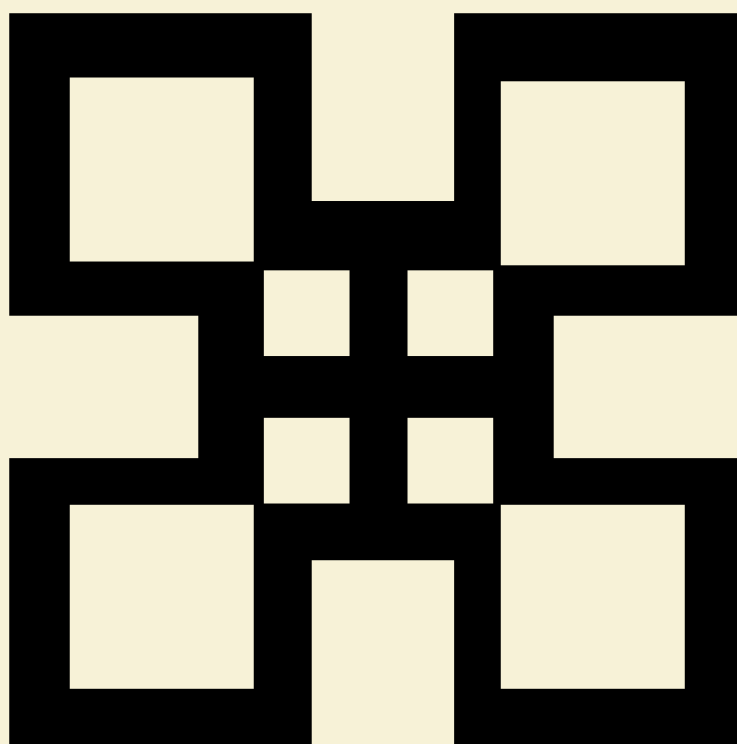


Professional Learning Community Handbook

Government

Year One



Ghana Education
Service (GES)



Professional Learning Community Handbook

Government

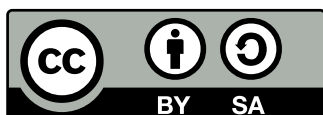
Year One



REPUBLIC OF GHANA



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Introduction

This Professional Learning Community (PLC) Handbook is designed to enable teachers to deliver effective lessons for Year One of the new Government 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 Material which are available on the curriculum microsite;
- iii. Contains assessment strategies which are aligned with the Teacher Manual, Learner Material 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.

- a) **Class Exercise:** To allow for immediate feedback and clarification of concepts, it is recommended that teachers use weeks 5, 7 and 8 in the first semester and week 15 and 23 in the second semester as class exercises.
- b) **Homework:** It is recommended that teachers give homework covering the focal areas of week 4 to learners. It should be submitted and discussed in week 5.
- c) **Group/project as assessment strategy:** To enable learners to demonstrate specific skills or competencies, such as research, communication and teamwork it is recommended to give projects in week 9 as group project to be submitted in week 11.

- d) **Individual Project:** To assess learners complex problem-solving skills, involving multiple tasks, research, analysis, and creative solutions. Teachers are to give learners individual project work in week 16 to be submitted in week 9.
- e) **Mid-semester examination:** To evaluate knowledge and understanding among learners on the learning outcomes covering weeks 1-5. it is recommended that multiple choice, essays and practical questions are used to assess the learning outcomes.
- f) **Portfolio:** To adapt flexible assessment and determine learners' strengths and areas of intervention for improvement, it is recommended that teachers prompt learners in week 5 about creating their own portfolio to submitted in week 24.
- g) **End of Semester examination:** This is the final assessment of each semester. It is suggested to be conducted at the end of the first and second semesters. It is recommended to be discussed in PLC sessions 12 and 24. The scores for these assessments are to be recorded in the transcript.

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 Material
- b) bring along your Teacher Manual, PLC Handbook and learning plan on *week 1* in preparation for the next session.

PLC SESSION 1: The Meaning and Importance for Studying Government

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, 1g, 2e, 3a).
- 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

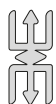
The purpose of the session is to review the learning plan for week 1 by aligning the plan with the Learner Material and appropriate assessment strategies.

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

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 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 **role play** (NTS 3b, 3k, 3p).

E.g.

Role-play a civic responsibility undertaken by the government

Scenario: A town hall meeting to discuss the construction of a new community centre in a small town

Roles:

Assembly man: Facilitates the discussion and represents the link between the government and the community

Resident A, B, C, D etc: either supports or opposes the construction of the community centre

Local Business Owner: interested in how the community centre will impact local businesses

The media: information and education on how the community centre will support or not support society

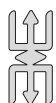
The above role play scenario illustrates how different stakeholders can voice their opinions on a civic issue and how a facilitator can navigate the discussion towards a balanced resolution. It also highlights the role of government in resolving civic issues, etc.

Refer to the Teacher Manual (TM) page 15 and Learner Material section 1 for more learning tasks

Hint



- i. Inform learners about the role play during the first lesson in Week 1
- ii. See Appendix A for a sample Portfolio for performance assessment.



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

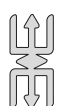
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 2b, 3n-p).

E.g.

Criteria	Excellence (4)	Very good (3)	Good (2)	Needs Improvement (1)
Balanced Participation	all stakeholders (residents, business owners, media) speak equally.	most stakeholders speak and contribute to discussion	few stakeholders speak, while others remain silent	only one or two dominant speakers take over and not offering equal time to others.

Criteria	Excellence (4)	Very good (3)	Good (2)	Needs Improvement (1)
Clarity of Communication	Content is presented clearly and concisely Example: "The community centre will cost Gh¢ 2 million and be funded through state grants and local taxes, with minimal impact on residents."	Content is generally clear, with minor unclear details Example: "The cost is Gh¢ 2 million, and we're working on funding options, including grants and taxes."	Communication is often unclear with key points missing. Example: "The funding is still unclear, but it will be around Gh¢ 2 million."	Content is confusing, follow. Example: "The budget... well, we don't know yet. It will cost a lot though, and we'll figure it out later."

Total marks: 8



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.

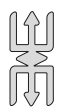
Consolidate the learning of the meanings of government through targeted questioning. This should lead into discussion about why the study of government is important

Refer to Teacher Assessment Manual and Toolkit page 149 for more information on how to administer role play as an assessment task

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.

Highlight strengths in teamwork, where the work exceeded expectation and point out areas needing improvement and highlight the national values exhibited in the role play, 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 and 1b).
- 3.2 Identify a critical friend to observe your lesson in relation to PLC Session 1 to provide feedback on your lesson (NTS 1f, 3g).
- 3.3 Remember to:
 - a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
 - b) read PLC Session 2 and related Learner Material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 2* in preparation for the next session (NTS 3a).



Appendix A: Example of Portfolio Building

Portfolio task

Complete and compiled the listed items below as portfolio for the academic year. Place the collected items in a clear bag/file.

Task learners to record what they recall after every lesson in an exercise book or any preferred booklet. They are to include the focal area and date of every lesson.

E.g.

- a) Learners' class exercise and homework books for Government (handwritten or photocopied)
- b) Learners' notebook for Government (Semester 1&2) (handwritten or photocopied)
- c) Individual project(s)
- d) A copy of group project, handwritten or photocopied.
- e) reflective journal (Record of what learners recall after every lesson)
- f) Completed learner Reflection Template (refer to figure 1.1), etc.

Rubrics for scoring

E.g.

- a) Cover page–In block letters which should include: 0.5 mark each
 - i. name of school
 - ii. Academic year
 - iii. Name of learner
 - iv. Name of teacher
 - v. Form and specific course
 - vi. Date and signature
- b) Table of content–should include 0.5 mark each
 - i. Portfolio task arranged in alphabetical order
 - ii. Labelled as a.
- c) Learner's class exercise and homework book for Government. 1 mark for every exercise
 - i. Book in undamaged shape 5 marks
 - ii. Torn exercise book 2 marks
- d) a copy of one group class exercise
 - i. Book in undamaged shape 5 marks
 - ii. Torn exercise book/official paper 2 marks

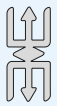
- e) *Individual and group project*
 - i. *Book in undamaged shape* 5 marks
 - ii. *Torn exercise book/official paper* 2 marks
- g) *reflective journal (Record of what learners recall after every lesson)* 10 marks
- f) *Completed learner Academic Reflection Template etc.* 10 marks

Purpose of the portfolio/administration of assessment task

- a) *To provide a comprehensive record of students’ academic achievements, progress, and growth over time.*
- b) *The portfolio will be compiled throughout the academic year. This comprehensive portfolio of assessments will be administered in week 1 and collected at the end of week 24 of the second semester, scored and recorded.*
- c) *As part of the structure of the portfolio, learners should ensure the following details have been provided:*
 - i. *Cover Page (Title, Student’s name, Class, Date of submission)*
 - ii. *Table of Contents*

Feedback: Give detailed feedback on the entire portfolio to individual learners, highlighting their overall performance.

Learner Reflection Template



Note

This learner reflection template should be completed by the learner and added as artefact of the portfolio.

