and importance
4/12/2024	Nursing of Seeds		
24/12/2024	Transplanting		

5 stages (4 marks for each)

Hint

The picture portfolio should be inspected in weeks 12, 14, 16, 18, 20 and finally in week 22. Advice learners during the biweekly inspections.



Note

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

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

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

E.g.

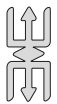
- a) *Create learner instructions that specify how learners collect, select, reflect, format, and submit report on production of a chosen vegetable crop*
- b) *Explain to learners how they can organise their portfolios step by step as they grow vegetable crop in the school garden*
- c) *Let learners build a picture album on all the steps that should be followed in the production of a particular vegetable crop from the nursery to harvesting with brief descriptions*

Refer to the Teacher Assessment Manual and Toolkit pages 27–30 and 143–145 for information on how to administer portfolio assignment.

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

E.g.

Teacher to provide constructive feedback on the picture portfolio by highlighting strengths and areas for improvement of each learner. Guide learners to preserve and build a weed album as a portfolio, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 11 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

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



Appendix C: Group Practical

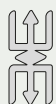
Task

Organise and produce selected vegetable crops and ornamental plants

Duration: Inspect the project every 2 weeks and final assessment should be done in week 20.

Score as follows:

- a. *Appropriate bed preparation = 5 marks*
- b. *Proper cultural practices carried out (including nursing, transplanting, watering, weed control, pest control, fertilizer application, harvesting, record keeping etc.= 10 marks*
- c. *The presentation format and confidence of the presenter = 5 marks*



Note

Schools without farms can produce vegetable crops in sacks or plastic containers (Refer to LM, Section 3.

Administration

1. *Assign each learner with the task of growing a specific vegetable crop to maturity.*
2. *Teacher guides learners to prepare beds, nurse the seeds and water as required*
3. *Learners should carry out all cultural practices needed to produce a chosen vegetable crop.*
4. *Each learner prepares a presentation on his/her project for presentation.*

(To be submitted in the 20th week)

Feedback

Teacher to provide constructive feedback highlighting strengths and areas for improvement.

PLC SESSION 12: Preparing for End of Semester Examination

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 11* delivered last week that:

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 11* that supported learning (NTS 2e, 2f and 3d – 3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

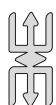
Learning Outcome

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

Learning Indicators

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

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



Note

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

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

E.g.

a) *Nature:*

Cover content from weeks 1-11 learning outcomes taking DoK levels 1-4 into consideration

b) *Composition: the examination should include the following sections:*

Section A- (50 Multiple choice questions mainly DOK level 1-3) answer all

Section B- (5 Essay questions DOK level 2 to 4) answer any 3

Section C- (3 Practical question DOK Level 3- 4) answer all

Duration of paper :3 Hours One (1) hour for Section C (practical work) Two (2) hours for Section A and B

c) *Sample questions:*

1. *Section A: 50 Multiple choice questions*

Answer all questions.

The following are all leafy vegetables except.

A. *Cabbage*

B. *Cauliflower*

C. *Lettuce*

D. *Spinach*

2. *Section B: Essay*

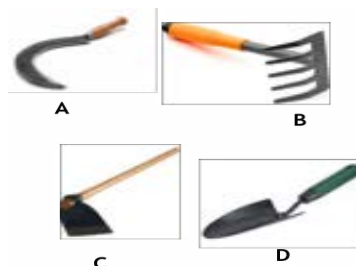
Answer three (3) questions.

(a) *List four examples of other technologies used to produce vegetable crops and ornamental plants = 4 marks.*

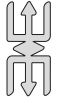
(b) *Explain how any one of the emerging technologies is used in the production of a vegetable crop or an ornamental plant = 6 marks*

(c) *Outline how any two of the emerging technologies reduce the drudgery involved in vegetable crop and ornamental plant production = 10 marks*

3. *Section C: Practical. Three (3) questions*



- (a) Identify the agricultural tools illustrated above (1 mark each) = 4 marks
- (b) Give one function of each tool (1.5 marks each) = 6 marks
- (c) Explain how to maintain each of them after use (1.5 marks each) = 6 marks
- (d) Provide an alternative tool for each of the tools (1 mark each) = 4 marks



Note

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

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

E.g.

Answers to the sample questions:

a) Section A: Multiple choice questions (50 marks)

Answer: B. Cauliflower for each

b) Section B: Essay (60 marks)

Answer three (3) questions.

1. Some emerging technologies in vegetable crops production include: 4 marks

- i. satellite greenhouses
- ii. robotics
- iii. automation [use of agricultural robots (agbots)]
- iv. drones, etc.

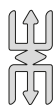
2. Satellite greenhouses: 6 marks

Greenhouse vegetable farming is the type of farming in which vegetable crops are grown in built structures (wood, plastic, metal and net). Some vegetables grown in greenhouses include cucumbers, sweet peppers, lettuces and tomatoes. Ornamental plants grown in greenhouses include orchids, roses, African violets, geraniums, chrysanthemums, poinsettias and bougainvillea, etc.

c) Section C: Practical. Three (3) questions (90 marks)

- i. Sickle
- ii. Hand cultivator
- iii. Hoe
- iv. Hand trowel (1 mark for each)

- i. *it is used to cut grass/harvest rice*
 - ii. *is used to loss topsoil*
 - iii. *is used to weed or dig shallow holes*
 - iv. *is used for loosening the soil around plants (2 marks for each)*
- ii.
- i. *Wash or clean it, dry and oil the metal part.*
 - ii. *Wash or clean it, dry and oil the metal parts*
 - iii. *Wash or clean it, dry and oil the metal parts,*
 - iv. *Wash or clean it, dry and oil the metal parts, etc.(2 marks for each)*



Note

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

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

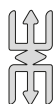
E.g.

- a) *Prepare a table of specification (see **Appendix D** for a sample)*
- b) *Provide clear instructions and resources needed for the task*
 - i. *Answer booklets*
 - ii. *Question papers, etc.*

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

E.g.

Discuss the marking scheme with the learners and provide constructive feedback after marking the paper by highlighting learners' strengths and areas for improvement, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

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



Appendix D: Table of Specification for the End of Semester Examination

Weeks	Learning Indicator(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
1	Meaning and Importance of Agriculture.	<i>Multiple Choice</i>	1	1	1	-	3
	Misconceptions about agriculture and farming in Ghana and how to address them.	<i>Essay</i>	-	-	1		1
2	Identification and the uses or functions of some common farm tools and equipment for crop production.	<i>Multiple Choice</i>	1	2	1	-	4
3	Identify characteristics of successful start-up packages of vegetable crop and ornamental plant enterprises.	<i>Multiple Choice</i>	1	1	1	-	3
	Catalogue the characteristics and patterns of growth of successful vegetable crop and ornamental plant enterprises.	<i>Practical</i>				1	1
4	Selected emerging technologies in vegetable crop and ornamental plant enterprises.	<i>Multiple Choice</i>	1	1	1	-	3
	Appraisal of emerging technologies in vegetable crop and ornamental plant production.	<i>Essay</i>				1	1
5	Grow vegetable and ornamental crops using the known procedures and technologies.	<i>Multiple Choice</i>	1	1	1	-	3
6	Describe the use and importance of tissue culture in vegetable crop and ornamental plant enterprises.	<i>Multiple Choice</i>	1	1	1	-	3
7	Identify other emerging technologies used to make growing of vegetable crops and	<i>Multiple Choice</i>	1	1	1	-	3
		<i>Practical</i>	-	-	-	1	1
8	Describe the modern and efficient methods of crop irrigation.	<i>Multiple Choice</i>	1	1	1	-	3
		<i>Essay</i>				1	1

Weeks	Learning Indicator(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
9	<i>Use the appropriate irrigation system to produce vegetable crops and ornamental plants.</i>	Multiple Choice	1	2	1	-	4
		Essay		1			1
10	<i>Identify market needs for vegetables and ornamental plants.</i>	Multiple Choice	1	1	1	-	3
		Essay			1		1
		Practical	-		-	-	
11 12	<i>Organise and produce selected vegetable crops and ornamental plants.</i> <i>Carry out required post-harvest practices and market the produce.</i>	Multiple Choice	2	1	2	-	5
		TOTAL					

**Note**

Modify, complete and use this table to set your examination questions.

PLC SESSION 13: Resources and Market needs for Poultry Production.

1. Introduction (20 minutes)

- 1.1 Share one thing on the lesson for *week 12* and end of semester examination that:
 - a. went well (NTS 1a - 1b, 2a - 2e).
 - b. you found challenging (NTS 1a - 1b, 2a - 2e).
- 1.2 Share your experience in conducting and/or recording the assessment for the previous week.
- 1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 12* that supported learning (NTS 2e, 2f and 3d - 3j).

2. Review of learning plans (60 minutes)

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

Purpose

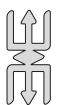
The purpose of the session is to review the learning plan for *week 13* by aligning the plan with the Learner Material and appropriate assessment strategies.

Learning Outcome

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

Learning Indicators

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



Note

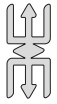
The selected activities should be included in the teacher/learner activity section of the learning plan

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

E.g.

Research and identify resources and market needs for poultry production in your locality write report.

Refer to the Teacher Manual Year 1 Book 2 pages 6–8 and Learner Material Section 6 for more tasks.



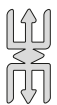
Note

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

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

E.g.

