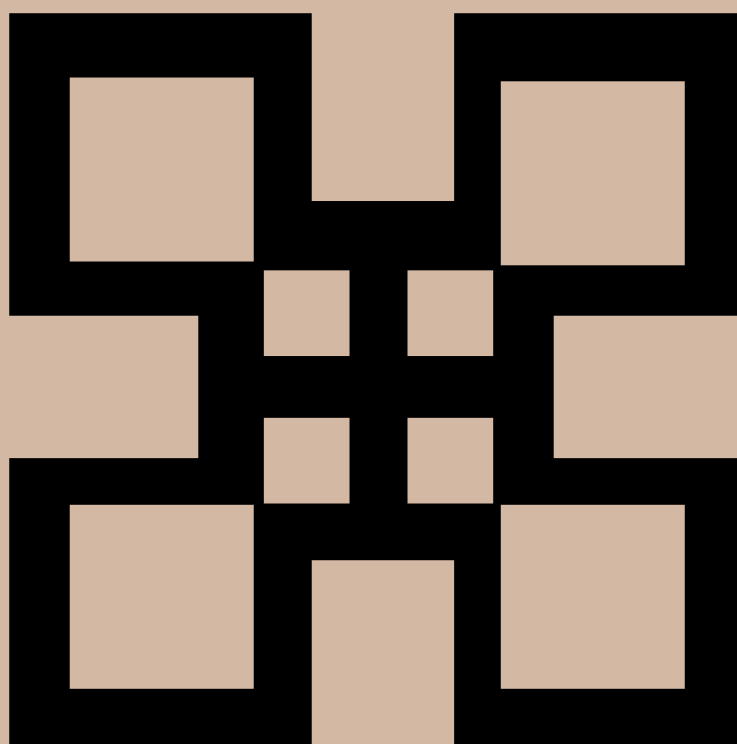


Professional Learning Community Handbook

History

Year One



Ghana Education
Service (GES)



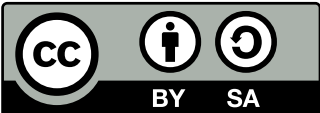
Professional Learning Community Handbook

History

Year One



REPUBLIC OF GHANA



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Contents

Introduction	1
PLC SESSION 0: Internal Assessment Structure and Transcript System for SHS/SHTS and STEM Schools	3
PLC SESSION 1: Origins, Meanings and Importance of History	5
Appendix A: Example of Portfolio for Performance Assessment (for Individual learners)	8
PLC SESSION 2: Features, Branches and Key Concepts in History	10
Appendix B: Sample of Group project	13
PLC SESSION 3: Nature of Earliest Human Culture in Ghana.	15
PLC SESSION 4: Pre–Historic Periods in Ghana	18
PLC SESSION 5: Multiple Perspectives on the Migration Accounts of Major Ethnic Groups in Ghana	21
PLC SESSION 6: Preparing for Mid–Semester Examination	24
Appendix B: Sample Table of Specification for Mid–Semester Examination	27
PLC SESSION 7: Factors Responsible for The Rise and Decline of Major States and Kingdoms in Ghana I	28
PLC SESSION 8: Factors Responsible for the Rise and Decline of Major States and Kingdoms in Ghana II	32
PLC SESSION 9: Socio–Cultural Organisation of the Major Kingdoms in Pre–Colonial Ghana I	35
PLC SESSION 10: Socio–Cultural Organisation of the Major Kingdoms in Pre–Colonial Ghana II	38
PLC SESSION 11: Socio–cultural Organisation of the Major Kingdoms in Pre–Colonial Ghana III	41
PLC SESSION 12: Preparing for End of Semester Examination	44
Appendix D: Sample Table of Specification for End of Semester Examination	47
PLC SESSION 13: Political Organisation of States and Kingdoms in Pre–Colonial Ghana II	48
PLC SESSION 14: Unique Methods of Providing Health care in Pre–Colonial Ghana I	52
PLC SESSION 15: Unique Methods of Providing Health care in Pre–colonial Ghana II	55
PLC SESSION 16: History of Arts and Technology in Pre–colonial Ghana I	58
PLC SESSION 17: History of Arts and Technology in Pre–Colonial Ghana II	61
PLC SESSION 18: Preparing for Mid–Semester Examination	64
Appendix E: Sample Table of Specification for the Mid–Semester Examination	67
PLC SESSION 19: Existence and the Development of Pre–Colonial Ghanaian Industries	68

PLC SESSION 20: Agricultural Activities in Pre-Colonial Ghana I	71
PLC SESSION 21: Agricultural Activities in Pre-Colonial Ghana II	74
PLC SESSION 22: Nature of Trade and The Development of Trading Activities in Pre-Colonial Ghana	77
PLC SESSION 23: Indigenous Ghanaian Religious Beliefs and Practices	80
PLC SESSION 24: Preparing for End of Semester Examination	83
Appendix G: Sample Table of Specification for End of Semester Examination	86
Appendices	87
Appendix 1: Structure of The Senior High School Internal Assessment and Transcript System	87
Appendix 2: Excerpts from The Teacher Assessment Manual and Toolkit	95
Appendix 3: Teacher Lesson Observation Form	129
Appendix 4: How to Check CPD Points and Training Records on Teacher Portal Ghana	133
List of Contributors	136