S/N	State Personal learning goals for the year.	Write areas of interest/ strength and corresponding scores (lessons taught during the period)	Write areas of weakness and corresponding scores (lessons taught during the period)	Outline the Academic Challenges You Faced	How do you intend to improve on your weaknesses	List all the government text books and other learning materials you referred to in the semester	What educational supports do you need
1.	<i>e.g. I want to get grade A in government</i>	<i>e.g. meaning of government Exercise 1-9/10</i>	<i>e.g. public opinion Exercise 6-3/10</i>				
2.							
3							

PLC SESSION 2: Concept of State, Development, Power, Authority and Legitimacy

1. Introduction (20 minutes)

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

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

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

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

2. Review of Learning Plans (60 minutes)

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

Purpose

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

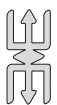
Learning Outcome

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 **presentation (group)** (NTS 3k, 3p).

E.g.

Discuss and present the meaning and features of the state

Refer to the Teacher Manual (TM) page 15 and Learner Material section 1 for more learning tasks

Hint

Remind learners to record what they remember from the lesson in their journal book.



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.*

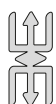
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week’s recommended assessment (NTS 3n- 3p).

E.g.

Criteria	Excellence (4)	Very good (3)	Good (2)	Needs Improvement (1)
Content delivery	<i>Explain the concept of state by mentioning key words such as Geographical boundary, Population, Government and Sovereignty with examples (The United States, Great Britain, Ghana, Nigeria etc.)</i>	<i>Explain the concept of state leaving out one of the key words with examples (The United States, Great Britain, Ghana, Nigeria etc.)</i>	<i>Explain the concept of state leaving out two keywords with examples</i>	<i>Explain the concept of state leaving out two or more keywords with no examples</i>

Criteria	Excellence (4)	Very good (3)	Good (2)	Needs Improvement (1)
Teamwork	All group members actively participate and contribute equally to the discussion	Most group members participate and contribute to the discussion	Some group members participate, and contribute to discussion	Few group members participate, with little contribution from several members.
Clear communication	Speaker's voice is consistently loud and clear. Audience can hear every word without difficulty.	Speaker's voice is generally clear but may occasionally be hard to hear.	Speaker's voice is often unclear or too quiet. Audience may struggle to hear	Speaker's voice is consistently too quiet. Audience has significant difficulty hearing and understanding.

Total marks: 12



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.

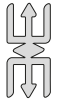
Leads the whole-class with interactive questioning to begin the discussion on the meaning of the state, etc.

Refer to Teacher Assessment Manual and Toolkit pages 14 and 16 for more information on how to administer presentation as an assessment task

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) *Learners to reflect, peer-assess and provide constructive feedback on others presentation*
- b) *Share with learners the assessment rubrics and remind them to read lessons for week 3*

**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 3l–3n).
 - b) read PLC Session 3 and related Learner Material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 3* in preparation for the next session (NTS 3a).

PLC SESSION 3: Concept of Socialism, Capitalism, Democracy and Feminism

1. Introduction (20 minutes)

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

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

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

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

2. Review of Learning Plans (60 minutes)

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

Purpose

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

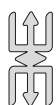
Learning Outcome

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/markingscheme for the learning indicators for the week.

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

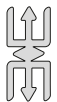
E.g.

Explore the features, advantages and disadvantages of socialism and capitalism using the case below

A case study

In a hypothetical country called Victory, the government is debating between adopting socialism or capitalism. Socialism involves collective ownership of key industries like healthcare and education, aiming for equitable wealth distribution and universal access to essential services, though it may suffer from inefficiencies and stifle innovation. On the other hand, Capitalism with private ownership and market-driven businesses, promotes economic efficiency, innovation, and individual freedom but can lead to increase in income inequality and potential monopolies. Victory’s government must decide which system best aligns with the nation’s values and long-term goals, balancing social welfare with economic growth and individual freedoms.

Refer to the Teacher Manual (TM) page 19 and Learner Material section 1 for more learning 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.*

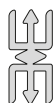
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week’s recommended assessment (NTS 3n- 3p).

E.g.

Criteria	Excellence (4)	Very good (3)	Good (2)	Needs Improvement (1)
Content knowledge	<i>understanding of case content thus, identifying all the features, advantages and disadvantages of socialism and capitalism with examples</i>	<i>understanding of case content thus, identifying almost all the features, advantages and disadvantages of socialism and capitalism without examples</i>	<i>understanding of case content thus, identifying few features, advantages without disadvantages of socialism and capitalism and examples</i>	<i>unable to understand the case content and identify the features but identify few advantages and disadvantages of socialism and capitalism</i>

Criteria	Excellence (4)	Very good (3)	Good (2)	Needs Improvement (1)
Accuracy in writing	Communicate ideas clearly and effectively, with excellent grammar and spelling	Communicate ideas well, but there may be minor issues with grammar and spelling	Communicate ideas with some clarity, but there are significant issues with grammar and spelling	Communication is often unclear, with many issues in grammar and spelling
Tolerance	Consistently demonstrates high levels of respect for all group members by actively listening to others' ideas and opinions without interruption	Generally, shows respect for group members by occasionally listening to others and acknowledging their contributions.	Shows limited respect for group members by dismissing others' ideas, leading to occasional tension.	Frequently disrespectful towards group members. Often interrupts, dismisses, or belittles others' contributions.

Total marks: 12



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 in mixed groups (gender, ability) and provide each group with a write-up which covers the meaning, features, advantages and disadvantages of socialism and capitalism, etc.

Refer to Teacher Assessment Manual and Toolkit page 182 for more information on how to administer case study as an assessment task

Hint

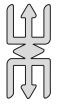


- i. Remind learners to record what they remember from the lesson in their journal book.
- ii. Inform learners to read lessons for week 4 and share with learners the criteria to be used in grading or assessing the case study.

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

E.g.

Ask open-ended questions on the issue of discussion to clarify any misconception and summarise the main points of learning, 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:
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
 - b) read PLC Session 4 and related Learner Material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 4* in preparation for the next session (NTS 3a).

PLC SESSION 4: The Principles of Rule of Law, Separation of Powers, Inclusion, Equality, Equity and Consensus Building

1. Introduction (20 minutes)

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

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

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

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

2. Review of Learning Plans (60 minutes)

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

Purpose

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

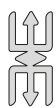
Learning Outcome

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 **homework (individual)** (NTS 3k, 3p).

E.g.

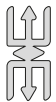
Explain at least four contemporary issues on inequality, etc.

Refer to the Teacher Manual (TM) page 25 and Learner Material section 1 for more learning tasks

Hint



- i. *Remind learners to record what they remember from the lesson in their journal book and read lessons for week 5.*
- ii. *Guide learners through the scoring rubrics for the homework and inform them to Teach learners how to properly cite sources and use information ethically to avoid plagiarism, etc.*



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.

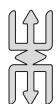
Contemporary issues

- a) *Educational inequality*
- b) *Social inequality*
- c) *Economic inequality*
- d) *Racial and ethnic inequality*
- e) *Environmental inequality*

Any other relevant contemporary issue

- i. *1/2 mark for each mention of contemporary issue*
- ii. *1 mark for explanation of contemporary issue (lookout for unequal distribution of resources, opportunities etc,)*
- iii. *1 mark for statement of example (educational inequality: rural schools lack the resources than urban schools)*

Total marks: 10

**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.

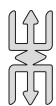
Present videos and pictures portraying elements of equality and equity in the environment of learners, etc.

Refer to Teacher Assessment Manual and Toolkit pages 57 and 161 for more information on how to administer homework as an assessment task

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.

Analyse students' work to know if they have followed the instructions given to them, note their strengths and weaknesses, etc.

**Note**

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

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (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: The Indigenous System of Government of the Mole–Dagbani, Ewe and Ga–Dangme

1. Introduction (20 minutes)

- 1.1 Share one thing on the lesson for week 4 delivered last week that:
 - a) went well (NTS 1a, 1b and 2a–2e).
 - b) you found challenging (NTS 1a, 1b and 2a–2e).
- 1.2 Share your experience in conducting and/or recording the assessment for the previous week.
- 1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 4 that supported learning (NTS 2e, 2f and 3d–3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

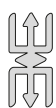
The purpose of the session is to review the learning plan for *week 5* by aligning the learning plan with Learner Material and appropriate assessment strategies.

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

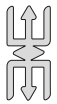
The selected activities should be included in the teacher/learner activity section of the learning plan.

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 **class exercise (individual)** (NTS 3k, 3p).

E.g.

a) *State four features of the indigenous government of the Mole-Dagbani*

Refer to the Teacher Manual (TM) page 29 and Learner Material section 2 for more learning 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.*

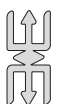
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3n- 3p).

E.g.

a) *Stating four main features of the indigenous governance systems in Ghana*

- i. *A centralised system–power is in the hands of a single individual.*
- ii. *The existence of a council of elders.*
- iii. *Inheritance by patrilineal social organisation.*
- iv. *Symbol of chiefly authority is the Skin*

1 mark for each correct mention of features – 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.

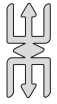
Clearly define the learning outcomes intended to be achieved in the class exercise, etc.

Refer to Teacher Assessment Manual and Toolkit page 168 for more information on how to administer class exercise as an assessment task.

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) *Allow learners to talk about their work, the challenges they faced when working on the class exercise and clarify any misunderstandings.*
- b) *Share the results of the assignment with learners timely, 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)

PLC SESSION 6: Preparing for Mid-Semester Examination

1. Introduction (20 minutes)

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

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

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

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

2. Review of Learning Plans (60 minutes)

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

Purpose

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

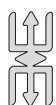
Learning Outcome

Review your learning plan for *week 6* 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.

Multiple choice questions

What happens when a government lacks legitimacy?