- a) *Introduction: A brief introduction to the research background, like Market needs, satisfying consumers' basic requirements. All the necessary processes of handling poultry and poultry products such as dressing, washing, cleaning, sorting, grading, packaging and ways of marketing poultry and poultry products are done to satisfy these needs. (2 marks)*
- b) *Appropriate content: The learners' ability to demonstrate in the research report their understanding of the course content and to develop the skills being taught. (6 marks)*
- c) *Presentation: The research work should be beautifully written and well organised. Learners should be able to communicate their findings clearly and concisely, etc. (2 marks)*



Note

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

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

E.g.

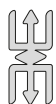
Explain the research guidelines to learners and task them to conduct research to identify the resources and market needs for poultry production in their locality, etc.

Refer to Teacher Assessment Manual and Toolkit pages 77–80 for more information on how to administer research as an assessment strategy

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

E.g.

Teacher to provide constructive feedback on the research report presented by learners by highlighting strengths and areas for improvement, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

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

PLC SESSION 14: Production of Poultry for Eggs and Meat

1. Introduction (20 minutes)

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

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 13 that supported learning (NTS 2e,2f, 3d - 3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

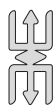
Learning Outcome

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

Learning Indicators

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

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



Note

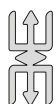
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Organise and produce one type of poultry that is common in your locality for eggs or meat.

Refer to the Teacher Manual Year 1 Book 2 Section 6 pages 9-11 and Learner Material Section 6 for more task examples



Note

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

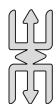
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3n – 3p).

E.g.

- a) *Appropriate preparation of the site for the poultry production = 6 marks*
 - i. *Construction of the poultry house including fencing with the right materials*
 - ii. *Accurate measurement for a specified number of birds, etc*
- b) *Proper husbandry practices carried out: including*
 - i. *brooding,*
 - ii. *feeding, watering, disease and pest control, record keeping, etc. = 12 marks*
- c) *The presentation format and confidence of the presenters*
 - *Brief introduction on the importance of poultry, how to raise poultry, concise conclusion, etc = 2 marks*

Hint

This should be inspected progressively (at weeks 16, 18, 20 and finally assessed at week 23)



Note

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

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

E.g.

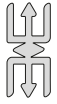
Guide learners to carry out preparatory activities on poultry production like construction of the poultry house, etc.

Refer to Teacher Assessment Manual and Toolkit pages 34–36 for more information on how to administer individual project.

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

E.g.

Teacher to provide constructive feedback on poultry production highlighting strengths and areas for improvement and clarifying any misinformation etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 14 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 1f, 3g).
- b) read PLC Session 15 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 15* in preparation for the next session (NTS 3a).

PLC SESSION 15: Identification of Distribution Outlets and Ways of Marketing Poultry Produce and Products

1. Introduction (20 minutes)

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

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 14* that supported learning (NTS 2e, 2f and 3d – 3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

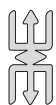
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching *week 15* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (2a – 2f, 3a – 3j).



Note

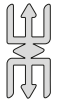
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Discuss the various distribution outlets and ways of marketing poultry produce and products, etc.

Refer to the Teacher Manual Year 1 Book 2 pages 12–14 and Learner Material Section 6 for more tasks.



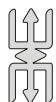
Note

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

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

E.g.

- a) *Five (5) market distribution outlets for poultry eggs and meat identified = 5 marks.*
 - i. *Local farmer markets*
 - ii. *Grocery stores and supermarkets, etc*
- b) *Three (3) ways of marketing poultry eggs and meat = 3 marks.*
 - i. *Social media marketing*
 - ii. *Online presence, etc*
- c) *Four (4) processes used to process poultry for the market and describe how this will improve the shelf-life of the product = 4 marks.*
 - i. *Freezing,*
 - ii. *Frying,*
 - iii. *Grilling, etc*
- d) *Well-designed questionnaire on consumer preferences (maximum 8 questions) = 4 marks, etc.*
 - i. *In what form do you prefer your chicken for sale in the market.....*
 - ii. *Which do you prefer and why; local or foreign chicken....., etc*



Note

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

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

E.g.

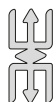
Help learners to design a questionnaire on consumer preferences, market trends, competition, and pricing for poultry meats and eggs, etc.

Refer to Teacher Assessment Manual and Toolkit pages 66–68 for more information on how to administer discussion as an assessment strategy

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

E.g.

The teacher should provide constructive feedback on learners' responses and contributions during the class discussion and encourage them to read more on the learning outcomes from the internet by giving them websites addresses, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 15 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l – 3n).
- b) read PLC Session 16 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 16* in preparation for the next session (NTS 3a).

PLC SESSION 16: Types of Customary and Statutory Land Tenure Systems.

1. Introduction (20 minutes)

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

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 15* that supported learning (NTS 2e, 2f and 3d - 3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

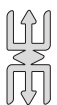
Learning Outcome

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

Learning Indicators

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

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



Note

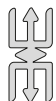
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Give detailed explanation of the several types of customary and statutory land tenure systems in Ghana.

Refer to the Teacher Manual Year 1 Book 2 pages 17–19 and Learner Material Section 7 for more tasks.



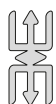
Note

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

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

E.g.

- a) *List the four types of land tenure systems: like*
 - i. *Statutory land tenure system*
 - ii. *Customary/traditional/communal land tenure, etc. 4 marks*
- b) *Explain the importance of land acquisition to food crop production: More arable land for agriculture will lead to increased food production, etc. 6 marks*
- c) *Compare the customary land tenure system with the statutory land tenure system: Customary land tenure it refers to a traditional form of land ownership and management that is deeply rooted in the customs (cultural norms), beliefs, practices and unwritten laws of a specific community or indigenous group, passed down through generations while statutory land tenure system is based on legally established laws and regulations implemented by the government or state authority, etc. 5 marks*
- d) *Evaluate the potential impacts of implementing a statutory land tenure system in a region with diverse customary practices: This could bring about disputes among the various cultural groups, etc. 5 marks*



Note

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

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

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

E.g.

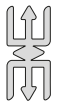
Provide Resources such as textbooks, online materials, or reference materials, to support learners in completing the assignment successfully, etc.

Refer to Teacher Assessment Manual and Toolkit pages 57–60 for more information on how to administer group homework

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

E.g.

Give learners constructive feedback on various types of customary and statutory land tenure systems after grading to enable the learners to improve their knowledge and skills in similar tasks, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 16 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l – 3n).
- b) read PLC Session 17 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 17* in preparation for the next session (NTS 3a).

PLC SESSION 17: Challenges in Customary and Statutory Land Tenure Systems

1. Introduction (20 minutes)

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

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 16* that supported learning (NTS 2e, 2f and 3d – 3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

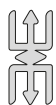
Learning Outcome

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

Learning Indicators

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

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



Note

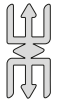
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Debate for or against the motion "Customary land tenure system is more beneficial in this 21st century than statutory land tenure system"

Refer to the Teacher Manual Year 1 Book 2 pages 20–23 and Learner Material Section 7 for more tasks.



Note

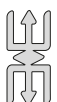
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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

E.g.

Set the standards of performance/scoring criteria as follows:

- a) *Introduction: Background information provided to set the context of the debate for or against the fact that customary land tenure system is more beneficial in this 21st century than statutory land tenure system etc. = 2 marks*
- b) *Content knowledge: Ability to give some merits and demerits of customary land tenure system is being more beneficial in this 21st century than statutory land tenure system citing practical examples or situations = 4 marks*
- c) *Argumentation:*
 - i. *Clear presentation of arguments supporting or refuting the fact that Customary land tenure system is more beneficial in this 21st century than statutory land tenure system*
 - ii. *Clarity and organisation in presenting arguments, etc. = 2 marks*
- d) *Presentation: Effective use of agricultural science terminologies and scenarios = 1 mark*
Conclusion: Summary of key points made during the debate, etc. = 1 mark



Note

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

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

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

E.g.

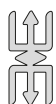
Let learners ballot to speak “for or against” the motion and establish rules for the debate for instance no interruptions, etc.

Refer to Teacher Assessment Manual and Toolkit pages 52–53 for information on how to administer debate as an assessment.

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

E.g.

Facilitate a debriefing session to address any misunderstandings or questions that come up from the debate, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes).

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 17 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

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

PLC SESSION 18: Preparing for Mid-Semester Examination

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 17* delivered last week that:

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 17* that supported learning (NTS 2e, 2f and 3d – 3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

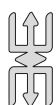
Learning Outcome

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

Learning Indicators

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

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



Note

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

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

E.g.

Preparing to conduct mid-semester examination for second semester.

a) *Nature:*

1. *Cover content from weeks 13–17. Taking into consideration DoK levels 1–4.*

i. *The test should include:*

Section A- (10 Multiple choice questions)

Section B- (2 Essay questions)

Section C- (1 Practical question)

Time:

b) *Sample questions:*

1. *Section A: 10 Multiple choice questions (s)*

Answer all questions.

All the following are resources required to start poultry production except.

A. *capital*

B. *feed*

C. *land*

D. *Vacation*

2. *Section B: Essay (s).*

Answer two (2) questions.

Analyse the impact of insecure land rights on communities dominated by customary land tenure systems. = s

3. *Section C: Practical.(s)*

i. *Identify the equipment and housing system illustrated below = 2 marks*

ii. *Explain the uses of A and how to maintain it = 3marks*

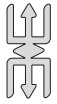
iii. *Describe 3 merits and 2 demerits of the housing system shown below = 5 marks*



A



B



Note

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

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

E.g.