Introduction

This Professional Learning Community (PLC) Handbook is designed to enable teachers to deliver effective lessons for Year One of the new History 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/Homework:** This assessment can be conducted in Weeks 1,2, 5, 7, 8, 10, and 11, of the first semester and Weeks 15, 20 and 23 of the second semester, as indicated in PLC Sessions 1,2, 5, 7, 8, 10 and 11 respectively. It is recommended to have at least 2 Class Exercises/Homework assessments each semester. The highest-Class exercise/Homework mark from each semester should be recorded in the transcript.
- b) **Group Exercises:** This assessment can be implemented in the first semester in Week 2 while in the second semester it can be conducted in Week 19. Examples can be identified in PLC sessions 2 and 19 respectively.
- c) **Group Research/Group Projects/Reports/Presentation:** All research and group projects are recommended to include the submission of written reports and holding of group presentations which will be recorded as indicated throughout the PLC

sessions. This is recommended to be conducted in weeks 3 and 9 of the first semester and Weeks 16 and 22 of the second semester.

- d) **Mid-semester examination:** This Assessment is scheduled to be conducted in week 6 for first semester and week 18 for the second semester. PLC sessions 5 and 17 are designated as preparatory sessions for this examination.
- e) **Practical/Performance Assessments/Role play (Individual/Group):** This assessment is scheduled to be conducted in Week 4 of the first semester and 13, 17 and 21 of the second semesters respectively. They are scheduled to be done in groups and assessed in the class.
- f) **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.
- g) **Individual Portfolio:** An individual portfolio assessment to enable learners compile and reflect on practical exercises and experiences related to the study of History is recommended to be submitted in Week 24 but assigned in the first semester.

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: Origins, Meanings and Importance of History

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 and 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 and 3d-3j).

2. Review of learning plans (60 minutes)

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

Purpose

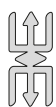
The purpose of the session is to review the learning plan for *week 1* by aligning the plan with the Learner Material and appropriate assessment strategies.

Learning Outcome

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

Learning Indicators

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

E. g.

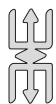
Describe in one page the origins of the word 'history', from both conventional and non-conventional sources.

Refer to Teacher Manual (TM) Book 1 Section 1 pages 13–20, and Learner Material (LM), Section 1 for more tasks.

Hint



Give a portfolio task this week, which will be submitted in week 24. See **Appendix A** of Week 1 for more details on the Portfolio.



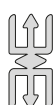
Note

- i. The assessment tasks may cover levels 1 to 4 where appropriate to ensure that the 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–3p).

E. g.

Criteria	Expected Response	Marks
Understanding of Conventional Origins (4 marks)	States that "historia" is the Greek word for "history"	1
	Describes Herodotus' inquiry into past events, focusing on the Persian Wars	1
	Mentions the historical period (5th Century BCE/BC) and its significance in the development of the term	2
Understanding of Non-Conventional Origins (4 marks)	Identifies at least 3 indigenous terms for "history" in different Ghanaian languages, such as 'abakɔsem', 'Taarihi', 'blemasaji', 'gbɛɔenyawo', 'Adrashɛɲ'.	3
	Explains the cultural significance of the non-conventional terms	1
Clarity and Organisation (2 marks)	Uses logical paragraph structure and transitions.	0.5
	Avoids repetition or unnecessary information.	0.5
	Uses clear and concise language.	0.5
	Avoids grammatical errors and awkward phrasing.	0.5



Note

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

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

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

E. g.

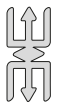
Provide clear instructions and objectives for the exercise, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 80–82 for further information.

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.

Recommend specific steps or actions the learner can take to address areas for improvement, etc.



Note

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

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1f, 3g).

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 1 to provide feedback on your lesson (NTS 3l–3n).

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 for Performance Assessment (for Individual learners)

Evidence of academic work to be included in the Portfolio

Build a portfolio of your academic progress. Include all evidence of academic work.

E. g.

- a) Learner's individual written work on their study in History (research papers, written reports, debate writeups, class exercise books, class homework books, etc.)
- b) Learner's practical tasks (Maps, Charts, Journal entries etc.)
- c) Learners individual project(s) (Written, video, audio, handcraft submissions)
- d) Group written work on their study in History (research papers, written reports, debate writeups, etc.)
- e) Group practical tasks (Maps, Sketches, Charts, Journal entries, etc.)
- f) Group projects (Written, video, audio, handcraft submissions etc.)
- g) Personal reflections on learning experiences and growth
- h) Teacher or peer feedback on assignments and projects, etc.

Structure and organisation of the Portfolio

The following information are essential for providing a well-structured outline or organisation of a portfolio:

- a) Cover Page (Header, Learner name, Class level, Subject area, Submission date)
- b) Table of Contents (Introduction, learning goals, Subject area, Assessments given and grades/marks, Achievements/awards, feedback, reflections, concluding remarks etc.)

How to Administer

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

Feedback

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

Rubrics for scoring

E. g.

- a) *Ability to organise portfolio logically with clear sections and smooth flow of ideas and narratives (5 marks)*
- b) *Demonstration of deep reflection and self-assessment capable of providing insightful analysis of personal growth, strengths and areas for improvement (10 marks)*
- c) *Demonstration of wide range of relevant skills such as critical thinking, creativity, problem-solving etc. indicated by the production of a well-documented portfolio rife with evidence and relevant examples (10 marks)*
- d) *Demonstration of a high level of professionalism with respect to grammar, spellings, format, aesthetic appeal and employment of technological tools to effectively showcase work (10 marks)*
- e) *Ability to clearly align selected works to the overall goal of the portfolio showing a consistent focus on achieving these goals (5 marks)*
- f) *Demonstration of clear evidence of adaptability and growth highlighted by reflections and work that demonstrate how the learner has overcome challenges and improved over time (10 marks), etc.*

PLC SESSION 2: Features, Branches and Key Concepts in History

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, 2a and 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.