- A It is more likely to be respected by its citizens
- B Its authority is strengthened in international forums
- C It faces resistance, instability, and possibly civil unrest
- D It automatically gains more economic power

Fill-in type question

Equality before the law is one of the fundamental principles of the

Short answer questions

What is the main focus of feminism?

Easy question

Explain four contemporary issues on inequality.

Hint

Refer to **Appendix B** for the Table of Specification and details of the mid-semester



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.

Multiple choice question

Correct Answer – C

1 mark for each correct answer (10 questions)

Total – 10 marks

Fill-in question

Correct Answers – Rule of law

1 mark for each correct answer (5 questions)

Total – 5 marks

Short answer question

Correct Answer – The main focus of feminism is advocating for women’s rights and gender equality.

1 mark for each correct answer (5 questions)

Total – 5 marks

Essay type question (10 marks)

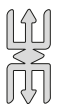
Contemporary issues:

- a) Educational inequality
- b) Social inequality
- c) Economic inequality
- d) Racial and ethnic inequality
- e) Environmental inequality

Any other relevant contemporary issue

- i. 1/2 mark for each mention of contemporary issue
- ii. 1 mark for explanation of contemporary issue (lookout for unequal distribution of resources, opportunities etc,)
- iii. 1 mark for statement of example (educational inequality: rural schools lack the resources than urban schools)

Total marks: 10



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).

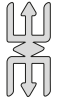
E.g.

Craft clear, concise questions with balanced difficulty and coverage of material from weeks 1-5, 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.

Share with learners the criteria to be used in grading or assessing the examination, 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

Nature

The mid-semester examination questions should cover Week 1-5 focal areas in the TM. The mid-semester examination should include:

- a) Objective type questions
 - i. 10 multiple choice questions
 - ii. 5 supply answer/fill in questions
 - iii. 5 short answer questions
- b) Two (2) Essay questions where learners will select and answer only 1

Resources

- i. Answer booklets
- ii. Question papers

Table of Specification for the Mid-Semester Examination.

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
1	The Meaning and Importance for Studying Government	Multiple Choice	1	1	1	-	3
2	The Concept of State, Development, Power, Authority and Legitimacy	Multiple Choice	1	1	1	-	3
3	The Concept of Socialism, Capitalism, Democracy and Feminism	Short answers	1	1	2	-	4
4	The Principles of Rule of Law, Separation of Powers, Inclusion, Equality, Equity and Consensus Building	Fill-in	2	3	1	-	6
		Essay	-	-	1	-	1
5	The indigenous system of government of the Mole-Dagbani, Ewe and Ga-Dangme	Multiple Choice	1	3	-	-	4
		Essay	-	1	-	-	1
	<i>Total</i>		8	8	6	-	22

PLC SESSION 7: The Meaning, Features, Advantage, and Disadvantages of Written and unwritten Constitution and Constitutionalism

1. Introduction (20 minutes)

- 1.1 Share one thing on the lesson for week 6 and mid-semester examination that:
 - a) went well (NTS 1a, 1b and 2a-2e).
 - b) you found challenging (NTS 1a, 1b and 2a-2e).
- 1.2 Share your experience in conducting and/or recording the assessment for the previous week.
- 1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 6 that supported learning (NTS 2e, 2f and 3d-3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

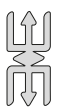
The purpose of the session is to review the learning plan for *week 7* by aligning the learning plan with Learner Material and appropriate assessment strategies.

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/markingscheme 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

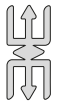
The selected activities should be included in the teacher/learner activity section of the learning plan.

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 type (group)** (NTS 3k, 3p).

E.g.

Describe four features of written constitutions.

Refer to the Teacher Manual (TM) page 38 and Learner Material section 3 for more learning 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).

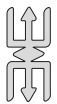
E.g.

- a) Definition of a written constitution 1 mark
- b) Identification of the features
 - i. Protection of Fundamental Rights
 - ii. Protection Against dictatorialism
 - iii. Supremacy of the Constitution
 - iv. written constitutions have both rigid and flexible elements
 - v. Separation of Powers and Checks and Balances`

1 mark for each correct identification of features

- c) Identify and explanation of each features (lookout for significance and examples) – 2 marks

Total – 8 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.

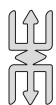
Clearly share with learners the expectations for the essay, including the start and end times

Refer to Teacher Assessment Manual and Toolkit page 168 for more information on how to administer class exercise as an assessment task

- 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.

Allow questions from learners for clarification, etc.



Note

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

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 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:
- provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
 - read PLC Session 8 and related Learner Material (NTS 3a).
 - bring along your Teacher Manual, PLC Handbook and learning plan on *week 8* in preparation for the next session (NTS 3a).

PLC SESSION 8: The Meaning, Features, Advantages and Disadvantages of the Presidential System and Composition of the Executive Organ of Government

1. Introduction (20 minutes)

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

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

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

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

2. Review of Learning Plans (60 minutes)

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

Purpose

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

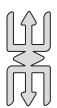
Learning Outcome

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 **critiquing** (NTS 3k, 3p).

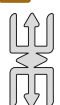
E.g.

Critique on the presidential system of Ghana

Refer to the Teacher Manual (TM) page 41 and Learner Material section 3 for more learning tasks

Hint

Give learners guidelines for the critique and examine the work learners are critiquing



Note

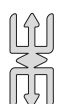
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

- 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.

Use the guidelines below to gauge and assess the critiquing (for instructional management purpose of assessment)

- a) *Effectiveness of Separation of Powers: How well does the system maintain the independence of the executive, legislative, and judicial branches?*
- b) *Checks and Balances: Are there effective mechanisms to prevent any one branch from becoming too powerful?*
- c) *Accountability: How does the presidential system ensure that the president is held accountable to the public and other branches of government?*
- d) *Stability vs. Flexibility: How does the fixed term of the president affect political stability and flexibility in responding to changing circumstances?*
- e) *Public Participation and Representation: How does the presidential system support or hinder public participation and representation? 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.

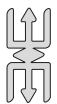
- a) *Learners exchange their findings with other groups for critiquing*
- b) *Learners in groups present their critiques to the class, etc.*

Refer to Teacher Assessment Manual and Toolkit page 74 for more information on how to administer critique as an assessment task

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

E.g.

Ask learners to write a brief report that incorporates insights from the critique, class discussion and feedback in their journal book, 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: The Meaning, Features, Advantages and Disadvantages of Parliamentary System and Ghana's Executive Organ of Government (Hybrid)

1. Introduction (20 minutes)

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

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 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.

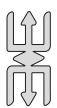
Learning Outcome

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/markingscheme 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 **case study** (NTS 3k, 3p).

E.g.

Read the case below and answer the following question

- a) Identify the operation of the parliamentary system in United Kingdom
- b) Explain how one of the operations mentioned respond to system crisis using.

Case:

The UK (and Commonwealth) parliamentary system, based on a ceremonial monarch & bicameral Parliament (House of Commons and House of Lords) headed by the Prime Minister as head-of-government responds to crises with action, legislation and oversight.

The government introduced public health measures rapidly and the Coronavirus Act 2020 enacted emergency powers to provide legal tools needed. Parliament adapted with virtual sessions and scrutinised the government's actions.

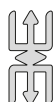
The government held regular briefings with the public to relay information and implement economic support measures as well a vaccination campaign. The response was later criticised and lessons were learned in regards to crisis management.

Refer to the Teacher Manual (TM) page 44 and Learner Material section 3 for more learning tasks.

Hint



- i. Remind learners to record what they remember from the lesson in their journal book
- ii. Give project (research) on the Ghanaian and Nigerian parliament(comparison). See **Appendix C** for further information on how to administer the project.



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.

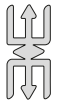
Operations of the parliamentary system in United Kingdom

- a) Legislations
- b) Regular briefings with the public
- c) Holding virtual sittings

1 mark for operation identified

1 mark for explanation (such as Legislations; enactment of the coronavirus Act 2020)

Total – 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.

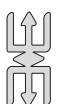
Put learners in mixed groups (gender, ability) and provide each group with a write-up which covers the operation of the parliamentary system in United Kingdom and how the system responds to crisis, etc.

Refer to Teacher Assessment Manual and Toolkit page 182 for more information on how to administer case study as an assessment task

- 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.

Highlight strengths in collaboration, where the work exceeded expectation and point out areas needing 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 9 and provide feedback on your lesson (NTS 1f, 3g).
- 3.3** Remember to:
 - a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
 - b) read PLC Session 10 and related Learner Material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 10* in preparation for the next session (NTS 3a).



Appendix C: Research Project (Group)

Task

Research on the Ghanaian and Nigerian parliament (comparison)

Administration

- Provide learners with right sources of learning resources for the project example websites, textbooks etc.
- Discuss the scoring rubrics with the learners and provide clear instructions in relation to the content demands and give clear time of submission. For instance, the submission time for this project is week 11, etc.

Feedback

- Analyse students' work to know if they have followed the instructions given to them
- Learners share success and difficulties stories during data collection for the project and how they overcame it, etc.

Rubric

Research covering all major aspects of both the Ghanaian and Nigerian parliaments.