Answers to the sample questions:

- a) *Section A: Multiple choice questions*

Answer: Option D. Vacation 1 mark for each

- b) *Section B: Essay*

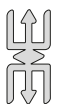
Answers:

- i. *the impact of insecure land rights on communities dominated by customary land tenure systems cannot be underestimated since it will lead to several land deposes and hence agriculture production will be affected. This could bring about food insecurity and hunger, etc. 10 marks*

- c) *Section C: Practical. (10 marks).*

Answers:

1. *A is water trough
B is deep litter system of keeping poultry birds = 1 mark for each*
2. *A is used to water poultry birds. It can be maintained by regular washing with soap and clean water = 3 marks*
3. *Merits: low cost to the farmer, etc.
Demerit: it can lead to disease outbreak if not managed well, etc. = 5 marks*



Note

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

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

E.g.

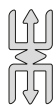
- a) Provide clear instructions and resources needed for the tasks
- b) Prepare a table of test specifications (see example in **Appendix E**), etc.

Refer to *Teacher Assessment Manual and Toolkit* pages 41–43, 83–86 and 94–97 for more information on these assessment modes.

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

E.g.

- a) Provide constructive feedback by discussion with learners' sections of the mid-semester examination they performed well and sections that need improvement.
- b) Provide remedial teaching where necessary, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

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

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

3.3 Remember to

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



Appendix E: Table of Specification for Mid-Semester Examination

Weeks	Learning Indicators	Type of Questions	DoK Levels				Total
			1	2	3	4	
13	Identify resources and market needs for poultry production.	<i>Multiple Choice</i>	1	-	1	-	2
14	Organise and produce a type of poultry that is common in their locality for eggs and meat	<i>Multiple Choice</i>	1	1	-	-	2
		<i>Practical</i>			1	-	1
15	Identify various distribution outlets and ways of marketing poultry produce and products.	<i>Multiple Choice</i>	1		1	-	2
		<i>Essay</i>		1			1
16	Various types of customary and statutory land tenure systems	<i>Multiple Choice</i>	1	-	1	-	2
17	Major challenges in customary and statutory land tenure systems	<i>Multiple Choice</i>	1	-	1	-	2
		<i>Essay</i>	-	1			1
		<i>Total</i>	5	3	5	0	13



Note

Modify, complete, and use this table to set your mid-semester examination questions.

PLC SESSION 19: Technology Transfer Methods with Emphasis on Participatory Approaches

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 18* and *mid-semester examination* that:

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 18* that supported learning (NTS 2e, 2f and 3d – 3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

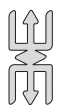
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching *week 19* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

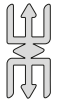
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Describe technology transfer methods with emphasis on participatory agricultural extension delivery.

Refer to the Teacher Manual Year 1 Book 2 pages 29–34 and Learner Material Section 8 for more tasks.



Note

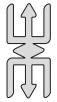
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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

E.g.

- a) *Types of Agricultural Extension Systems = 1 mark for each.*
 - i. *Public extension system*
 - ii. *Private extension system*
 - iii. *Non-profit sector system*
 - iv. *Cost-sharing system, etc.*
- b) *Importance of agricultural extension = 2 marks each*
 - i. *Capabilities among farmers are developed to enable them to understand their problems and how best to resolve them.*
 - ii. *It helps to make scientific methods available to the producers so that they can raise their production and standard of living, etc.*
- c) *Key components of technology transfer in agricultural extension delivery = 1 mark for each*
 - i. *Identification of technologies*
 - ii. *Adaptation and customisation*
 - iii. *Capacity building, etc.*
- d) *Technology transfer methods = 1 mark for each*
 - i. *Training workshops*
 - ii. *Farm visits and consultations*

- iii. *Farm visits and consultations, etc.*
- e) *Key principles of the participatory approach in technology transfer = 1 mark for each*
 - i. *Inclusiveness*
 - ii. *Collaboration and partnership, etc.*



Note

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

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

E.g.

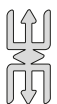
- a) *Select appropriate question type(s) that align with the content standard/indicators to be taught and the DoK levels to be achieved*
- b) *The questions to be asked should be clear, relevant, concise, and free from ambiguity and biases*
- c) *Encourage equal participation and pay attention to GESI, SEL and SEN, etc.*

Refer to the Teacher Assessment Manual and Toolkit pages 37–41 for more information on how to administer questioning as assessment strategy, etc.

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

E.g.

The teacher should provide intermittent feedback to learners during and after the questioning, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 19 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l – 3n).
- b) read PLC Session 20 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 20* in preparation for the next session (NTS 3a).

PLC SESSION 20: Causes of Climate Change and Current World Disasters

1. Introduction (20 minutes)

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

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 19* that supported learning (NTS 2e, 2f and 3d – 3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

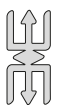
Learning Outcome

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

Learning Indicators

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

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



Note

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

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

E.g.

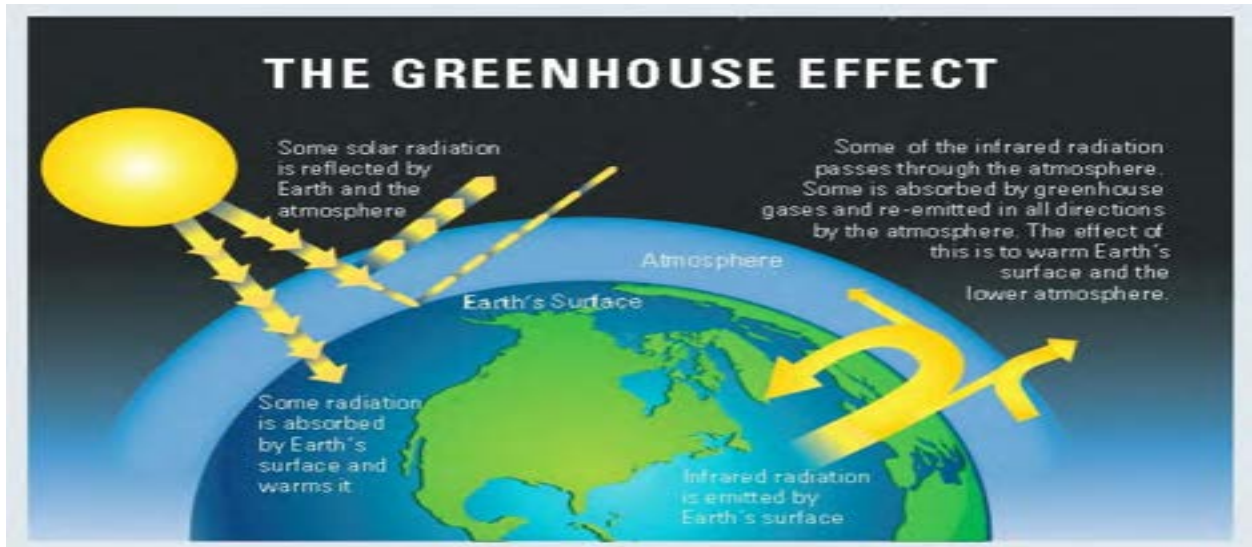
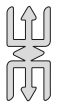


Figure 1: Greenhouse effect in the atmosphere.

Study the diagram above and critically examine the causes of climate change and current world disasters.

Refer to the Teacher Manual Year 1 Book 2 pages 37–39 and Learner Material Section 9 for more tasks.



Note

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

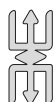
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3n–3p).

E.g.

This assessment could be scored as follows:

- a) *introduction: There is increasing evidence that the Earth's climate is changing largely due to human activities. Scientific evidence shows that life on our planet is in danger from climate change. The atmosphere and oceans have become warmer, accompanied by a rise in sea level, a strong decline in Arctic Sea ice and other climate-related changes, etc. = (3 marks)*
- b) *explanation of any 5 causes of climate change and their relationship with current world disasters = (3 marks x 5) = (15 marks)*

- i. *Rising temperatures: Global warming caused by the increased concentration of greenhouse gases in the atmosphere, primarily carbon dioxide from burning fossil fuels, leads to higher average temperatures.*
 - ii. *Changing rainfall patterns: Climate change disrupts traditional precipitation patterns, causing shifts in rainfall distribution and intensity*
 - iii. *Melting of glaciers and polar ice: The rising temperatures cause the glaciers and icebergs in the Arctic and Antarctic regions to melt, resulting in the rising of the sea level, etc.*
- c) *conclusion: a summary of the effects of climate change, etc = (2 marks)*



Note

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

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

E.g.

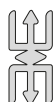
Clearly define the learning outcomes to be assessed, identify appropriate issues or cases to be investigated and determine the format of the case study (e.g., written document, a multimedia presentation, a video, or a combination of these), depending on the resources available, etc.

Refer to pages 31–34 of the Teacher Assessment Manual and Toolkit for more information on how to administer case study as an assessment strategy.

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

E.g.

- a) *Provide constructive feedback on the learners' work by identifying their strengths and areas for improvement, etc.*



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 20 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l – 3n).
- b) read PLC Session 21 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 21 in preparation for the next session (NTS 3a).

PLC SESSION 21: Consequences of Climate Change on Crop Yields

1. Introduction (20 minutes)

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

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 20* that supported learning (NTS 2e, 2f, 3d – 3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

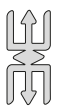
Learning Outcome

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

Learning Indicators

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

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



Note

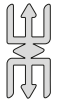
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Answer structured questions on the consequences of climate change on crop yields such as: Outline 5 consequences of climate change on crop yield, etc.

Refer to the Teacher Manual Year 1 Book 2 pages 40–41 and Learner Material Section 9 for more tasks



Note

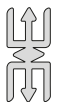
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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

E.g.