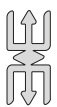
Learning Outcome

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 Indicator

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 **poster assessment** (NTS 3k, 3p).

E. g.

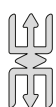
Develop a poster on the key features of history as an academic discipline.

Refer to Teacher Manual Book 1 Section 1, pages 21–31, and Learner Material Section 1 for more tasks.

Hint



Teachers are to give a group project work to learners this week. See **Appendix B** for a sample group project to be submitted in week 7.



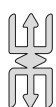
Note

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

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

E. g.

Criteria		Marks
Understanding of Key Features (10 marks)	Accurately describes at least five (5) features of history, such as the study of human activities, time and space, multisided nature, critical analysis, relevance, and illumination of the present.	5
	Offers specific examples from historical events or studies to illustrate each feature of history	5
Historical Accuracy (4 marks)	Avoids factual errors or misconceptions.	2
	Uses reliable sources to support claims.	2
Creativity and Originality (6 marks)	Uses unique visual elements or presentation styles.	2
	Offers a fresh perspective on the features of history.	2
	Makes the poster engaging and memorable.	2



Note

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

ii. *Take into consideration different modes of responses provided by learners.*

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

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

E. g.

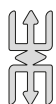
Clearly communicate the learning outcome, requirements, and assessment criteria to the learners and guide them in their research, information organisation, and content for poster assessment on the features of history as an academic discipline, etc.

Refer to Teacher Assessment Manual and Toolkit pages 97–99 for further information.

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 guides learners in each group to peer edit each other's work, etc.



Note

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

3. Reflection (10 minutes)

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

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

3.3 Remember to:

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



Appendix B: Sample of Group project

Assessment Strategy Presentation (Group)

Hint



Teacher should consider a task that will be involving for learners as the project task.

Submission: *The project should be submitted by the 7th Week of the first semester.[However, the project could be submitted earlier depending on its nature].*

Example:

- a) Use Microsoft Excel to create a database of all the leaders who helped in the migration of the major ethnic groups (Akan, Ga–Dangme, Mole–Dagbani, Ewe, Gonja and Guan) to their present–day locations. Provide the following information in your database:
 - i. *Name of the leader*
 - ii. *Name of the ethnic group*
 - iii. *Place of Origin*
 - iv. *Challenges encountered on their way*
 - v. *period they migrated*
 - vi. *An estimate of how old the leader would have been if they were alive today.*
 - vii. *The traditional title they would have earned if they were living today.*

How to Administer

The teacher should give clear instructions and guidelines on how the project will be done (After school hours, perhaps), etc.

Refer to the Teacher Assessment Manual and Toolkit page 34 for further information.

Feedback

Clearly remind the learners of the objective of the project work and the main knowledge to be assessed, etc.

Refer to the Teacher Assessment Manual and Toolkit for more examples.

Rubrics

Criteria	Excellent (4)	Good (3)	Needs Improvement (2)	Unsatisfactory (1)
Database Structure	<i>Includes all required fields for each leader such as the name of the leader, ethnic group, place of origin, etc.</i>	<i>Includes at least three (3) required fields for each leader</i>	<i>Includes at least two (2) required fields for each leader</i>	<i>Lacks a clear and organised database structure, with missing fields for leaders</i>
Data Accuracy	<i>All data entries are accurate and consistent with historical records, such as: Naa Gbewa → Mole-Dagbani → East of Lake Chad, etc.</i>	<i>At least three (3) data entries are accurate</i>	<i>At least two (2) data entries are accurate</i>	<i>Data entries are inaccurate or inconsistent and do not reflect historical evidence.</i>
Information Completeness	<i>Provides detailed information for each leader, such as their roles, contributions, challenges faced, etc.</i>	<i>Provides complete information for at least three (3) leaders</i>	<i>Provides complete information for at least two (2) leaders</i>	<i>Provides complete information for at least one (1) leader</i>
Historical Context	<i>Demonstrates an understanding of historical context, such as the period, political, cultural and social conditions, for each leader</i>	<i>Demonstrates an understanding of at least three (3) aspects of historical context</i>	<i>Demonstrates an understanding of at least two (2) aspects of historical context</i>	<i>Demonstrates an understanding of at least one (1) aspect of historical context</i>
Presentation	<i>Database is well-organised, visually appealing, easy to navigate and effectively communicates the findings.</i>	<i>Database is well-organised and visually appealing but may have some minor issues. Presentation effectively communicates the findings but may lack some depth.</i>	<i>Database is poorly organised or visually unappealing. The presentation is unclear or difficult to follow.</i>	<i>Database is disorganised and visually unattractive. Presentation is ineffective and fails to communicate the findings.</i>

PLC SESSION 3: Nature of Earliest Human Culture in Ghana.

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, 2a and 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.

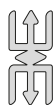
Learning Outcome

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 Indicator

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

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



Note

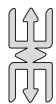
The selected activities should be included in the teacher/learner activity Section of the learning plan.

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

E. g.

Create a presentation that answers the following: What were the main challenges faced by hunter-gatherers in Ghana? How did they adapt to their environment and overcome these challenges?, etc.