Structures:

Ghana: unicameral system 1 mark

Nigeria: bicameral system) 1 mark

Membership

Ghana: 275 members 1 mark

Nigeria: Senate – 109 members, House of Representatives – 360 members 1 mark

Electoral system

Ghana: First-Past-The-Post (FPTP) 1 mark

Nigeria: First-Past-The-Post (FPTP) and Single-Member Districts. 1 mark

Legislative processes

Both countries follow a similar legislative process, but Nigeria's bicameral system requires concurrence between two chambers, adding an extra layer of scrutiny. 1 mark

Leadership

Ghana: main and deputy speakers of parliament, majority and minority leaders, majority and minority whips 1 mark

Nigeria: main and deputy president of the Senate, majority and minority leaders, majority and minority whips 1 mark

Sources are clearly cited 1 mark

PLC SESSION 10: The Meaning, Features, Advantages and Disadvantages of Parliamentary System and Ghana's Executive Organ of Government (Hybrid)

1. Introduction (20 minutes)

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

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

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

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

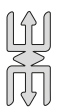
Learning Outcome

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/marking scheme for the learning indicators for the week.

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



Note

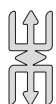
The selected activities should be included in the teacher/learner activity section of the learning plan.

- 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 flow chart of the leadership of Ghana's parliament. (i.e. speaker, majority and minority leaders etc)

Refer to the Teacher Manual (TM) page 46 and Learner Material section 3 for more learning task



Note

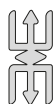
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

- 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.

Criteria	Excellence (4)	Very good (3)	Good (2)	Not Encouraging (1)
Content	<i>All key leadership positions are correctly identified and accurately described, including the Speaker, First and Second Deputy Speakers, Majority and Minority Leaders, Deputy Leaders, Chief Whips, and Deputy Chief Whips. Relationships and hierarchy are clearly represented</i>	<i>Most key leadership positions are correctly identified and described, with minor inaccuracies or omissions. Relationships and hierarchy are mostly clear</i>	<i>Some key leadership positions are correctly identified, but there are several inaccuracies or omissions. Relationships and hierarchy may be unclear or incomplete</i>	<i>Few or no key leadership positions are correctly identified. Relationships and hierarchy are unclear or incorrect</i>
Correct positioning of arrows showing the flow of leadership	<i>The flowchart is visually appealing, with clear and consistent use of shapes, lines, and text. It is easy to read and understand</i>	<i>The flowchart is visually clear, with generally consistent use of shapes, lines, and text. It is mostly easy to read and understand</i>	<i>The flowchart has some visual clarity issues. Inconsistent use of shapes, lines, and text makes it somewhat difficult to read</i>	<i>The flowchart is visually unclear. Poor use of shapes, lines, and text makes it difficult to read and understand</i>

Total marks: 8

**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) *Learners make a flow chart of the leadership of parliament in Ghana. (i.e. speaker, majority and minority leaders, etc.) for presentation*
- b) *Guide learners to create good assessment posters. Emphasise the use of graphics, images, and concise text, etc.*

Refer to Teacher Assessment Manual and Toolkit page 97 for more information on how to administer poster presentation as an assessment task.

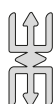
Hint

Remind learners to record what they remember from the lesson in their journal book

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 opportunity for learners to ask questions and encourage peer to peer review, 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: The Meaning, Features, Advantages and Disadvantages of Parliamentary System and Ghana's Executive Organ of Government (Hybrid)

1. Introduction (20 minutes)

- 1.1 Share one thing on the lesson for week 10 delivered last week that:
 - a) went well (NTS 1a, 1b and 2a-2e).
 - b) you found challenging (NTS 1a, 1b and 2a-2e).
- 1.2 Share your experience in conducting and/or recording the assessment for the previous week.
- 1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 10 that supported learning (NTS 2e, 2f and 3d-3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

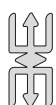
The purpose of the session is to review the learning plan for *week 11* by aligning the learning plan with Learner Material and appropriate assessment strategies.

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 **project (group)** (NTS 3k, 3p).

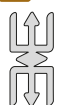
E.g.

Research on the Ghanaian and Nigerian parliament (comparison) and discuss the key differences between unicameral and bicameral legislatures.

Refer to the Teacher Manual (TM) page 49 and Learner Material section 3 for more learning tasks

Hint

Check the progress of learners on the portfolio given in week 5



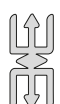
Note

- 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.

*Refer to the rubric of the project in **Appendix C***



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.

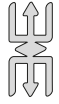
- a) *Learners present findings on research given to them in week 9*
- b) *Lead an interactive whole class discussion on the research and throw more light on the operation of the Ghanaian parliament, etc.*

Refer to Teacher Assessment Manual and Toolkit page 78 for more information on how to administer research as an assessment task

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

E.g.

Learners to reflect, peer-assess and provide constructive feedback, etc.



Note

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

3. Reflection (10 minutes)

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

PLC SESSION 12: Preparing For the End of Semester Examination

1. Introduction (20 minutes)

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

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

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

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

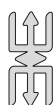
Learning Outcome

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 2a-2f, 3a - 3j).



Note

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

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

E.g.

The End of semester examination questions should cover Week 1–12 focal areas in the TM

- i. 40 multiple-choice questions
- ii. 4 essay type questions 2 to be selected and answer

Multiple choice question

Which of the following is a key feature of a written constitution?

- A. *It evolves through customs and conventions over time.*
- B. *It is documented in a single formal document or set of documents.*
- C. *It is flexible and can be easily amended through ordinary legislative processes.*
- D. *It is not considered supreme law and can be overridden by regular statutes.*

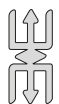
Essay Question

Explain four advantages of bicameral legislation

Hint



See **Appendix D** for the table of specification and details of how to conduct the End of Semester Examination



Note

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

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

E.g.

Multiple choice question

Correct answer – B

1 mark for each correct answer (40 questions)

Total – 40 marks

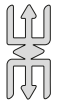
Essay type questions (10 marks each)

- a) *Identification of the advantages*
- i. *Widens the scope of political participation (e.g. promoting minority interests)*
 - ii. *Improves the quality of legislation and policy decisions.*
 - iii. *Serves as check on the excesses and dominance of one legislature.*

1 mark for each correct identification (4 marks)

- b) *Identification and explanation of the advantages* *2 1/2 marks each*

Total – 10 marks

**Note**

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

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

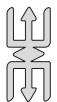
E.g.

- a) *Inform students of date, time, venue, exam format, topics covered, and allowed materials in advance.*
- b) *Periodically monitor the exam room and answer clarifying questions.*
- c) *Collect and organise exams for scoring. 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.

- a) *Take learners through the criteria to be used in grading or assessing the exams*
- b) *Ensure to give feedback (end of semester examination) to the learners on time*

**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 and 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 End of Semester Examination

The mid-semester examination questions should cover Week 1–12 focal areas in the TM.

The End of First semester examination should include:

- a) 40 multiple choice questions
- b) Four (4) Essay questions where learners will select and answer only 2

Resources

Answer booklets

Question papers

Table of Specification

Week	Focal Area(s)	Type of Question	DoK Levels				Total
			1	2	3	4	
1	The Meaning and Importance for Studying Government	Multiple Choice	1	3	-	-	4
2	The Concept of State, Development, Power, Authority and Legitimacy	Multiple Choice	1	1	1	-	3
3	The Concept of Socialism, Capitalism, Democracy and Feminism	Multiple Choice	2	2	-	1	5
4	The Principles of Rule of Law, Separation of Powers, Inclusion, Equality, Equity and Consensus Building	Multiple Choice	1	2	3	-	6
5	The indigenous system of government of the Mole-Dagbani, Ewe and Ga-Dangme	Multiple Choice	1	2	-	-	3
6	The Indigenous Governance System of the Akan, Similarities and Differences in Traditional Government Structures and the Roles of Traditional Leaders in the Socio-Economic Development of Ghana	Multiple Choice	1	2	-	-	3
7	The Meaning, Features, Advantage, and Disadvantages of Written and unwritten Constitution and Constitutionalism	Multiple Choice	2	1	1	-	4
		Essay	-	-	1	-	1

Week	Focal Area(s)	Type of Question	DoK Levels				Total
			1	2	3	4	
8	The Meaning, Features, Advantages and Disadvantages of the Presidential System and Composition of the Executive Organ of Government	<i>Multiple Choice</i>	2	2	-	-	4
		<i>Essay</i>	-	-	1	-	1
9	The Meaning, Features, Advantages and Disadvantages of Parliamentary System and Ghana's Executive Organ of Government (Hybrid)	<i>Multiple Choice</i>	1	2	-	-	3
10	The Meaning, Features, Advantages and Disadvantages of Parliamentary System and Ghana's Executive Organ of Government (Hybrid)	<i>Multiple Choice</i>	-	2	-	-	2
		<i>Essay</i>	-	-	-	1	1
11	The Meaning, Features, Advantages and Disadvantages of Parliamentary System and Ghana's Executive Organ of Government (Hybrid)	<i>Multiple Choice</i>	1	-	1	-	2
12	The Meaning and the Structure of the Judiciary	<i>Multiple Choice</i>	-		1	-	1
		<i>Essay</i>	-	1	-	-	1
	<i>Total</i>		13	20	9	2	44

PLC SESSION 13: The Meaning, Features, Sources and Measurement of Public Opinion

1. Introduction (20 minutes)

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

2. Review of Learning Plans (60 minutes)

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

Purpose

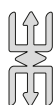
The purpose of the session is to review the learning plan for *week 13* by aligning the learning plan with Learner Material and appropriate assessment strategies.