- a) *Outline 5 consequences of climate change on crop yield = (1 mark each) 5 marks.*
 - i. *Increasing drought due to unreliable precipitation patterns and high temperatures*
 - ii. *Declining crop yields*
 - iii. *Increasing incidence and severity of pests and diseases, etc.*
- b) *Discuss the relationship between rising temperatures and reduced water availability for agricultural activities:*

Higher temperatures contribute to increased evaporation, drying up of water sources and soil moisture and this has serious consequences for agriculture, as crops and ornamental plants rely on adequate water availability to grow and thrive. Droughts lead to reduced crop yields, livestock losses and sometimes total crop failure, affecting food production and livelihoods, etc.= 5 marks.



Note

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

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

E.g.

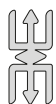
Explain the assignment to learners and provide resources such as textbooks, online materials, or reference materials, to support learners in completing the assignment successfully, etc.

Refer to pages 91–94 of the Teacher Assessment Manual and Toolkit for more information on how to administer peer assessment.

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

E.g.

Provide constructive feedback to learners on the consequences of climate change on crop yield before the next lesson, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning

3. Reflection (10 minutes)

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

PLC SESSION 22: Indigenous and Conventional Strategies for Dealing with Climate Change and Climate Variability

1. Introduction (20 minutes)

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

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

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

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

2. Review of Learning Plans (60 minutes)

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

Purpose

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

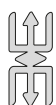
Learning Outcome

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

Learning Indicators

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

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



Note

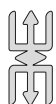
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

As a class, discuss the various Indigenous and Conventional Strategies for Dealing with Climate Change and Variability and fill the checklist below, etc.

Refer to the Teacher Manual Year 1 Book 2 pages 42–45 and Learner Material Section 9 for more tasks.



Note

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

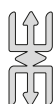
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week’s recommended assessment (NTS 3n – 3p).

E.g.

Sample checklist:

Strategy	Examples	REMARKS (excellent, very good, good, fair) with reasons
<i>Indigenous strategies for dealing with climate change and variability</i>	i. <i>Crop diversity/biodiversity conservation</i>	
	ii. <i>Cultural fire management, etc.</i>	
<i>Conventional climate-related initiatives or projects in their community:</i>	i. <i>Afforestation and reforestation</i>	
	ii. <i>Sustainable agriculture and land use, etc.</i>	

2 marks for each (maximum 6) for 12 marks



Note

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

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

E.g.

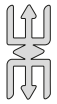
Clearly define the criteria for assessment in each checklist, align the checklists with curriculum standards and learning outcomes and keep the checklists adaptable and flexible to match the specific learning outcomes, etc.

Refer to pages 72–74 of the Teacher Assessment Manual and Toolkit for more information on how to administer checklist as assessment strategy

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

E.g.

Provide constructive feedback to learners and encourage them to use the corrections to improve their knowledge and skills on indigenous and Conventional Strategies for Dealing with Climate Change and Variability, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 22 and provide feedback on your lesson (NTS 1f, 3g).
- 3.3** Remember to:
- provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l – 3n).
 - read PLC Session 23 and related Learner Material (NTS 3a).
 - bring along your Teacher Manual, PLC Handbook and learning plan on week 23 in preparation for the next session (NTS 3a).

PLC SESSION 23: Effects of Indigenous and Conventional Mitigation Measures for Combating Climate Change on Agricultural Production

1. Introduction (20 minutes)

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

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 22* that supported learning (NTS 2e, 2f and 3d – 3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

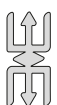
Learning Outcome

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

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching *week 23* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

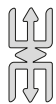
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E.g.

Make a poster of the effects of indigenous and conventional mitigation measures for combating climate change on agricultural production, etc.

Refer to the Teacher Manual Year 1 Book 2 pages 46–48 and Learner Material Section 9 for more task.



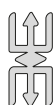
Note

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

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

E.g.

- a) *Introduction: A brief introduction to the background of the poster such as:*
 - *both indigenous and conventional mitigation measures for combating climate change can have significant effects on agricultural production. However, their impacts differ in terms of approach, scale and outcomes, etc.= 2 marks*
- b) *Appropriate content: The learner's ability to demonstrate clearly in the poster their understanding of the course content and to develop the skills that are being taught like communication, critical thinking etc. = 6 marks*
- c) *Presentation: The poster should be well-written/illustrated and well organised; Learners should be able to communicate their findings clearly and concisely. = 2 marks*



Note

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

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

E.g.

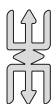
Clearly communicate the learning outcome, requirements, and assessment criteria to the learners and guide them in their research, information organisation, and content for posters assessment, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 97–99 for more information on how to administer poster presentation as assessment strategy

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

E.g.

Provide constructive feedback by highlighting strengths and areas for improvement and address any misconceptions that may arise during the presentation, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a,1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 23 and provide feedback on your lesson (NTS 1f, 3g).
- 3.3** Remember to:
- provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l – 3n).
 - read PLC Session 24 and related Learner Material (NTS 3a).
 - bring along your Teacher Manual, PLC Handbook and learning plan on week 24 in preparation for the next session (NTS 3a).

PLC SESSION 24: Preparing for End of Semester Examination

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 23* delivered last week that:

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 23* that supported learning (NTS 2e, 2f and 3d – 3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

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

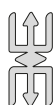
Learning Outcome

Review your learning plan for *week 24 and prepare for end of semester examination* considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

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

2.2 Review the pedagogical approaches proposed for teaching *week 24* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2e, 2f, 3d – 3j).



Note

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

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

E.g.

a) *Nature:*

Cover content from weeks 13–23 learning outcomes taking DoK levels 1–4 into consideration

b) *Composition: the examination should include the following sections:*

Section A– (50 Multiple choice questions mainly DOK level 1–3) answer all

Section B– (5 Essay questions DOK level 2 to 4) answer any 3

Section C– (3 Practical question DOK Level 3– 4) answer all

c) *Sample questions:*

Section A: 50 Multiple choice questions (50 marks)

Answer all questions.

Which of the following is an indigenous mitigation measure for combating climate change on agricultural production?

- A. Agroforestry and biodiversity*
- B. Carbon pricing*
- C. Renewable energy transition*
- D. Technological interventions*

Section B: Essay (60 marks).

Answer three (3) questions only.

(a) State the roles of ornamental plants in environmental health 5 marks

(b) Analyse the impact of onions production on the economy of Ghana 8marks

(c) Discuss the economic importance of vegetable crops to the farmer 7 marks

Section C: Practical. Three (3) questions (90 marks)

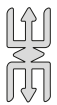


A



B

1. a)
 - i. The picture in fig A above shows a farmer receiving agricultural extension information through a radio broadcast. Explain the importance of radio broadcast to rural farmers in Ghana in terms of agricultural extension services.(6 marks)
 - ii. State four (4) other methods of transferring agricultural technologies to farmers (4 marks)
- b)
 - i. Identify spacemen B above (1 mark)
 - ii. Give two advantages of this breed over the local hens (4 marks)
 - iii. List any 6 resources required to start the production of spacemen B (6 marks)



Note

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

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

E.g.

Answers to the sample questions:

Section A: Multiple choice questions (50 marks)

Answer: A. Agroforestry and biodiversity (1 mark for each)

Section B: Essay (60 marks).

Answer three (3) questions.

(a) Some emerging technologies in vegetable crops production include:

- i. satellite greenhouses
- ii. robotics
- iii. automation [use of agricultural robots (agbots)]
- iv. drones, etc. 4marks

(b) Satellite greenhouses: Greenhouse vegetable farming is the type of farming in which vegetable crops are grown in built structures (wood, plastic, metal and net). Some vegetables grown in greenhouses include cucumbers, sweet peppers, lettuces and tomatoes. Ornamental plants grown in greenhouses include orchids, roses, African violets, geraniums, chrysanthemums, poinsettias and bougainvillea, etc. 6 marks

Section C: Practical. Three (3) questions (60 marks)

a) Radio and television programmes:

- i. *Broadcasting agricultural radio and television programmes are effective ways to reach remote and rural communities with agricultural information and extension services.(2 marks)*
- ii. *Radio and television stations air programmes dedicated to agricultural topics, featuring expert interviews, farm reports, success stories, and educational segments. (2 marks)*
- iii. *These programmes provide farmers access to timely information, market updates, weather forecasts and technical advice, enhancing their knowledge and decision-making abilities(2 marks)*

b) Other technology transfer methods

- i. *Training workshops: Provide a platform for interactive learning*
- ii. *Farm visits and consultations: provide farmer-specific advice and guidance to individual farmers*
- iii. *Demonstrations and field days: allows farmers to observe first-hand the demonstration plots where farmers can see the performance of improved varieties, planting techniques, irrigation methods, or pest management strategies.*
- iv. *Mobile advisory services: Extension agencies and agricultural organisations send Short Message Service (SMS) and voice messages over social media platforms to disseminate timely information, weather forecasts, market prices, pest alerts, and agronomic advice to farmers.*
- v. *Farmer field schools: Farmer field schools (FFS) are participatory learning platforms where groups of farmers engage in experiential learning and experimentation.*

(Any 4 for 4 marks)

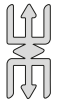
b)

- i. *Identify spacemen B above :*
Exotic poultry breed (1 mark)
- ii. *Give two advantages of this breed over the local hens:*
 - *They grow faster and bigger*
 - *They have high feed converting ratio (2 marks for each)*
- iii. *list any 6 resources required to start the production of spacemen B (6 marks)*

Resources required to start poultry production:

- *Income/capital*
- *Land and structure preparation*
- *Feed/rations*
- *Vaccines*

- *Water and feeding troughs*
- *A permanent source of litter (1 mark for each)*



Note

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

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

E.g.