Refer to Teacher Manual Book 1 Section 2 pages 35–41 and Learner Material Section 2 for more tasks.



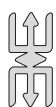
Note

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

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

E. g.

Criteria		Marks
Identification of Challenges	<i>Correctly identified at least 5 challenges such as harsh climatic conditions (droughts, high temperatures, famines), attacks from predators and reptiles, nomadic lifestyle (lack of permanent settlements), etc.</i>	5
Adaptation Strategies	<i>Correctly identified adaptation strategy (at least 5 strategies) such as the invention of more advanced tools (spears, bows, arrows), development of hunting techniques and strategies (use of traps), use of clothing and shelter for protection, etc.</i>	5



Note

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

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

E. g.

Provide clear instructions, objectives, guidelines and expectations for the group presentation, etc.

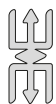
Refer to the Teacher Assessment Manual and Toolkit pages 10 – 14 for further information.

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 and areas of improvement. Focus on both the group performances and individual contributions, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 10 – 14 for more examples.



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: Pre-Historic Periods in Ghana

1. Introduction (20 minutes)

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

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

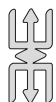
Learning Outcome

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 Indicator

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 **test of practical knowledge** (NTS 3k, 3p).

E. g.

Describe life in Ghana's Early, Middle, and Late Stone Age in a three-stanza poem, etc.

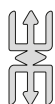
Refer to the Teacher Manual Book 1 Section 2 pages 42–49 and Learner Material Section 2 for more tasks.

Hint



Guide learners to use the features of Early, Middle and Late Stone Ages to craft the poem where the first, second and third stanza of the poem depicts the features of Early, Middle and Late Stone Ages respectively.

Note

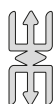


- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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

E. g.

Criteria		Marks
Structure (6 marks)	Three stanzas, one for each Stone Age period	3
Content Accuracy on Early Stone Age (4 marks)	Mention of Acheulean tools	1
	Describe tool uses (e. g., hunting, food gathering)	1
	Name a location where tools were found (rivers Volta, Oti, Birim, or Asokrochona near Tema)	1
Content Accuracy on Middle Stone Age (4 marks)	Mention new tool-making techniques such as the prepare core technique	1
	Describe a regional difference or tradition such as North and South	1
Content Accuracy on Late Stone Age (4 marks)	Mention new tools or techniques such as the blade-tool technique	1
	Describe hunting or plant use	1



Note

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

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

E. g.

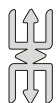
Provide clear instructions and resources needed for crafting of the poem, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 41–43 for further information.

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.

Address areas for improvement (Use examples from learners' work to illustrate points of praise or 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, b).

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: Multiple Perspectives on the Migration Accounts of Major Ethnic Groups in Ghana

1. Introduction (20 minutes)

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

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

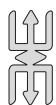
Learning Outcome

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 Indicator

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

2.2 Review the pedagogical approaches proposed for teaching *week 5* 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

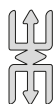
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E. g.

Create a map of the Savannah zone and show the directions of movement and settlement patterns of ethnic groups that migrated to the zone, etc.

Refer to the Teacher Manual Book 1 Section 3 pages 52–57 and Learner Material Section 3 for more tasks.



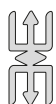
Note

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

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

E. g.

Criteria		Marks
Map Accuracy	<i>The map accurately depicts the Savannah zone, with the White Volta River clearly visible.</i>	2
	<i>The locations of the Vagala, Sisala, Tampulensi, Guan, Konkomba, Koma, Chamba, Mole–Dagbani, and Gonja ethnic groups are correctly marked on the map.</i>	10
Movement and Settlement Patterns	<i>The map illustrates the migration routes of the Mole–Dagbani from east of Lake Chad to Zamfara, Melle, and Pusiga, and their subsequent founding of kingdoms like Gambaga, Mamprugu, Dagomba, and Nanumba.</i>	8
	<i>The migration route of the Gonja from Mande Kingdom to Yagbum and their subsequent expansion is also accurately shown.</i>	2
Historical Context	<i>The map provides accurate historical context by including the dates of significant events, such as the founding of the Gonja Kingdom and the invasion of Dagomba by Ndewura Jakpa Lanta.</i>	4
Presentation	<i>The map is well–organised, visually appealing, and easy to understand, with clear labels and arrows indicating migration routes.</i>	4

**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.

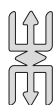
Clearly explain the learning objective and expectations, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 13–14 for further information.

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

E. g.

The teacher provides detailed comments on strengths and areas needing improvement on the map of the Savannah zone and the directions of movement and settlement patterns of ethnic groups that migrated to the zone, 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:

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

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

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

2. Review of Learning Plans (60 minutes)

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

Purpose

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

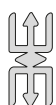
Learning Outcome

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

Learning Indicator

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 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) on assessment for the week. This week's recommended mode of assessment is **mid-semester examination** (NTS 3k, 3p).

E. g.

Paper 1: multiple choice question

The Greek word 'Historia', from which history is derived means.....

- a. *Inquiry*
- b. *Investigation*
- c. *Observation*
- d. *Questionnaire*

Paper 2: Essay

- a) *Discuss why the study of history is relevant to human survival and development.*
- b) *How does history connect the past to the present?*

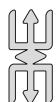
*Refer to the **Appendix B** below for the Table of Specification and the details of the examination.*

Hint



- i. *Priority should be placed on Dok level 2 and 3 for essay-type questions.*
- ii. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that the assessment is differentiated for all.*

Note



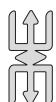
The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below the teacher/learner activities of the learning plan.