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/markingscheme for the learning indicators for the week.
- 2.2 Review the pedagogical approaches proposed for teaching week 13 in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 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 **presentation** (NTS 3k, 3p).

E.g.

Discuss how you believe your views have been formed and the relative influence of family, friends and the various media

Refer to the Teacher Manual (TM) page 5 and Learner Material section 4 for more learning tasks.

Hint

Remind learners to record what they remember from the lesson in their journal



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.

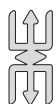
a) **Content**

- i. *Consider the presence of personal views, family view, friends view, and various media as influence of political belief (3marks)*

b) **Engagement and Delivery**

- i. *The presenter engages the audience effectively, maintaining eye contact, using appropriate body language, and speaking clearly and confidently. The delivery is dynamic and keeps the audience's attention (3marks)*
- ii. *The presenter engages the audience well, with good eye contact, body language, and clear speaking. The delivery is generally effective but may lack some dynamism (2marks)*
- iii. *The presenter has some engagement with the audience, but eye contact, body language and speaking clarity may be inconsistent. The delivery may be somewhat less engaging (2marks), etc.*

Total – 10 marks

**Note**

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

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

E.g.

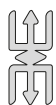
Outline clear instructions on presentation, etc.

Refer to Teacher Assessment Manual and Toolkit page 14 and 16 for more information on how to administer presentation as an assessment task

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.

Use rubrics for effective feedback, etc.

**Note**

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

3. Reflection (10 minutes)

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 13 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
- b) read PLC Session 14 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 14* in preparation for the next session (NTS 3a).

PLC SESSION 14: How Public Opinion Shapes Public Policy

1. Introduction (20 minutes)

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

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

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

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

2. Review of Learning Plans (60 minutes)

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

Purpose

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

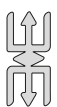
Learning Outcome

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/markingscheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching week 14 in your learning plan, identify activities that align with these in the Learner 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.

Read the case below carefully and answer the question that follows

Case

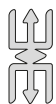
The introduction of Value Added Tax (VAT) in 1995 sparked a nationwide protest and demonstrations as many people were unhappy with the VAT's potential impact on prices and the cost of living. In response to the widespread opposition, the government was forced to withdraw the implementation of the Value Added Tax (VAT) and address some of the concerns raised by the public.

These included changes to the rate of the VAT and the introduction of exemptions for certain essential goods and services. The VAT was eventually implemented in 1998, after a period of extensive public consultation and modifications to the policy.

In Ghana, there has been a strong public push for educational reforms to address issues such as infrastructure deficits, teacher quality, and curriculum relevance. In response to mounting pressure from parents, educators, and students, the government in collaboration with NaCCa and other stakeholders have introduced a new standard base Curriculum aimed at improving learning and teaching and to meet the needs of the 21st century.

Question: From the case, state two ways public opinion has shaped policy formulation in Ghana.

Refer to the Teacher Manual (TM) page 8 and Learner Material section 4 for more learning 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).

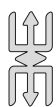
E.g.

How public opinion shape policy formulation in Ghana

- a) *changes to the rate of the VAT*
- b) *the introduction of exemptions for certain essential goods and services*
- c) *introduction of a new standard base Curriculum*

Any other relevant statement of how public opinion shape policy formulation in Ghana from the case

1 mark for each statement – (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.

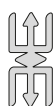
- a) *Define the learning objectives and state clearly the Case Study*
- b) *Provide resources necessary for analysing the case, etc.*

Refer to Teacher Assessment Manual and Toolkit page 182 for more information on how to administer case study as an assessment task

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.

Clear all misunderstanding from learners' feedback and provide detailed comments on strengths and areas of 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 14 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

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

PLC SESSION 15: The Meaning, Types and Principles of The Mass Media

1. Introduction (20 minutes)

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

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

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

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

2. Review of Learning Plans (60 minutes)

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

Purpose

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

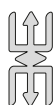
Learning Outcome

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

Learning Indicators

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

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

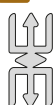
E.g.

Explain the principles of the media

Refer to the Teacher Manual (TM) page 10 and Learner Material section 4 for more learning tasks

Hint

Check the progress of learners on the portfolio given in week 5



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.

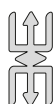
a) *Identifying the principles of the media (1mark each)*

The media should display the following ethical characteristics:

- i. *Truthfulness*
- ii. *Accuracy*
- iii. *Balance or Impartiality*
- iv. *Fairness*
- v. *Independence* 0.5 mark each

b) *Explanation of the principles of the media (2 marks each)*

Total – 5 marks



Note

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

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

E.g.

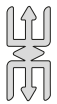
Walk around the groups, identifying learners who are struggling in understanding the meaning of the media and types or the distinction between the principles and providing additional assistance, etc.

Refer to Teacher Assessment Manual and Toolkit page 168 for more information on how to administer class exercise as an assessment task

- 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.

Clear all misunderstanding of learners' feedback and provide detailed comments on strengths and areas of 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 15 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 16 and related Learner Material (NTS 3a).
 - bring along your Teacher Manual, PLC Handbook and learning plan on *week 16* in preparation for the next session (NTS 3a).

PLC SESSION 16: The Importance and Problems of the Media and Media Censorship

1. Introduction (20 minutes)

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

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

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

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

2. Review of Learning Plans (60 minutes)

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

Purpose

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

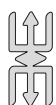
Learning Outcome

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 **debate** (NTS 3k, 3p).

E.g.

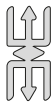
Debate for or against the motion 'should freedom of speech be absolute'

Refer to the Teacher Manual (TM) page 12 and Learner Material section 4 for more learning tasks

Hint



- i. Give an individual project to learners
- ii. See **Appendix E** for further information on how to administer the project.
- iii. Remind learners to record what they remember from the lesson in their journal book



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.

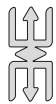
- 2.4** Discuss (and agree as a subject group) how you will develop the marking scheme/rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3n- 3p).

E.g.

- a) *Introduction*
 - i. *Background information provided to set the context for 'should freedom of speech be absolute' (2 marks)*
- b) *Content knowledge*
 - i. *Ability to show 'whether freedom of speech should be absolute or not' (3marks)*
- c) *Argumentation*
 - i. *Clear presentation of arguments supporting or refuting 'should freedom of speech be absolute' (2 marks)*
 - ii. *Clarity and organisation in presenting arguments (2 marks)*
- d) *Presentation*
 - i. *Effective use of examples to support points (2 marks)*
- e) *Conclusion*
 - i. *Summary of key points made during the debate (2 marks)*

- f) Overall impression
- i. Engagement with peers' arguments in a respectful and constructive manner (2 marks)

Total – 15 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.

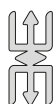
- a) Lead an open discussion on the topic of media censorship, with learners offering their opinions on whether media censorship is justifiable in any circumstances
- b) The teacher presents a motion for debate as to whether it is imperative/important to restrict the activities of the media or whether freedom of speech should be absolute
- c) Roles should be assigned to learners such as judge, timekeeper, principal speakers, secondary speakers and audience, etc.

Refer to Teacher Assessment Manual and Toolkit page 158 for more information on how to administer debate as an assessment task

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.

Upon the completion of the debate, teacher leads the entire class discussion on the suppression of media freedom or censorship



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).



Appendix E: Individual Project

Task

- a) Identify the aims of any one of the pressure groups in Ghana
- b) Explain promotional or sectional, insider or outsider, or anomic pressure groups and discuss the techniques and mechanisms used by pressure groups to achieve their aims

Administration

- a) Provide learners with right sources of learning resources for the project example websites, textbooks
- b) Provide clear instructions in relation to the content demands and give clear time for submission. For instance, the submission time for this project is week 11, etc.

Feedback:

Analyse students' work to know if they have followed the instructions given to them, etc.

Hint



Discuss the scoring rubrics with the learners by either projecting, printing or writing on the board.

Rubric

Aims of The Ghana National Association of Teachers (GNAT)

- a) Improving Conditions of Service 1 mark
- b) Educational Policy Influence 1 mark
- c) Professional Development 1 mark

Promotional Pressure Groups are (promotion of specific cause that benefits the public; non-partisanship of the group; advocacy for human rights, environmental protection, or social justice, etc). 2 marks

Sectional Pressure Groups/Interest groups (representation of specific interests of sections such as economic interests of their members. Thus, Ghana National Association of Teachers (GNAT), Ghana Medical Association (GMA) and Trades Union Congress (TUC), etc). 2 marks

Insider Pressure Groups: (have established relationships with policymakers and are often consulted on relevant issues such as GNAT). 2 marks

Outsider Pressure Groups: (have direct access to decision-makers; public campaigns and protests to influence policy such as Coalition of NGOs in Health) 2 marks

Anomic Pressure Groups: (use of spontaneous and often disruptive actions such as student protest). 2 marks

Some techniques and mechanisms used by pressure groups to achieve their aims are Lobbying, Public Campaigns and Media Engagement, Protests and Demonstrations, Legal Action 1 mark each

Sources are clearly cited. 1 mark each

PLC SESSION 17: Meaning, Types and Structure of Political Parties

1. Introduction (20 minutes)

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

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

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

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

2. Review of Learning Plans (60 minutes)

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

Purpose

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

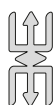
Learning Outcome

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

Learning Indicators

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

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

Independently use flow chart to sketch an organisational structure of any political party in Ghana and compare your works with left or right elbow friend

Refer to the Teacher Manual (TM) page 16 and Learner Material section 4 for more learning tasks

Hint

Remind learners to record what they remember from the lesson in their journal book

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.