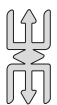
- Provide clear instructions and resources needed for the task*
 - Answer booklets*
 - Question papers, etc.*
- Prepare a table of test specifications (see table of specification below in **Appendix F**).*
- Provide time allocation for the completion of the examination, etc.*

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

E.g.

- Discuss the marking scheme with the learners and provide constructive feedback after marking the paper by highlighting learners' strengths and areas for improvement.*

Organise remedial lessons for learners who perform below average, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 24 and provide feedback on your lesson (NTS 1f, 3g).

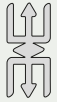
3.3 Remember to provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l – 3n).



Appendix F: Table of Specification for End of Semester Examination

Weeks	Learning Indicators	Type of Questions	DoK Levels				Total
			1	2	3	4	
13	Identify resources and market needs for poultry production.	<i>Multiple Choice</i>	1	1	2	-	4
14	Organise and produce a type of poultry that is common in their locality for eggs and meat	<i>Multiple Choice</i>	1	1	1	-	3
		<i>Essay</i>				1	1
		<i>Practical</i>			1	-	
15	Identify various distribution outlets and ways of marketing poultry produce and products.	<i>Multiple Choice</i>	1	1	1	-	3
		<i>Essay</i>		1			1
16	Various types of customary and statutory land tenure systems	<i>Multiple Choice</i>	1	1	2	-	4
17	Major challenges in customary and statutory land tenure systems	<i>Multiple Choice</i>	1	1	1	-	3
		<i>Essay</i>	-	-	1		1
18	Describe the economic importance of selected vegetable crops and ornamental plants in the livelihood of the producers and the broader value chain.	<i>Multiple Choice</i>	1	2	1	-	4
19	Describe technology transfer methods with emphasis on participatory approaches.	<i>Multiple Choice</i>	1	1	2	-	4
		<i>Essay</i>	-	-	1		1
20	Explain the causes of climate change and current world disasters	<i>Multiple Choice</i>	1	1	-	1	3
		<i>Practical</i>			1	1	2
21	Discuss increasing drought, pestilence and decreasing crop yields.	<i>Multiple Choice</i>	1	2	2	-	5
		<i>Essay</i>		1			1
		<i>Practical</i>			1		1
22	Explain indigenous and conventional strategies for dealing with climate change and climate variability.	<i>Multiple Choice</i>	3	1	1	-	5
		<i>Essay</i>	1	-	-		1

Weeks	Learning Indicators	Type of Questions	DoK Levels				Total
			1	2	3	4	
23	Discuss the effects of indigenous and conventional mitigation measures for combating climate change on agricultural production.	<i>Multiple Choice</i>	-	1	1	-	2
		TOTAL	13	15	19	3	48

**Note**

Modify, complete and use this table to set your examination questions.

Appendix 1: Structure of The Senior High School Internal Assessment and Transcript System

Introduction

This document provides details on the structure of the internal assessment and transcript system for effective implementation of the standards-based curriculum at the SHS level. The structure of the internal assessment involves a comprehensive and systematic approach to evaluating learners' performance and learning progress. The frequency of assessment is carefully planned to ensure regular and consistent monitoring, typically occurring at multiple points throughout the academic term. It is crucial to capture learner assessment scores promptly and accurately for the transcript. Therefore, guidance has been provided to ensure that each assessment is recorded in a timely manner. Effective management of the transcript system requires meticulous organisation and updated technology to handle and store data efficiently. Capacity building and training on effective internal assessment are essential for teachers, heads, assessments officers, providing them with the skills and knowledge to conduct assessments that are fair, ethical and align with learning outcomes for valid results. Engaging learners in internal school assessments fosters a sense of responsibility and self-awareness, encouraging them to take an active role in their educational journey through prompt and effective feedback.

A. Structure

Formative Assessment

This assessment may be conducted during a class period, after completing or during a practical activity, or after a teacher completes a sub-strand, strand, or a learning indicator(s). Distinct types of assessment tools can be used for Formative Assessment. These include:

- Observation during in-class activities
- Standard homework exercise for class discussion
- Question and answer sessions (formal and informal)
- Quizzes (e.g. class pop-ups)
- In-class activities and presentations (individuals and groups)
- Project work (individuals and groups)
- Practical assessments
- Field trips/Presentation of Reports

- Class assignments/Self/Peer Assessments
- Class tests
- Portfolios
- Performance assessments (roleplay, demonstration oral/aural)

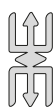
Summative Assessment

Summative Assessment is conducted at the end of the learning sequence (end of semester). It records the learners' overall achievement/performance at the end of the learning sequence. The type of tools used may include:

- Mid-semester examination
- End of semester examination
- Project work/Portfolio/Research/Practical assessments

TABLE 1: Proposed Structure, assessment activities and marks distribution

	Mode of Assessment	Contribution/ Weight	Submission per Year
1	Class Assessments (e.g., Classwork, Quizzes, Homework, Debate, Presentation, Drama & Roleplay, Case Study)	10 %	2
2	Mid-Semester Examination (Assessment/Project/ Research)	10%	2
3	Practical or Portfolio or Performance Assessment (Individual)	10 %	1
4	Group Projects, Research, or Case Studies, Practical/Lab work, Workshops, Performances, Presentations (Out of Class)	10 %	1
5	Individual Projects, Research, or Case Studies, Practical/Lab work, Workshops, Performances, Presentations (Out of Class)	20%	1
6	Supervised Individual Semester Assessment/Project/ Research/ End of Semester Examination	40 %	2
	Total	100 %	9



Note

Character Qualities/National, Values, 21st Century Skills: Teachers should make a conscious effort to observe these soft skills as learners go about their activities in the class, take notes, and award marks appropriately. Assessment of these skills should be deliberately embedded in the various modes of assessment outlined in the table above.

B. Frequency of Assessment

Table 2 provides a suggested schedule of internal assessment for SHS. It is important to note that whilst assessments should comply with the specific learning outcomes of the subject area, they should cover the 21st century skills and competencies, GESI, SEL and National values as espoused in the TAMT using diversity in assessment modes as suggested in Table 1. Teachers may increase the frequency of assessments using other assessment strategies. The schedules presented should serve as **milestones** for schools to comply with.

Table 2: Suggested schedules of internal assessment for SHS

Semester One															
SN	Modes of Assessment	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Individual Class Assessment(s)				→										
2	Practical or Portfolio** or Performance Assessments (Individual)					→	→	→	→	→	→				
3	Group Projects, Research or Case Studies (out of class)	→	→	→	→	→	→	→	→	→	→				
4	Supervised Individual Semester Assessment													→	→
Semester Two															
SN	Modes of Assessment	15	16	17	18	19	20	21	22	23	24	25	26	27	28
5	Individual Class Assessment(s)				→										
6	Group work or Exercises						→	→	→	→					
7	Practical or Portfolio or Performance Assessments (Individual)	→	→	→	→	→	→	→	→	→					
8	Individual Project work or Research or Case Study		→	→	→	→	→	→	→	→	→				
9	Supervised Individual Semester Assessment													→	→

Note: How and when to capture learner assessment scores for the Transcript.

1. **Individual Class Assessment:** This can include individual classwork. This assessment can begin before week 4, but the evaluation scores should be ready by weeks 4 and 18.
2. **Individual Practical/Performance Assessment:** This form of assessment should include orientation of learners at the beginning to provide enough information

concerning the deliverables, progress review, and feedback processes. The assessment score should be ready by the end of weeks 5 through 10, and 15 through 22.

3. **Group Projects/ Research/Case Studies:** Learners should be grouped to work on a common project, case study or research-based problem. The learners should be given orientation concerning the rubrics and ethical or professional conduct concerning the assessment. The problems, projects, research assignments, or case studies should be related to the learners’ environment. The assessment score should be ready by week 10.
4. **Supervised Individual Semester Assessment:** This may be a written examination or project work. It must be noted that regardless of the mode of assessment, there should be supervision throughout. This assessment should be completed by weeks 13/14 and 27/28.
5. **Individual Project Work/Research/Case Study:** This can include mini-design assignments, investigative or case studies or research-based assignments. The assessment score should be ready by week 24.

Assessments should cover the scope of the 21st century skills and competencies, GESI, SEL and national values espoused in the TAMT. Table 3 gives examples of the scope. Refer to the TAMT for a comprehensive list of the scope.

Table 3: Examples of 21st Century skills and competencies, GESI, SEL and National Values to be covered by scope of assessment

21 st Century Skills & Competencies	GESI & SEL	National Values
<ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Creativity • Innovation • Collaboration • Communication • Global and Local Citizenship • Learning for life • Leadership • Analytic skills • Digital Literacy 	<ul style="list-style-type: none"> • Gender Equality and Social Inclusion • Self-Awareness • Self-Management • Social Awareness • Relationship Skills • Responsible Decision Making • Tolerance 	<ul style="list-style-type: none"> • Respect • Truth and Integrity • Tolerance • Respect • Equity • Communalism • Appreciation • Stewardship • Time Management

Table 4 shows the recommended assessment strategies for the scope in Table 3.

Table 4: Recommended assessment strategies for 21st century skills and competencies

21 st Century Skills & Competencies	Assessment Strategies
Critical Thinking, Problem Solving, Analytical skills	<ul style="list-style-type: none"> • Debates • Analysis of Case Studies based on learners' environment. • Research & Project work. • Objective and Essay type questions/items
Creativity and Innovation	<ul style="list-style-type: none"> • Individual and group projects • Analysis of Case Studies based on learners' environment. • Design & product creation to solve societal problems
Communication and Collaboration	<ul style="list-style-type: none"> • Debates • Group projects. • Presentations • Drama & Role play
Global and Local Citizenship	<ul style="list-style-type: none"> • Research & Project work. • Analysis of Case Studies based on cultural and global issues
Leadership and learning for life	<ul style="list-style-type: none"> • Individual and Group projects • Presentations
Digital Literacy	<ul style="list-style-type: none"> • Research & Project work. • Presentations using ICT tools. • individual and group projects

The TAMT details the rubrics for the assessment strategies suggested in Table 3. A combination of the assessment strategies could provide diversity and ensure that the assessment scope is effectively covered during formative and summative assessments. It is important to note that the GESI, SEL and National values espoused in the TAMT should be incorporated into the assessment strategies.