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

E. g.

- a) *1 mark each for questions 1 – 20 (20 marks)*
- b) *1 Essay type question (10 marks), 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).

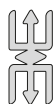
E. g.

- a) *Ensure to consider learners with special educational needs when crafting test items and also choosing venue for the mid-semester Examination.*
- b) *20 objective-type questions and 2 essays where learners have the option to select one (1) essay question is recommended, 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.

Teachers should ensure to give feedback (Mid-Semester Test results) to the learners and hold a discussion on the scoring rubrics or marking scheme, 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: Sample Table of Specification for Mid-Semester Examination

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
1	Origins, Meaning and Importance of History	<i>Multiple Choice</i>	1	3		-	4
2	Features, Branches and Key Concepts in History	<i>Multiple Choice</i>	2	2		-	4
3	Nature of Earliest Human Culture in Ghana	<i>Multiple Choice</i>	2	2		-	4
4	The Pre-Historic Periods in Ghana	<i>Multiple Choice</i>	2	1	-	-	4
		<i>Essay</i>	-	-	1		1
5	Multiple perspectives on the migration accounts of major ethnic groups in Ghana	<i>Multiple Choice</i>	1	3	-	-	4
		<i>Essay</i>	-	-	1		1
	Total		9	11	2	-	22

PLC SESSION 7: Factors Responsible for The Rise and Decline of Major States and Kingdoms in Ghana I

1. Introduction (20 minutes)

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

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

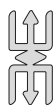
Learning Outcome

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 Indicator

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

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



Note

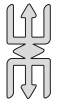
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E. g.

Write about the migration account of the major ethnic group you belong to. How is this account similar to or different from any other major ethnic group in Ghana?

Refer to Teacher Manual Book 1 Section 3 pages 63–67 and Learner Material Section 3 for more tasks.



Note

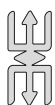
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that the assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below the teacher/learner activities of the learning plan.*

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

E. g.

Criteria		Marks
Identification of Own Ethnic Group (4 marks)	<i>Clearly states the major ethnic group they belong to, such as the Akan, Ga-Adangme, Guan, etc.</i>	2
	<i>Provides brief context about the group's significance in Ghana such as the Akan is the largest ethnic group in Ghana, making up about 47.5% of the population</i>	2
Migration Account of Own Ethnic Group (6 marks)	<i>Describes the origin of the ethnic group. For example, in the case of the Akan, they migrated from their original homeland in either Ethiopia (traditionalist account) or Yorubaland (modernist account) to their current location in Ghana.</i>	2
	<i>Explains the migration route or pattern, such as (in the case of Akan) moving southward in stages, first settling in the forest belt before some groups continued to the coastal areas.</i>	2
	<i>Mentions at least one (1) key historical event or reason for migration, such as the decline of ancient empires in the Sahel (in the case of Akan) and the escape from tyrannical rule (in the case of Ewe)</i>	1
	<i>Includes approximate time periods or dates such as (in the case of the Akan (ca.11th to 13th centuries)</i>	1

Criteria		Marks
Comparison with Another Major Ethnic Group (6 marks)	<i>Identifies another major ethnic group in Ghana for comparison such as comparing the Gonja to the Mole-Dagbani</i>	2
	<i>Describes the migration account of the chosen group</i>	2
	<i>Highlights at least one similarity and one difference between the migration accounts. For instance, Both the Mole-Dagbani and the Gonja migrated from northern regions, but the Mole-Dagbani followed a more direct route through Zamfara and Melle, while the Gonja were sent on a punitive expedition by the King of Mande.</i>	2
Analysis and Reflection (4 marks)	<i>Discusses the significance of these migration accounts in shaping current ethnic distribution, such as helping to explain the current ethnic distribution in Ghana, with the Akan predominantly in the central and southern regions and the Ewe in the Volta region</i>	2
	<i>Reflects on how understanding these histories contributes to national identity or unity, such as fostering appreciation for Ghana's culture and reinforcing the idea that most Ghanaians share a history of movement and adaptation, which can promote national unity despite ethnic differences</i>	2



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.

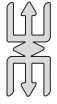
Clearly explain the assignment and expectations to learners, etc.

Refer to the Teacher Assessment Manual and Toolkit on page 66 for further information.

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.

Encourage self-reflection and 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 7 and provide feedback on your lesson (NTS 1f, 3g).
- 3.3** Remember to:
 - a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
 - b) read PLC Session 8 and related Learner Material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 8* in preparation for the next session (NTS 3a).

PLC SESSION 8: Factors Responsible for the Rise and Decline of Major States and Kingdoms in Ghana II

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, 2a and 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.

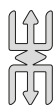
Learning Outcome

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 Indicator

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

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



Note

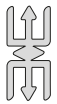
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E. g.

Explain how specific features of the forest zone shaped the development of states and kingdoms that emerged in the area. Discuss how these states adapted to or overcame environmental limitations..

Refer to the Teacher Manual Book 1 Section 3 pages 68–74 and Learner Material Section 3 for more tasks.