Organisational Structure Checklist

If included in the structure Tick ✓

If not included in the structure Tick X

Top Leadership

- Add Chairman/President at the top.

Executive Board Members

- Add Vice-Chairmen.
- Add General Secretary.

Administrative Departments

- Include Finance.
- Include Legal.
- Include Communications.

Regional Leaders

- Add Regional Heads (A, B, C, etc.).

Local Branches

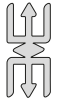
- Add Local Branches/Committees.

Connections

- *Connect roles and departments according to hierarchy.*

Visual Clarity and accuracy

- *Text is readable and layout is clear*
- *Correct spellings*

**Note**

- 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.

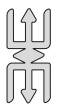
- Allow learners independently to use flow chart to sketch the organisational structure of a political party of their choice and compare their works with left or right elbow friend*
- Use a checklist to assess learners' work. (Consider learners with mixed abilities and special educational needs (SEN))*
- Keep the checklists adaptable and flexible to match the organisational structure of the political party, etc.*

Refer to Teacher Assessment Manual and Toolkit page 72 for more information on how to administer

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 creators of the sketch. Highlight both strengths and areas for improvement*
- Based on the feedback, make necessary revisions to the organisational structure sketch. Ensure that any missing or unclear elements are addressed, 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 and 2a-2e).
- b) you found challenging (NTS 1a, 1b and 2a-2e).

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

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

2. Review of Learning Plans (60 minutes)

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

Purpose

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

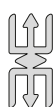
Learning Outcome

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

Learning Indicators

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

Essay type question

- a) *Discuss the role of political parties in the electoral process.*
- i. *How do political parties influence voter behaviour and election outcomes in Ghana?*

Multiple choice question

Which of the following is a primary concern related to media censorship?

- A. *Encouraging diverse perspectives and open debate*
- B. *Ensuring that media content is always accurate and unbiased*
- C. *Preventing the spread of fake news and misinformation without restricting freedom of expression*
- D. *Protecting national security and public order by limiting harmful content*

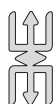
Supply answer question

The _____ A _____ is typically the leader or spokesperson of a political party, while the _____ B _____ is responsible for organising and managing the party's activities at the grassroots level.

Short answer question

Identify one major source of public opinion...

See Appendix F for specification table



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) *Explain the involvement of political parties in the electoral process, including campaigning and voter mobilisation. (4 marks)*
- b) *Discuss how political parties influence voter behaviour through platforms, policies, and candidate selection. (4 marks)*
- c) *Provide examples of how party strategies have affected election outcomes in Ghana. (2 marks)*

Correct answer to multiple choice question:

D) Protecting national security and public order by limiting harmful content 1 mark

Correct answer to supply answer question:

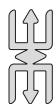
- A. party president/chairman
- B. local party committee/party organizer

Answer to short answer question:

One major source of public opinion is the media. 1 mark

(40 marks in all)

- a) 1 mark each for questions 1 – 30 (30 marks)
- b) 1 Essay type question (10 marks)

**Note**

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

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

E.g.

- a) Decide on exam format (e.g., multiple-choice, essay, practical)
- b) Craft clear, concise questions with balanced difficulty and coverage of material from weeks 13–17
- c) Provide instructions and allocate marks for each question.
- d) Schedule a date and time with sufficient preparation time for students.
- e) Inform students of date, time, venue, exam format, topics covered, and allowed materials in advance.
- f) Periodically monitor the exam room and answer clarifying questions.
- g) Collect and organise exams for scoring. etc.

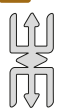
2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l – 3n).

E.g.

- a) Share with learners the criteria to be used in grading or assessing the exams
- b) Ensure to give feedback (Mid-semester results) to the learners on time, etc.

Hint

Remind learners about the submission date (week 24) for the portfolio given in week 5

**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 F: Table of Specification for Mid-Semester Examination

The mid-semester examination questions should cover week 13–17 focal areas in the TM.

- a) 30 objective type questions
 - i. Question 1–20 (multiple choice)
 - ii. Question 21–25 (supply answer/ fill in)
 - iii. Question 26–30 (short answers)
- b) 2 Essay questions where learners will select and answer only 1

Table of Specification for the Mid-Semester Examination

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
13	The Meaning, Features, Sources and Measurement of Public Opinion	Short answer	2	2	1	-	5
14	How Public Opinion Shapes Public Policy	Multiple Choice	2	3	2	-	7
15	The Meaning, Types and Principles of The Mass Media	Multiple Choice	1	3	2	-	6
16	The Importance and Problems of the Media and Media Censorship	Multiple Choice	2	3	2	-	7
		Essay	-	-		1	1
17	The Meaning, Types and structure of Political Parties	Supply answer	1	2	2		5
		Essay			1		1
	<i>Total</i>		8	13	10	1	32

PLC SESSION 19: Project

1. Introduction (20 minutes)

- 1.1 Share one thing on the lesson for week 18 and mid-semester examination that:
 - a) went well (NTS 1a, 1b and 2a-2e).
 - b) you found challenging (NTS 1a, 1b and 2a-2e).
- 1.2 Share your experience in conducting and/or recording the assessment for the previous week.
- 1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 18 that supported learning (NTS 2e, 2f and 3d-3j).

2. Review of Learning Plans (60 minutes)

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

Purpose

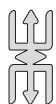
The purpose of the session is to review the learning plan for *week 19* by aligning the learning plan with Learner Material and appropriate assessment strategies.

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

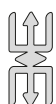
The selected activities should be included in the teacher/learner activity section of the learning plan.

- 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 **project (individual)** (NTS 3k, 3p).

E.g.

- a) *Identify the aims of any one of the pressure groups in Ghana*
- b) *Explain promotional or sectional, insider or outsider, or anomic pressure groups and discuss the techniques and mechanisms used by pressure groups to achieve their aims*

Refer to the Teacher Manual (TM) page 18 and Learner Material section 4 for more learning 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.*

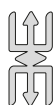
- 2.4** Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3n- 3p).

E.g.

Aims of The Ghana National Association of Teachers (GNAT)

- a) *Improving Conditions of Service* 1 mark
- b) *Educational Policy Influence* 1 mark
- c) *Professional Development* 1 mark

*Refer to the **Appendix E** for more details of the rubrics of this project*



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) *Learners in groups present findings on project given to them in week 19*

- b) *Lead an interactive whole class discussion on the project work and throw more light on the activities of political parties and pressure groups.*

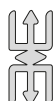
Refer to Teacher Assessment Manual and Toolkit page 34 for more information on how to administer project as an assessment task

Remind learners to record what they remember from the lesson in their journal book

- 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.

Peer review: Learners to reflect, self-, and peer-assess and provide constructive feedback, etc.



Note

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

3. Reflection (10 minutes)

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

PLC SESSION 20: The Meanings and Types of Actors and Non-State Actors in the International System

1. Introduction (20 minutes)

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

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

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

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

2. Review of Learning Plans (60 minutes)

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

Purpose

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

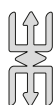
Learning Outcome

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

Learning Indicators

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

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



Note

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

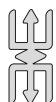
- 2.3** Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **discussion** (NTS 3k, 3p).

E.g.

Discuss some actors in the international system.

Refer to the Teacher Manual (TM) page 22 and Learner Material section 5 for more learning tasks

Remind learners to record what they remember from the lesson in their journal book



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. *International system: 1 mark each*
 - i. *states*
 - ii. *international organisations, non-governmental organisations (NGOs)*
 - iii. *multinational corporations (MNCs)*
 - iv. *transnational networks. Provides specific examples of each actor type*
- b) *lookout for the following in the learner discussions*

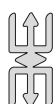
Importance in international system 1 mark

Roles in the International System 1 mark

Challenges 1 mark

Opportunities 1 mark

Total – 8 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.

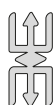
Emphasise the importance of respecting others' viewpoints and ensuring everyone has a chance to speak, etc.

Refer to Teacher Assessment Manual and Toolkit page 162 for more information on how to administer discussion as an assessment task

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

PLC SESSION 21: The International Governmental Actors (Economic Community of West African States – ECOWAS)

1. Introduction (20 minutes)

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

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

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

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

2. Review of Learning Plans (60 minutes)

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

Purpose

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

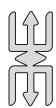
Learning Outcome

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

Learning Indicators

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

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

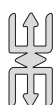
'Is membership of ECOWAS good?'

Refer to the Teacher Manual (TM) page 25 and Learner Material section 5 for more learning tasks

Hint



No winner should be declared, the purpose of the debate is to aid learners to understand the learning outcomes



Note

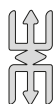
- i. The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.

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*
 - i. *Background information provided to set the context for discussing whether membership of ECOWAS is good or not? (2 marks)*
- b) *Argumentation*
 - i. *Clear presentation of arguments supporting or refuting if membership of ECOWAS is good*
 - ii. *Clarity and organisation in presenting arguments (4 marks)*
- c) *Presentation*
 - i. *Effective use of visual aids or examples to support points (4 marks)*
- d) *Conclusion*
 - i. *Summary of key points made during the debate (2 marks)*
- e) *Overall impression*
 - i. *Engagement with peers' arguments in a respectful and constructive manner (2 marks)*

Total – 14marks

**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.

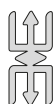
- a) *Ensure that teams are balanced in terms of skill level to promote fair competition.*
- b) *Teacher must embrace diversity by ensuring learners listen to and tolerate the opinions of their peers on the motion, etc.*

Refer to Teacher Assessment Manual and Toolkit page 158 for more information on how to administer debate as an assessment task

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 clarifies misunderstandings (failures of ECOWAS) in the debate to aid learners to understand the intended learning outcome (importance of Ecowas membership)

**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:

- 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 22 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 22* in preparation for the next session (NTS 3a).