C. Learner Involvement

What should learners contribute?

Learners' involvement in the internal assessment processes in schools offers valuable insights into how the learner perceives and experiences of the assessment process. This engagement process grants learners the opportunity to explain areas of confusion, frustration, or unfairness, and these help teachers refine their assessment approaches.

Again, learner involvement fosters communication between teachers and students. This can help clarify expectations, address concerns, and create a more positive learning environment.

When to involve learners

As part of the initial needs assessment for teacher training, gather learner input on areas needing improvement in the Internal Assessment Score (IAS) process. This helps to incorporate learner feedback in developing appropriate teacher training materials.

How should learners be involved?

Teachers should organise focus group sessions, to gather learner feedback on past assessments. This feedback can be used to inform future training sessions for teachers. e.g., Mock assessments and Co-creation of rubric.

Guide learners on the learning outcome expected. Involve them in the development of the assessment rubrics, and checklists to evaluate their progress and identify areas for improvement. Learners would demonstrate respect for diverse perspectives and the ability to work cooperatively with others.

Reflection

Integrate reflective activities such as journaling or discussions where students can analyse their learning experiences and identify areas for growth.

By actively involving teachers and learners in the SBA process, we create a dynamic learning environment. This empowers students to take ownership of their learning journey while equipping teachers with the tools to effectively guide and assess student progress.

Transparency and Setting Goals

At the beginning of a lesson, communicate clearly, the assessment criteria to the learners using appropriate language and structure. Present the information in an organised and coherent manner.

Self-assessment

Incorporate opportunities for self-assessment throughout the learning process. Learners can use rubrics or checklists to evaluate their progress and identify areas for improvement. Learners would demonstrate respect for diverse perspectives and the ability to work cooperatively with others.

Goal Setting

Encourage learners to set achievable learning goals aligned with the assessment criteria. This empowers them to take ownership of their learning journey.

Peer Assessment

Strategically incorporate peer assessment activities where students evaluate each other's work based on established criteria. This fosters critical thinking and collaboration skills.

Student-led presentations or projects

Provide opportunities for students to display their learning through presentations or projects. This allows them to develop communication and presentation skills.

By actively involving teachers and learners in the SBA process, we create a dynamic learning environment. This empowers students to take ownership of their learning journey while equipping teachers with the tools to effectively guide and assess student progress.

D. Feedback Mechanism

A feedback mechanism is a systematic approach for providing learners with information about their performance. This information helps them understand their strengths, identify areas for improvement, and achieve their learning goals. In the multi-subject environment of senior high school, timely and constructive feedback is crucial.

Timely means that feedback is provided soon enough for learners to act upon it after each assessment. Here are suggested general timelines to consider for the following types of assessments:

Type of Assessment	Expected Timeline for Feedback
Individual class assessments (mostly written)	1-3 days
Group assignments	1 week, with interim check-ins for assignments over extended periods of time.
Project work/Semester paper/End of Semester examinations	after key milestones and a final comprehensive review upon completion

For feedback to be constructive, it should focus on the task and not the learner's personality. It should be specific, actionable, and delivered in a way that motivates improvement.

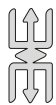
In providing feedback, use the sandwich method (CCC), which starts with a positive aspect of the work (*compliment*), followed by constructive criticism (*correction*), and concludes with another positive note (*compliment*). To set the stage for effective feedback, clearly communicate the learning objectives,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

Learners must maintain an “assessment portfolio” where they compile all their assignments, reports, and feedback. Parents and other stakeholders review this portfolio during open days, parent-teacher meetings, or monitoring activities.

Feedback can be delivered using different methods after the assessment is done and marked. The choice of delivery should be guided by best practices and constraints that may exist, such as available time and class sizes. The following are some delivery methods to consider:

- Whole Class Feedback:** The teacher facilitates a discussion about the assessment with all the learners. During the discussion, the teacher should highlight common strengths and weaknesses, provide clarifications, and share best practices.

- **Individual Feedback:** The teacher gives learners personalised (one-on-one) guidance or written comments. Provide *prompts to guide learners* to self-correct their wrong responses.



Note

Provide checklists or rubrics that learners can use to assess their own work before submitting it. This helps them independently identify errors and make the necessary adjustments.

- **Group Feedback:** The teacher groups learners facing similar challenges for targeted instruction and provides them with feedback.
- **Peer Review Feedback:** The teacher allows learners to learn from one another by giving constructive feedback to peers.
- **Self-Reflection:** After receiving feedback, the teacher should encourage learners to analyse their work, identify areas for improvement, and set goals using rubrics as a guide.
- **External Feedback:** In specific cases, the teacher should consider feedback from subject experts, teachers from other institutions, parents, and other stakeholders.

Regardless of the chosen feedback mechanism, note that self-reflection is essential. This allows learners to internalise feedback, set personal targets for improvement, and develop a growth mindset. Following the feedback, teachers are to provide opportunities for learners to correct mistakes through targeted exercises and reassessments.

By implementing these feedback strategies, teachers can empower senior high school learners to become active participants in their learning journey.

E. Transcript System

Effective data management is crucial for informed decision-making in today's dynamic educational landscape. The computerised transcript system achieves this purpose by offering second-cycle institutions with a comprehensive record of learner performance. The transcript system is a centralised repository for learner information. It gathers key details such as learner profiles, semester information, subjects taken with their respective scores (including continuous assessments and end of semester examination), credits, grades, semester, and overall Grade Point Averages (GPAs). Additionally, a dedicated section captures brief descriptions of learners' character qualities at the end of each semester.

There should be at least three individual class assessments, at least one group work and at least one project work.

Appendix 2: Excerpts from The Teacher Assessment Manual and Toolkit

A. Principles of Effective Assessment

As a process of determining the nature and extent of learning and development among learners, it is important to ensure that the assessment process meets the following principles:

1. Validity
2. Reliability
3. Fairness and ethics
4. Transparency
5. Inclusivity
6. Practicability
7. Assessment utility

Developing a valid assessment (Validity of Assessment Results)

To ensure that assessment scores or results are useful and interpreted appropriately, the teacher should:

- i. Clearly state the purpose of the assessment (e.g., what the test will be used for).
- ii. Create a learning and assessment plan (i.e., table of test specification toots)
- iii. Write assessment items or tasks that measure important learning outcomes of the curriculum (e.g., Skills, competencies, collaborative efforts, and lifelong learning).
- iv. Clearly define the performance criteria or standards/schemes/rubrics (i.e., define the specific knowledge, skill or behaviour that learners should demonstrate
- v. Score or grade assessment task based on the performance criteria to avoid biases, stereotyping, among others.
- vi. Ensure that the content of the assessment aligns closely with the defined criteria (thus, the assessment questions, tasks, or activities should directly measure what they want to assess).
- vii. Interpret the assessment results based on the purpose and the performance criteria.

Reliability (Consistency of Assessment Results)

In assessment, consistent standards of teacher assessment and fairness are important goals to aim for. The ‘connoisseur’ approach to assessment; that is, ‘I know it when I see it, but I can’t put it into words’ is not acceptable. Reliable results must be dependable for decision making.

For an Assessment result to be reliable, the teacher should:

- i. Clearly identify the learning outcomes to be assessed.
- ii. Give learners work or completed assessment tasks and activities to other teacher(s) to review.
- iii. Use multiple assessment strategies to measure the same or similar learning outcomes (e.g., giving the tasks or items of a class exercise as another class exercise or homework or group project) or using different item formats to assess learning outcomes.
- iv. Prepare scoring rubrics or marking schemes with specific weighting (marks) allocated to the items and use it consistently.
- v. Give rubrics of tasks/activities in the case of performance or practical assessment ahead of time.
- vii. Ensure that the load or the length of the tasks are appropriate to the level of the learner (e.g., 25 minutes for 20 items; a project for a week or the term/ semester).
- viii. Administer assessment in a conducive environment that minimise disruption (e.g., noise, lightening, ventilation, among others) and devoid of any cheating.

Fairness and Ethics

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

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

Transparency

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

- i. Make learners aware of the demand of the assessment tasks.
- ii. Share performance criteria and indicate what will constitute the pass mark.
- iii. Readily share assessment results with the appropriate stakeholders (learners, parents/guidance, teachers).
- iv. Provide opportunity for learners to seek review and redress.
- v. Share the learning outcomes the assessment is designed to measure with learners.
- vi. be ready to share assessment criteria or rubrics when the need arises.

Inclusivity

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

The teacher should:

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

Practicability

For assessment strategies or processes to be feasible, convenient, efficient and successful.

The teacher should:

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

Assessment Utility (utilisation and benefits)

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

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

B. Ethical considerations in Assessment

1. Designing and Developing the Assessment

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

2. Administering the Assessment

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

3. Scoring the Assessment

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

- viii. Consider the use of professional scorers, judges, or raters in the case of External Assessments.