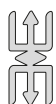
Note

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

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

E. g.

Criteria	Marks
<i>Accurately identifies at least three key environmental features of the forest zone, such as dense tropical rainforests, abundant natural resources (timber, minerals), mountains, and fertile land for agriculture.</i>	3
<i>Explains how available resources influenced state formation, such as minerals attracted traders and boosted the local economy.</i>	2
<i>Discusses how forest features provided natural protection, such as the dense forests offering protection from external invasions.</i>	2
<i>Describes how forest resources contributed to economic growth. For instance, timber and minerals supported the building and sustaining of powerful states.</i>	2
<i>Explains the agricultural benefits of the forest zone i. e. the land in the forest zone was generally more fertile than in the savannah zone, supporting agricultural development and encouraging settlement.</i>	2
<i>Discusses how forest states were less exposed to adverse climate conditions</i>	2
<i>Identifies ways states adapted to or overcame environmental challenges, such as developing unique agricultural techniques, creating trade networks, or innovating in construction methods.</i>	2
<i>Analyses the long-term effects of forest zone features on state development</i>	2
<i>Cites specific historical examples of states or kingdoms in the forest zone to illustrate their points, such as Asante exploring gold minerals for the rise of their kingdom.</i>	1



Note

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

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

E. g.

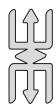
Provide clear instructions on the objective of the task, etc.

Refer to Teacher Assessment Manual and Toolkit pages 57– 60 for further information.

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 an opportunity for learners to ask questions, 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: Socio-Cultural Organisation of the Major Kingdoms in Pre-Colonial Ghana I

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.

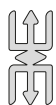
Learning Outcome

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 Indicator

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

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



Note

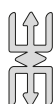
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E. g.

Research the type of inheritance system practised in your community. Based on your findings, create a biographical essay on the life history of any great-grandparent in your family. [Write on grandfather if your community practices a patrilineal system. Write on grandmother if your community practices matrilineal].

Refer to Teacher Manual Book 1 Section 4 pages 78–83 and Learner Material Section 4 for more tasks.



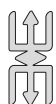
Note

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

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

E. g.

Criteria	Marks
<i>Accurately identifies the inheritance system practised in the community, such as the Patrilineal system (e. g., for Ewe, Ga-Adangme, Mole-Dagbani communities) or Matrilineal system (e. g., for Akan communities)</i>	2
<i>Explains the family structure based on the identified inheritance system. For instance, in a patrilineal system, the family includes all members of the paternal relations, while in a matrilineal system, the family consists of all members of the maternal relations.</i>	2
<i>Provides a brief background of the chosen great-grandparent, such as name, birth date, place of birth, parent’s names and their roles in the family/community</i>	5
<i>Describes the great-grandparent’s role in the family structure: For a patriarch: “As the eldest male, he was responsible for major family decisions. For a matriarch: “She played a central role in managing family resources and settling disputes.”</i>	2
<i>Explains how the inheritance system influenced the great-grandparent’s life. For instance, “As the oldest son in our patrilineal system, my great-grandfather inherited the family lands.”In our matrilineal system, my great-grandmother passed down her land to her niece.”</i>	2
<i>Discusses the great-grandparent’s contribution to family/community life, such as involvement in traditional ceremonies or role in community development projects</i>	2



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.

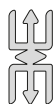
Define clearly the objectives and expectations of the research, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 107–110 for further information.

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 addresses areas needing improvement by providing more background information for the research work, 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).

PLC SESSION 10: Socio-Cultural Organisation of the Major Kingdoms in Pre-Colonial Ghana II

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, 2a and 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.

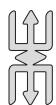
Learning Outcome

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 Indicator

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 those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a-2f, 3a-3j).



Note

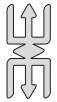
The selected activities should be included in the teacher/learner activity Section of the learning plan.

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

E. g.

In what ways did traditional Ghanaian games serve as a means of education, fostering social interaction and teaching important life skills? etc.

Refer to Teacher Manual Book 1 Section 4 pages 84–90 and Learner Material Section 4 for more tasks.



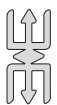
Note

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

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

E. g.

Criteria	Marks
<i>Identifies at least three (3) traditional Ghanaian games such as Ampe, Oware, Pilolo, etc.</i>	3
<i>Explains how games served as a means of education. For instance, Oware taught mathematical skills as players had to count and distribute seeds</i>	2
<i>Describes how games fostered social interaction. For instance, Ampe brought children together, Chaskele encouraged community gatherings and collective play.</i>	2
<i>Identifies at least three (3) specific life skills taught through games such as problem-solving skills in strategy games like Oware, physical coordination and agility in games like Ampe</i>	3



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.*

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

E. g.

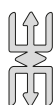
Develop the assessment criteria and scoring rubrics with learners, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 91–93 for further information.

2.3 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 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: Socio-cultural Organisation of the Major Kingdoms in Pre-Colonial Ghana III

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, 2a and 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.

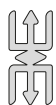
Learning Outcome

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 Indicator

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 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) on assessment for the week. This week’s recommended mode of assessment is **questioning** (NTS 3k, 3p).

E. g.

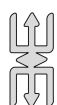
How can we interpret the symbolic meaning behind specific dance styles, costumes, or song lyrics? What can these elements tell us about the values and beliefs of pre-colonial Ghanaian societies? etc.

Refer to Teacher Manual Book 1 Section 4 pages 91–97 and Learner Material Section 4 for more tasks.

Hint



Observe learners as they watch the videos in order to prompt learners who lose concentration or are easily distracted to focus.