PLC SESSION 22: the International Governmental Actors – African Union (AU)

1. Introduction (20 minutes)

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

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

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

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 21 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.

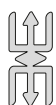
Learning Outcome

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/marking scheme for the learning indicators for the week.

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



Note

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

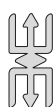
2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **role play** (NTS 3k, 3p).

E.g.

Role-play as the leaders of selected countries to work together in addressing the issue of poverty and under development

Refer to the Teacher Manual (TM) page 27 and Learner Material section 5 for more learning tasks

Remind learners to record what they remember from the lesson in their journal book



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.*

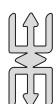
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3n- 3p).

E.g.

Criteria	Excellence (4)	Very good (3)	Good (2)	Needs Improvement (1)
Content delivery	<i>Show an understanding of both national and global perspectives on poverty and underdevelopment. Each leader's statements reflect a deep knowledge of their country's specific challenges and potential contributions to global solutions</i>	<i>Show an understanding of national and global perspectives. Most statements reflect knowledge of the country's challenges and potential contributions, with minor gaps</i>	<i>Show a basic understanding of national and global perspectives. Some statements reflect knowledge of the country's challenges and contributions, but there are several gaps</i>	<i>Show a poor understanding of national and global perspectives. Few statements reflect knowledge of the country's challenges or contributions, with significant gaps</i>
Communication Skills	<i>Communicate clearly and effectively, using eye contact, correct pronunciation and good gestures</i>	<i>Communicate well, occasionally using eye contact, use of correct pronunciation and good gestures</i>	<i>Communication is sometimes unclear occasionally using eye contact, correct pronunciation and gestures</i>	<i>Communication is often unclear avoiding eye contact, incorrect pronunciation and inadequate gestures</i>

Criteria	Excellence (4)	Very good (3)	Good (2)	Needs Improvement (1)
Collaboration	Actively engages with other participants, encouraging discussion and debate	Engages with other participants, but does not always encourage discussion	Some engagement with other participants, but limited interaction	Minimal engagement with other participants

Total marks: 12



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) Clearly outline each role's responsibilities and objectives. Roles should be diverse to cover different perspectives and highlight the learning outcomes.
- b) Act as a facilitator, allowing students to guide the action while being available to intervene where necessary, etc.

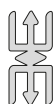
Refer to Teacher Assessment Manual and Toolkit page 149 for more information on how to administer role play as an assessment task

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.

In completion of the role play, the teacher leads the whole-class discussion on what they learnt from the exercise about AU's role in addressing poverty and other issues.

Discuss with learners the rules of engagement which includes the scoring criteria



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:
 - a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
 - b) read PLC Session 23 and related Learner Material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 23* in preparation for the next session (NTS 3a).

PLC SESSION 23: The International Governmental Actors (The United Nations Organisation (UN or UNO))

1. Introduction (20 minutes)

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

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

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

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

2. Review of Learning Plans (60 minutes)

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

Purpose

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

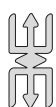
Learning Outcome

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 **gamification** (NTS 3k, 3p).

E.g.

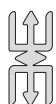
Sort out the aims, achievements and challenges of the United Nations Organisation using the lottery basket.

Refer to the Teacher Manual (TM) page 28 and Learner Material section 5 for more learning tasks

Hint



- i. *Remind learners to submit their portfolio assignment in week 24*
- ii. *Consider providing examples or guidelines on the types of statements learners will encounter, to help them understand what to expect*



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).

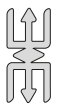
E.g.

- a) **Accurate completion (40 points)**
 - i. *correctly sorting out all (20 points)*
 - ii. *correctly sorting out more than 50% (15 points)*
 - iii. *correctly sorting out 50% (10 points)*
 - iv. *correctly sorting out below 50% (5 points)*
- b) **Speed (10 points)**
 - i. *Completing the task within time (6 points)*
 - ii. *Completing the task on time (4 points)*
- c) **Bonus Points (10 points)**
 - i. *Teamwork (5 points)*
 - ii. *Exhibiting tolerance (5 points)*
- d) **Penalties (10 points)**
 - i. *Incorrectly sorting 3 or more statements in a row (-5 points)*
 - ii. *Engaging in unnecessary argument (intolerance) (-3 points)*

iii. *Still sorting after time elapses (-2 points)*

e) **Badges**

- i. *Accuracy Ace*
- ii. *Speed Boss*
- iii. *Completion Champion*
- iv. *Bonus Master*



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.

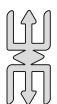
- a) *Teacher mixes-up flashcards containing the aims, achievements and challenges of the United Nations Organisation*
- b) *Sort out the aims, achievements and challenges of the United Nations Organisation*
- c) *Give a timeline for the game to be completed, etc.*

Refer to Teacher Assessment Manual and Toolkit page 105 for more information on how to administer gamification as an assessment task

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

E.g.

Guide learners to understand and correct their mistakes



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:

- 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 24 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 24* in preparation for the next session (NTS 3a).

PLC SESSION 24: The International Governmental Actors (The United Nations Organisation (UN or UNO))

1. Introduction (20 minutes)

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

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

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

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

2. Review of Learning Plans (60 minutes)

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

Purpose

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

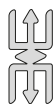
Learning Outcome

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 2a-2f, 3a - 3j).



Note

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

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

E.g.

Multiple choice

Which of the following best defines a state actor in the international system?

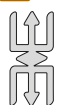
- A. *An individual or group that has significant influence but does not represent a specific country.*
- B. *A country or government that participates in international relations.*
- C. *A multinational corporation involved in global trade.*
- D. *A non-governmental organisation working on global issues.*

Essay question

Evaluate the African Union's strategies and initiatives aimed at promoting economic development across Africa.

Hint

See **Appendix G** for specification table for end of semester examination



Note

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

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

E.g.

Multiple-choice

Correct answer - B

1mark for each correct answer (50 questions)

Total – 50 marks

Essay type questions (20 marks each)

Strategies and initiatives aimed at promoting economic development by AU

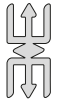
- a) *Economic Development Mandate:*
- b) *Strategies and Initiatives:*
- c) *Successes*

d) *Challenges*

2 marks for each mention of a strategy

8 marks for explanation and example for each strategy

Total – 10 marks


Note

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

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

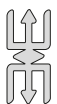
E.g.

- a) *Periodically monitor the exam room and answer clarifying questions and collect and organise exams for scoring, 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.

Ensure to give feedback (Mid-semester results) to the learners on time, 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 G: Table of Specification for End of Semester Examination

The mid-semester examination questions should cover Week 13–24 focal areas in the TM.

- a) The mid-semester examination should include:
- i. 50 objective type questions and 3 essay type questions
 - ii. Teacher may craft 5 questions where learners will select and answer only 3

Table of Specification

Week	Focal Area(s)	Type of Question	DoK Levels				Total
			1	2	3	4	
13	The Meaning, Features, Sources and Measurement of Public Opinion	Multiple Choice	1	3	2	-	6
14	How Public Opinion Shapes Public Policy	Multiple Choice	2	1	3	-	6
		Essay			1		1
15	The Meaning, Types and Principles of The Mass Media	Multiple Choice	2	2	2	1	7
16	The Importance and Problems of the Media and Media Censorship	Multiple Choice	2	1	3	-	6
17	The Meaning, Types and structure of Political Parties	Multiple Choice	1	2	1	-	4
18	Comparison of Political Parties and Pressure Groups	Multiple Choice	1	2	2	-	5
		Essay				1	1
19	Comparison of Political Parties and Pressure Groups	Multiple Choice	2	1	1	-	4
20	Meanings and Types of Actors and Non-State Actors in the International System	Multiple Choice	1	3	-	-	4
		Essay	-	-	1	-	1
21	The International Governmental Actors (Economic Community of West African States – ECOWAS)	Multiple Choice	1	2	-	-	3
		Easy			1		1
22	The International Governmental Actors –African Union (AU)	Multiple Choice	-	2	-	-	2
		Essay	-	-	-	1	1
23	The International Governmental Actors (The United Nations Organisation (UN or UNO))	Multiple Choice	1	1	-	-	2
	<i>Total</i>		15	20	17	3	55

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)

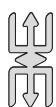
Summative Assessment

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.

- 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.
- 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.

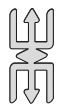
In providing feedback, use the sandwich method (CCC), which starts with a positive aspect of the work (*compliment*), followed by constructive criticism (*correction*), and concludes with another positive note (*compliment*). To set the stage for effective feedback, clearly communicate the learning objectives, 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 tots)
- iii. Write assessment items or tasks that measure important learning outcomes of the curriculum (e.g., Skills, competencies, collaborative efforts, and lifelong learning).
- iv. Clearly define the performance criteria or standards/schemes/rubrics (i.e., define the specific knowledge, skill or behaviour that learners should demonstrate)
- v. Score or grade assessment task based on the performance criteria to avoid biases, stereotyping, among others.
- vi. Ensure that the content of the assessment aligns closely with the defined criteria (thus, the assessment questions, tasks, or activities should directly measure what they want to assess).
- vii. Interpret the assessment results based on the purpose and the performance criteria.