4. Reporting and Feedback in Assessment

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

5. Feedback

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

6. Interpreting and Using the Assessment Results

- i. Provide clear and detailed criteria including criterion/pass mark for interpreting the assessment results.
- ii. Avoid biases in interpreting the assessment results. Ensure result interpretation is not influenced by gender, religion, ethnicity, personal liking among others.
- iii. Use simple and clear language in the interpretation of the assessment results.
- iv. Interpret assessment results based on evidence and sound assessment practices.
- v. Ensure that the interpretation of the results accurately reflects the learner's ability, skills, competencies and knowledge.
- vi. Ensure the learner is aware of the assessment process and the consequence of the results.
- vii. Ensure assessment results are used for their INTENDED PURPOSE, aligning with the learning outcomes.
- viii. Seek the consent of the learner and parents/guardians before using the assessment results for any purpose.
- ix. Ensure that assessment informs the teaching and learning process in a fair and unbiased manner and provide remediation where necessary.
- x. Ensure that assessment results are confidentially kept and only shared with relevant stakeholders, such as the learner, parents/guardians, and school administrators.
- xi. Avoid using assessment results to label (name-calling), stereotype and discriminate among learners.
- xii. Ensure that results are stored and used in a secured manner.
- xiii. Avoid discussing the learner's results and performance unofficially with others (e.g., with other teachers, staff, learners and among others).

C. Differentiated Assessment

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

To implement differentiated assessment, teachers should consider the following:

- i. *Varied assessment formats*: provide a range of assessment options, such as written assignments, oral presentations, projects, or multimedia presentations. This allows learners to exhibit their knowledge and skills using formats that align with their abilities and strengths.
- ii. *Flexible deadlines*: give learners the opportunity to complete assessments within a flexible timeframe. This considers different learning paces and allows learners to manage their time appropriately.

- iii. *Varying tasks*: Vary levels of difficulty for assessment tasks, allowing learners to choose the one that best suits their needs and challenges them appropriately.
- iv. *Accommodations*: Provide necessary accommodations for learners with unique learning needs, such as extended time, modified formats, or additional resources to support their assessment process.
- v. *Individualised feedback*: Provide individualised and constructive feedback that addresses the learner-specific needs and areas for improvement. Tailoring feedback to specific standards and learning outcomes can help learners understand their strengths and areas for improvement.
- vi. *Learner involvement*: Involve learners in the assessment process by encouraging self-reflection, self-assessment, and goal setting. Engaging learners in dialogue about their learning and assessment promotes

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

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

7. Prepare scoring key (scoring keys should be prepared concurrently with item construction).

E. Common Assessment Used in the Classroom

Class Exercise As An Assessment Strategy

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

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

Purpose: Class exercises can be used to:

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

Settings

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

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

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

Steps

Before

The teacher should:

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

The learner should:

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

During

The teacher should:

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

The learner should:

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

After

The teacher should:

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

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

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

The learner should:

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

Homework As An Assessment Strategy

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

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

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

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

Settings

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

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

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

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

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

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

Steps

Before

The teachers should:

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

During

The teachers should:

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

The learner should:

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

After

The teacher should:

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

The learner should:

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

Discussion As An Assessment Strategy

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

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

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

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

Setting

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

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

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

Steps

Before

The teacher should:

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

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

The learner should:

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

During

The teacher should:

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

The learner should:

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

After

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

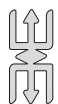
Case Study As An Assessment Strategy

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

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

Types of case studies

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



Note

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

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

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

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

Before

The teacher should:

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

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

During

The teacher should:

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

After

The teacher should:

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

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

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

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

Portfolio Assessment- General

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

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

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

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

Assessment Portfolios

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

Teaching and Learning or Working Portfolios

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

Showcase Portfolios

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

What is in a Portfolio?

A portfolio contains the following:

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

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

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

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

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

Steps

Before

The Teacher should:

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

During

The learner should:

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

After

The teacher should:

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

The learner should:

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

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

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

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

Form

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

Research As An Assessment Strategy

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

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

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

Setting

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

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

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

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

Steps

Before

The teacher should:

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

During

The teacher should:

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

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

After

The teacher should:

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

Practical Assessments

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

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

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

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

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

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

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

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

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

Steps

Before

Learners can understand the content and theory being used by;

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

Choosing experimental design, learners are required to;

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

Gathering materials

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

During

Choosing experimental procedure:

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

Gathering and analysing data

With support from teachers, learners are required to:

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

After

Display of findings

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

- ii. Address any restrictions or mistakes.

Reflection and improvement

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

Debate As An Assessment Strategy

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

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

Settings

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

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

- i. Small classes
- ii. Large classes

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

Steps

Before

The teacher should:

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

The learner should:

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

During

The teacher should:

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

The learner should:

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

After

The teacher should:

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

The learners should:

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

The Test of Practical Knowledge (TPK) Assessment Strategy

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

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

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

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

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

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

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

Steps

Before

The teacher should:

Provide clear instructions and resources needed for the tasks.

Clarify any doubts about the assessment task.

The learner should:

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

During

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

The learner should

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

After

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

Performance Assessment Strategy

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

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

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

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

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

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

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

Before

The teacher should:

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

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

The learner should:

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

During:

The teacher should:

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

The learner should:

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

After:

The teacher should:

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

The learner(s) should:

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

Demonstration As An Assessment Strategy

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

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

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

Settings

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

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

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

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

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

Steps

Before

The teacher should

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

The learner should:

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

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

During

The teacher should:

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

The learner should:

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

After

The teacher should:

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

The learner should:

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

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

Questioning As An Assessment Strategy

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

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

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

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

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

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

Settings

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

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

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

Class size: Individual, small group or whole class

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

Before

The teacher should:

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

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

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

During

The Teacher should:

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

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

The learner should:

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

After

The teacher should:

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

Peer/Self Assessment Strategy

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

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

Setting

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

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

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

Steps

Before

The teacher should:

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

During

The teacher should

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

The learner should:

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

After

The teacher should:

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

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

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

Appendix 3: Teacher Lesson Observation Form

Name of School:

Subject being observed:

Class

Year 1

Year 2

Year 3

Sex of the teacher

Male

Female

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

Yes

In Part

No

NA

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

.....

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

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

Yes

In Part

No

NA

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

.....

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

Yes

In Part

No

NA

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

.....

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

Yes

In Part

No

NA

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

.....

5. Are learners engaged on tasks that challenge them in line with the content standards?
Does the teacher take into consideration the uniqueness of learners?

Yes In Part No NA

5b. Please provide an explanation to your answer in Q5 above

6. Is there evidence that students are learning?

Yes In Part No NA

6b. Please provide an explanation to your answer in Q6 above

7. Is teaching differentiated to cater for the varied needs of all learners (i.e., male learners, female learners, learners with special education needs) and those with poor literacy and/ or numeracy proficiency?

Yes In Part No NA

7b. Please provide an explanation to your answer in Q7 above

.....

8. Does the teacher use real life examples which are familiar to learners to explain concepts?

Yes In Part No NA

8b. Please provide an explanation to your answer in Q8 above

.....

9. Does the teacher point out or question traditional gender roles when they come up during the lessons as appropriate?

Yes In Part No NA

9b. Please provide an explanation to your answer in Q9 above

.....

10. Does the lesson include appropriate interactive and creative approaches e.g., group work, role play, storytelling to support learners achieving the learning outcomes?

If yes, give examples of the issues and skills that have been so integrated.

Yes In Part No NA

10b. Please provide an explanation to your answer in Q10 above

.....

11. Have cross-cutting issues and /or 21st century skills been integrated into the lesson to support learners in achieving the learning outcomes e.g., problem-solving, critical thinking, communication? If yes, give examples of the issues and skills that have been so integrated.

Yes In Part No NA

11b. If yes, give examples of the issues and skills that have been so integrated.

.....

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

Yes In Part No NA

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

.....

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

Yes In Part No NA

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

.....

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

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

Yes In Part No NA

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

.....

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

Yes In Part No NA

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

.....

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

Yes In Part No NA

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

.....

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

Yes In Part No NA

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

.....

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

Yes In Part No NA

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

.....

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

Yes In Part No NA

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

.....

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

Yes In Part No NA

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

.....

21. Key strengths in the lesson

.....

22. Areas for development

.....

23. Next steps for teacher

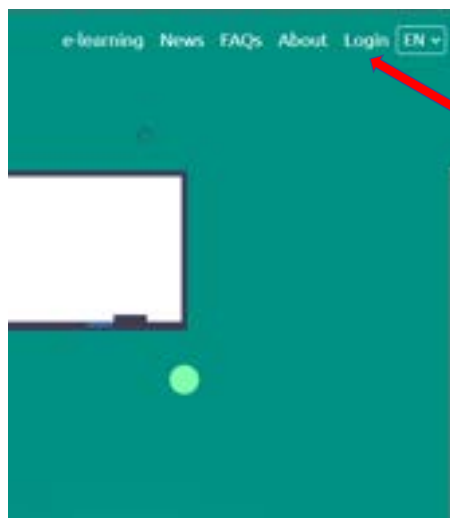
.....

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

.....