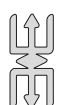
Note

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

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

E. g.

Criteria	Marks
<i>Identifies at least three (3) specific dance styles from pre-colonial Ghana, such as Adowa, Agbadza, Bamaya, etc.</i>	3
<i>Analyses the symbolic meaning of dance movements such as crossing the arms and hands with palms opened in Adowa dance to mean that unity is always present</i>	3
<i>Describes and interprets elements of at least two (2) traditional costumes, such as the kente cloth patterns in Akan</i>	2
<i>Analyses lyrics of at least one (1) traditional song for symbolic meaning. For example, how the lyrics of Akan’s funeral dirges reflect beliefs about the afterlife.</i>	1
<i>Interprets the use of musical instruments in conveying meaning. For example, the atumpan drum’s role in royal courts symbolise authority</i>	1



Note

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

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

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

E. g.

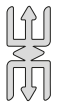
Provide a video on traditional dance styles, costumes, song lyrics, etc.

Refer to Teacher Assessment Manual and Toolkit pages 37-40 for further information.

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 encourages questions from learners for prompt 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 11 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

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

PLC SESSION 12: Preparing for End of Semester Examination

1. Introduction (20 minutes)

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

- a. went well (NTS 1a, 1b 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.

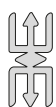
Learning Outcome

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/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 12* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activities 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.

2.1 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.

Cover content from weeks 1–12. Taking into consideration DOK levels 1–4.

Herodotus is often referred to as the “Father of History” because? He...

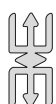
- A. *Introduced the concept of historical chronology and dates*
- B. *Was the first to write a historical narrative without any bias*
- C. *Was the first Historian to employ the systematic method in obtaining facts to write History*
- D. *Was the first Historian to write about the Persian wars*

Paper 2: Essay– 1 hour, 10 minutes (5 questions to answer 3 questions for 60 marks)

Essay type questions

1. *Discuss why the study of history is relevant to human survival and development.*
2. *Examine and present the features of history as an academic discipline using concept mapping.*
3. *Describe the lifestyle of the first hunter–gatherers of Ghana.*
4. *How are the traditionalist and the modernist accounts of the origin of the Akan similar or different?*
5. *Explain the social factors that accounted for the rise and expansion of kingdoms in the Savannah zone of Ghana.*

Refer to the **Appendix D** below for Table of Specification and details of End of Semester Examination



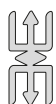
Note

- 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.

- a) *Paper 1– Multiple Choice (40 questions)*
- b) *Paper 2– (5 Essay questions, 3 to be selected)*
- c) *Time: 2 hours for both Paper 1 and 2, 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.

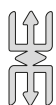
Monitor the learners to prevent cheating, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 83 – 85 for further information.

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.

Encourage learners to reflect on their performance, review their work and identify areas for improvement, etc.



Note

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

3. Reflection (10 minutes)

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 12 and provide feedback on your lesson (NTS 1f, 3g)

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l – 3n)
- b) read PLC Session 13 and related Learner Material (NTS 3a)
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 13 in preparation for the next session (NTS 3a)



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

Weeks	Focal Area(s)	Types of Questions	DoK Levels				TOTAL
			1	2	3	4	
1.	Origins, Meaning and Importance of History.	<i>Multiple Choice</i>	1	1			2
		<i>Essay</i>					
2.	Features, Branches and Key Concepts in History.	<i>Multiple Choice</i>	1	2			3
3.	Nature of Earliest Human Culture in Ghana.	<i>Multiple Choice</i>	2	1	1		4
4.	The Pre-Historic Periods in Ghana.	<i>Multiple Choice</i>	1	2			3
5.	Multiple perspectives on the migration accounts of major ethnic groups in Ghana.	<i>Multiple Choice</i>	1	3			4
6.	Multiple perspectives on the migration accounts of major ethnic groups in Ghana.	<i>Multiple Choice</i>	1	3			4
		<i>Essay</i>			1		1
7.	Factors responsible for the rise and decline of major states and kingdoms in Ghana I.	<i>Multiple Choice</i>	2	2			4
8.	Factors responsible for the rise and decline of major states and kingdoms in Ghana II.	<i>Multiple Choice</i>	1	2			3
		<i>Essay</i>			1		1
9.	Socio-cultural organisation of the major kingdoms in Pre-Colonial Ghana I.	<i>Multiple Choice</i>	2	1			3
10.	Socio-cultural organisation of the major kingdoms in Pre-Colonial Ghana II.	<i>Multiple Choice</i>	1	3			4
11.	Socio-cultural organisation of the major kingdoms in Pre-Colonial Ghana III.	<i>Multiple Choice</i>	2	2			4
		<i>Essay</i>			1		1
12.	Political organisation of states and kingdoms in Pre-Colonial Ghana I.	<i>Multiple Choice</i>	2	1			3
		<i>Essay</i>			1		
		Total	17	23	5		45

PLC SESSION 13: Political Organisation of States and Kingdoms in Pre-Colonial Ghana II

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.

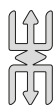
Learning Outcome

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 Indicator

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

2.2 Review the pedagogical approaches proposed for teaching *week 13* in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a-2f, 3a-3j).



Note

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

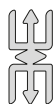
2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **individual project: connecting history to today** (NTS 3k, 3p).

E. g.

Create a poster on traditional leaders and their contributions to national development today to answer the following questions:

- i. Which traditional leaders have emerged in Ghana today?
- ii. What are some contributions they have made to their kingdoms?
- iii. What national contributions can be attributed to them?
- iv. How can we relate this leader to any of the traditional leaders that emerged in pre-colonial Ghana?