Reliability (Consistency of Assessment Results)

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

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

- i. Clearly identify the learning outcomes to be assessed.
- ii. Give learners work or completed assessment tasks and activities to other teacher(s) to review.
- iii. Use multiple assessment strategies to measure the same or similar learning outcomes (e.g., giving the tasks or items of a class exercise as another class exercise or homework or group project) or using different item formats to assess learning outcomes.
- iv. Prepare scoring rubrics or marking schemes with specific weighting (marks) 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.

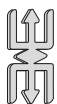
Case Study As An Assessment Strategy

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.)

.....

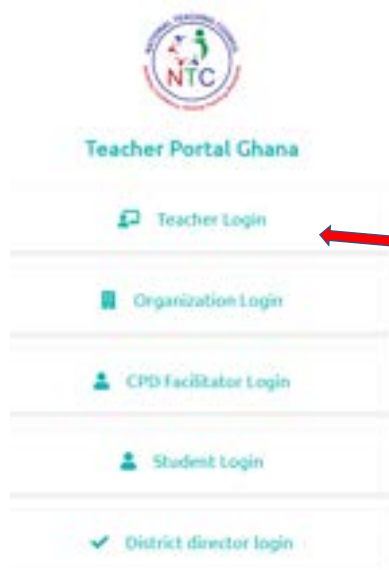
Appendix 4: How to Check CPD Points and Training Records on Teacher Portal Ghana

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



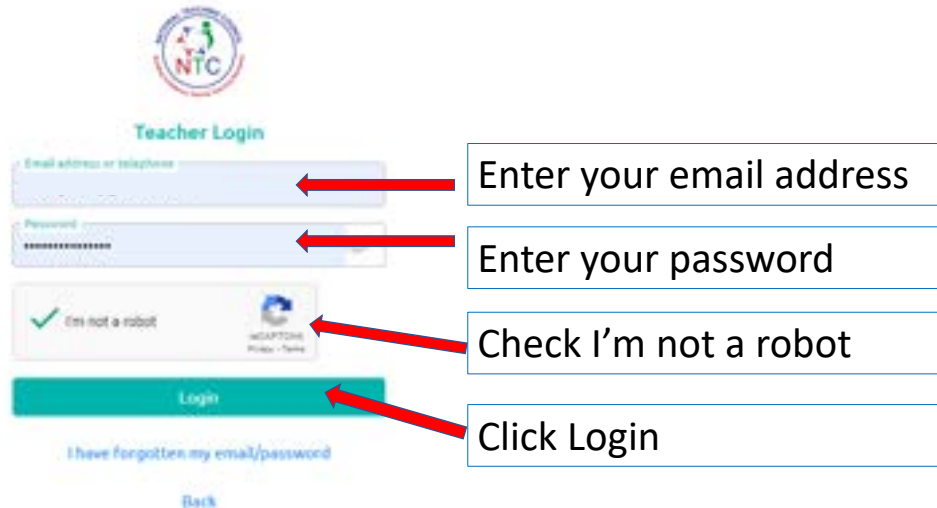
Click Login on the TPG homepage

2. On the Login page, click Teacher Login

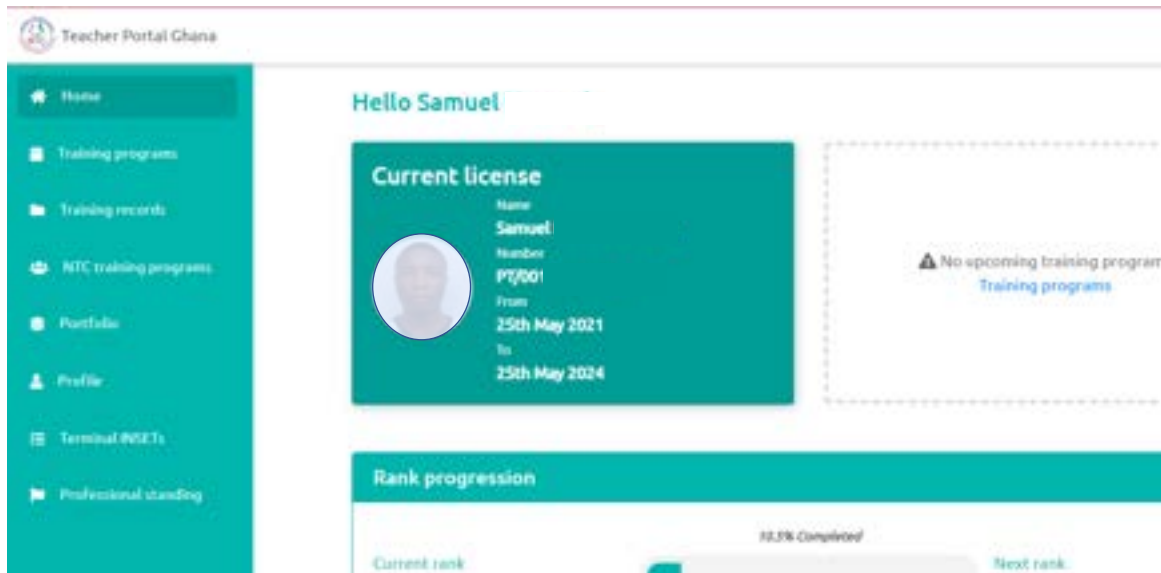


Click Teacher Login

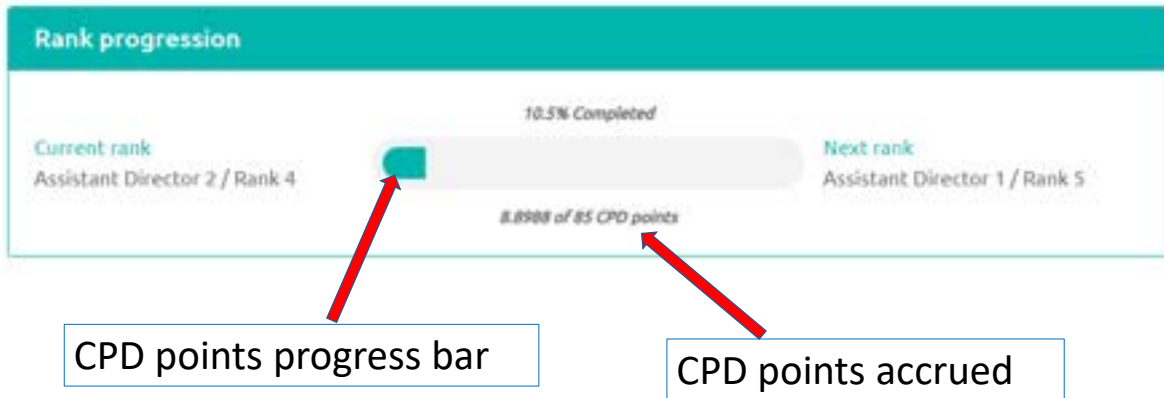
3. On the Teacher Login page enter your email address and password and then click Login



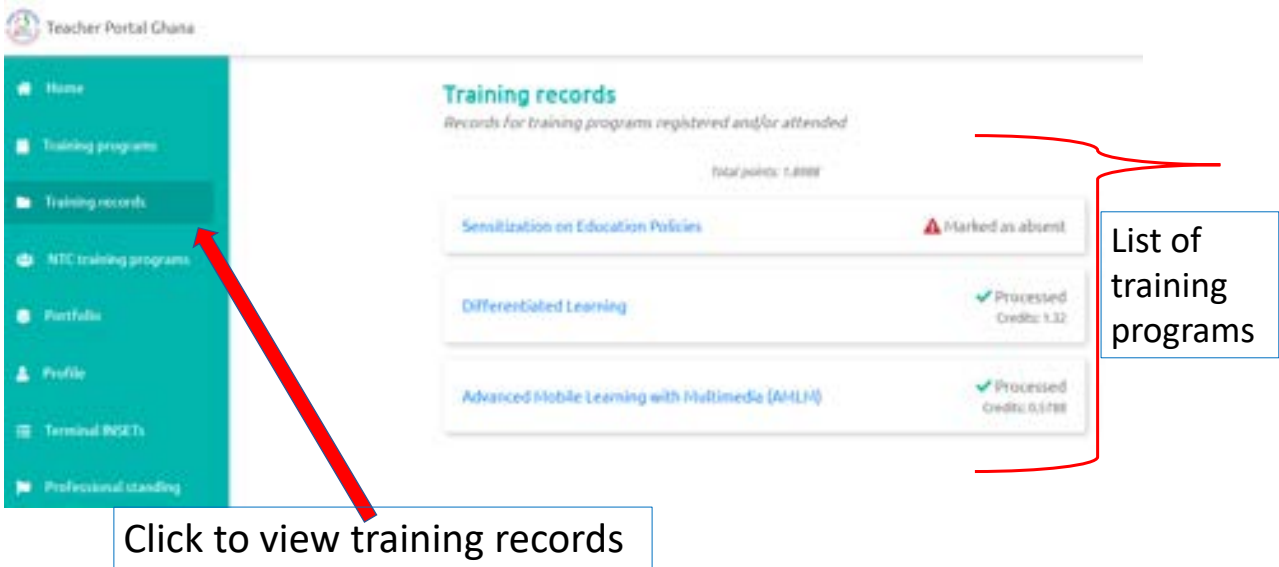
4. After a successful login you will get access to your TPG account (Check image below)



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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