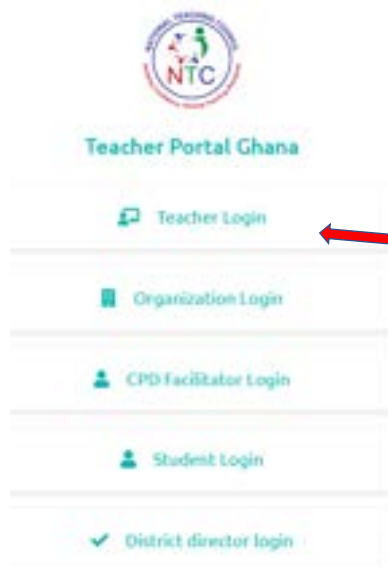
Appendix 4: How to Check CPD Points and Training Records on Teacher Portal Ghana

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



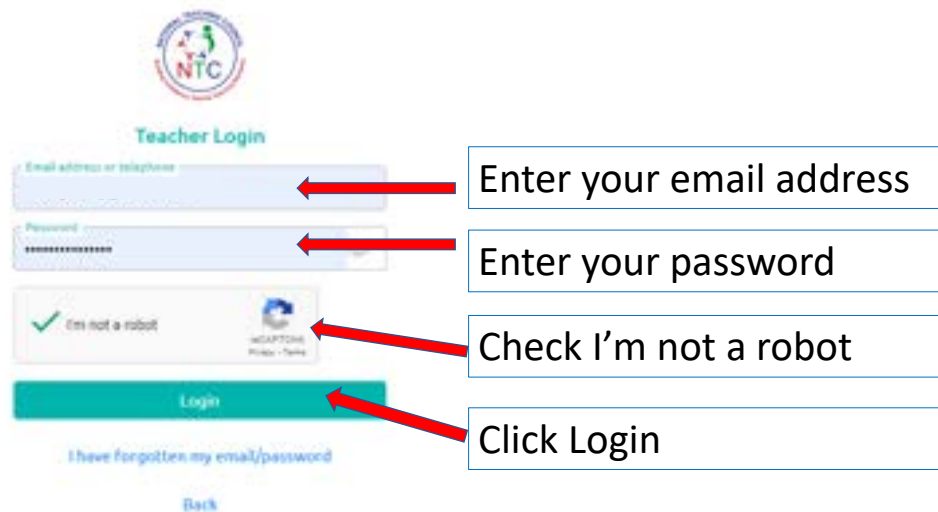
Click Login on the TPG homepage

2. On the Login page, click Teacher Login

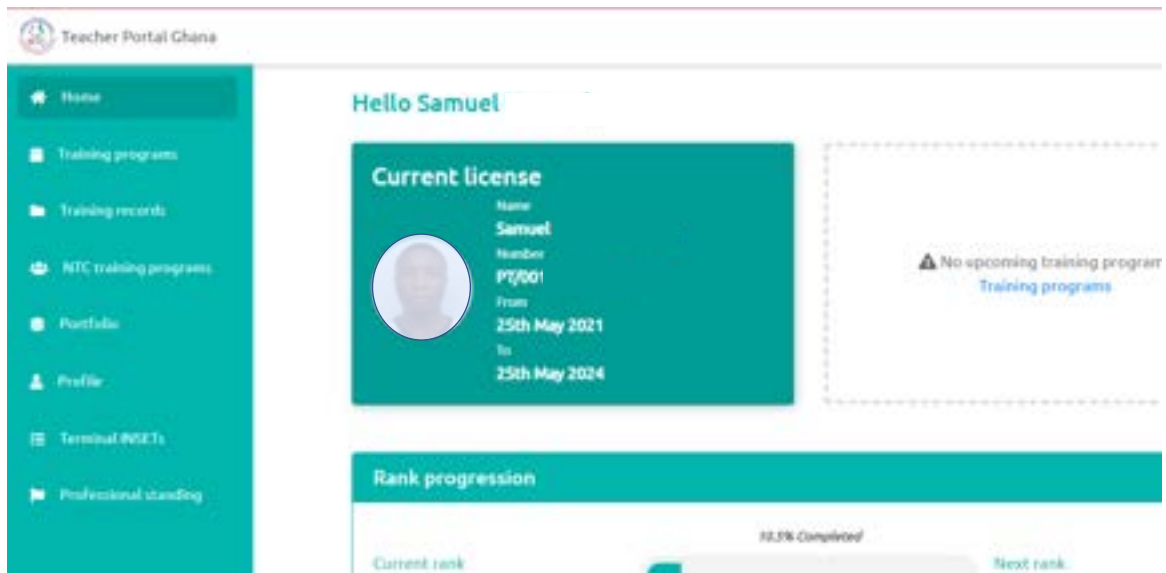


Click Teacher Login

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



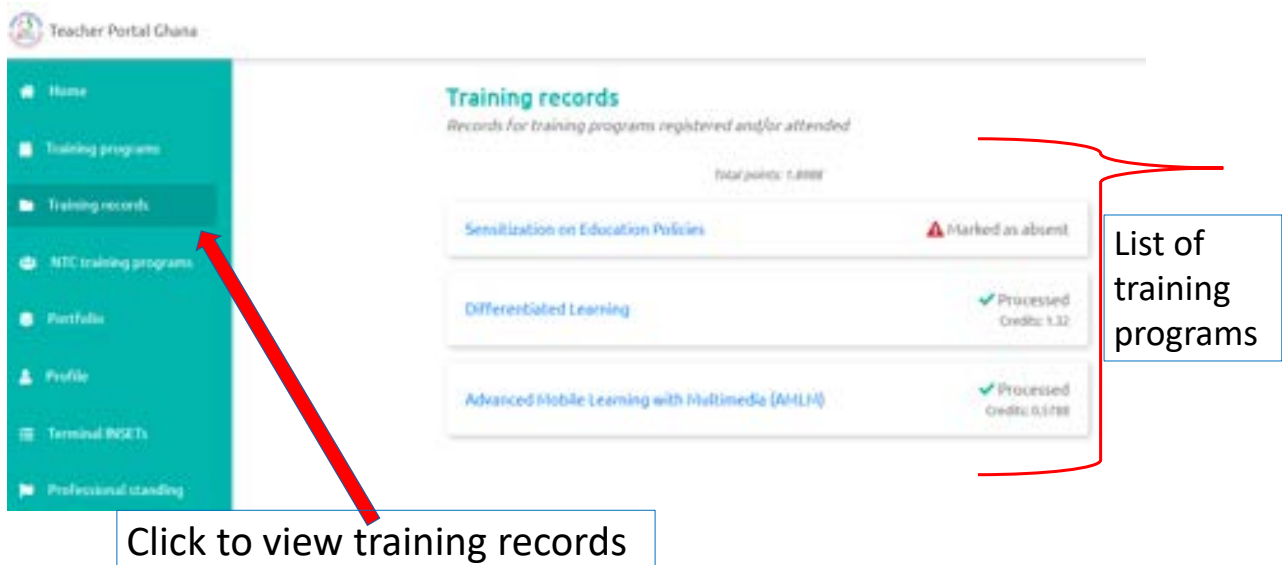
4. After a successful login you will get access to your **TPG account** (Check image below)



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



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



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the \mathbb{R}^n is a linear space over \mathbb{R} with the usual operations of addition and scalar multiplication. The set of all linear transformations from \mathbb{R}^n to \mathbb{R}^n is denoted by $\mathcal{L}(\mathbb{R}^n)$.

Let T be a linear transformation from \mathbb{R}^n to \mathbb{R}^n . Then T can be represented by a matrix A of order n with respect to the standard basis of \mathbb{R}^n . The matrix A is called the matrix representation of T .

Let T and S be linear transformations from \mathbb{R}^n to \mathbb{R}^n . Then $T + S$ and cT are also linear transformations from \mathbb{R}^n to \mathbb{R}^n . The matrix representation of $T + S$ is the sum of the matrix representations of T and S . The matrix representation of cT is c times the matrix representation of T .

Let T be a linear transformation from \mathbb{R}^n to \mathbb{R}^n . Then T is invertible if and only if its matrix representation A is invertible. In this case, the matrix representation of T^{-1} is A^{-1} .

Let T be a linear transformation from \mathbb{R}^n to \mathbb{R}^n . Then T is idempotent if and only if its matrix representation A is idempotent. In this case, $A^2 = A$.

Let T be a linear transformation from \mathbb{R}^n to \mathbb{R}^n . Then T is nilpotent if and only if its matrix representation A is nilpotent. In this case, $A^k = 0$ for some positive integer k .

Let T be a linear transformation from \mathbb{R}^n to \mathbb{R}^n . Then T is symmetric if and only if its matrix representation A is symmetric. In this case, $A^T = A$.

Let T be a linear transformation from \mathbb{R}^n to \mathbb{R}^n . Then T is skew-symmetric if and only if its matrix representation A is skew-symmetric. In this case, $A^T = -A$.

Let T be a linear transformation from \mathbb{R}^n to \mathbb{R}^n . Then T is orthogonal if and only if its matrix representation A is orthogonal. In this case, $A^T = A^{-1}$.

Let T be a linear transformation from \mathbb{R}^n to \mathbb{R}^n . Then T is normal if and only if its matrix representation A is normal. In this case, $AA^T = A^T A$.

Let T be a linear transformation from \mathbb{R}^n to \mathbb{R}^n . Then T is Hermitian if and only if its matrix representation A is Hermitian. In this case, $A^T = \overline{A}$.

Let T be a linear transformation from \mathbb{R}^n to \mathbb{R}^n . Then T is anti-Hermitian if and only if its matrix representation A is anti-Hermitian. In this case, $A^T = -\overline{A}$.

Let T be a linear transformation from \mathbb{R}^n to \mathbb{R}^n . Then T is unitary if and only if its matrix representation A is unitary. In this case, $A^T = A^{-1}$.

Let T be a linear transformation from \mathbb{R}^n to \mathbb{R}^n . Then T is positive definite if and only if its matrix representation A is positive definite. In this case, A is symmetric and all its eigenvalues are positive.

Let T be a linear transformation from \mathbb{R}^n to \mathbb{R}^n . Then T is positive semi-definite if and only if its matrix representation A is positive semi-definite. In this case, A is symmetric and all its eigenvalues are non-negative.