Refer to Teacher Manual Book 2 Section 5 pages 6–12 and Learner Material Section 5 for more tasks.



Note

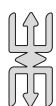
- i. The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that the assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below the teacher/learner activities of the learning plan.

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

E. g.

Criteria		Marks
Content Knowledge (12 marks)	Identification of current traditional leaders in Ghana (at least 3), such as Otumfuo Osei Tutu II (Asantehene), Togbe Afede XIV (Asogli State), Yaa Naa Abubakari Mahama II (Dagbon kingdom), etc.	3
	Description of leaders' contributions to their kingdoms (at least 2 per leader) such as Otumfuo Osei Tutu II: Established education fund, mediated chieftaincy disputes, etc.	3
	Analysis of leaders' national contributions (at least 2 per leader). Example, Togbe Afede XIV: Advocated for national economic policies, served on Ghana National Petroleum Corporation board, etc.	3
	Comparison with pre-colonial traditional leaders (one comparison per leader). For instance, Otumfuo Osei Tutu II compared to Osei Tutu I: Both unified Asante and promoted cultural identity; Togbe Afede XIV compared to Torgbui Sri I: Both engaged in diplomacy and promoted trade	3

Criteria		Marks
Poster presentation and organisation (3 marks)	<i>Clear layout with a logical flow of information</i>	<i>1</i>
	<i>Effective use of headings and subheadings</i>	<i>1</i>
	<i>Balanced distribution of text and visuals</i>	<i>1</i>
Use of visuals (3 marks)	<i>Relevant photos of the traditional leaders</i>	<i>1</i>
	<i>Map showing the locations of their kingdoms</i>	<i>1</i>
	<i>Charts illustrating their contributions</i>	<i>1</i>
Creativity and engagement (2 marks)	<i>Incorporation of traditional symbols or patterns</i>	<i>1</i>
	<i>Interactive elements (e. g., flip cards, QR codes linking to more info)</i>	<i>1</i>



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.

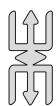
Create guidelines (instructions, format, length, deadlines etc.), etc.

Refer to Teacher Manual Assessment and Toolkit pages 34-36 for further information.

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 opportunities for peer 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: Unique Methods of Providing Health care in Pre-Colonial Ghana I

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, 2a and 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.

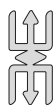
Learning Outcome

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 Indicator

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

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



Note

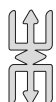
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E. g.

Plants played a significant role in traditional Ghanaian medicine. Suppose you were explaining this fact to a friend. Describe how herbs and other plant materials were used to treat various health conditions and promote healing in pre-colonial Ghana, etc.

Refer to Teacher Manual Book 2 Section 5 pages 13–18 and Learner Material Section 5 for more tasks.



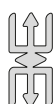
Note

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

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

E. g.

Criteria	Marks
Introduction to the significance of plants in traditional Ghanaian medicine such as plants serving as the primary source of medicinal treatments	3
Identification of at least 5 common medicinal plants used in pre-colonial Ghana such as <i>jatropha</i> , leaves of cassava, neem, <i>chromolaena odorata</i> , adumba, etc.	5
Description of at least 3 methods/ how herbs were prepared for medicinal use, such as Boiling leaves or roots to make concoctions, Crushing leaves or bark, Drying and grinding plants into powder, etc.	3
Explanation of at least 4 health conditions treated with plant-based remedies such as Malaria treated with neem leaf decoctions, etc.	4



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.

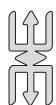
Determine the format of the case study (e. g., written document, a multimedia presentation, a video, or a combination of these), depending on the resources available, etc.

Refer to Teacher Assessment Manual and Toolkit pages 31–36 for further information.

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 the learners to reflect on their learning process, such as what they learned, what they found difficult, or what they would do differently, 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: Unique Methods of Providing Health care in Pre-colonial Ghana II

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.

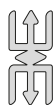
Learning Outcome

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 Indicator

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 those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a-2f, 3a-3j).



Note

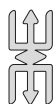
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E. g.

Formulate three open-ended questions you would ask an indigenous healthcare worker to understand their approach to treating malaria, etc.

Refer to Teacher Manual Book 2 Section 5 pages 19–24 and Learner Material Section 5 for more tasks.



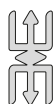
Note

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

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

E. g.

Criteria	Marks
<i>Questions directly address methods, materials, or philosophy of treating malaria in indigenous healthcare.</i>	3
<i>Questions encourage detailed explanations rather than simple yes/no answers.</i>	3
<i>Questions are well-formulated, easy to understand, and free from ambiguity.</i>	3
<i>Questions cover different aspects of malaria treatment, such as diagnosis, treatment, and prevention.</i>	3
<i>Questions are phrased respectfully and show awareness of cultural differences in healthcare approaches.</i>	3



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.

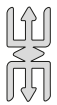
Develop assessment criteria and scoring rubrics with learners, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 91–94 for further information.

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.

Offer help or intervention in areas where learners need help, etc.



Note

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

3. Reflection (10 minutes)

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

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

3.3 Remember to:

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

PLC SESSION 16: History of Arts and Technology in Pre-colonial Ghana I

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.

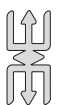
Learning Outcome

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 Indicator

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 those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a-2f, 3a-3j).



Note

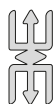
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E. g.

Research on a specific iron tool or weapon used in pre-colonial Ghana. How was it manufactured and used?

Refer to Teacher Manual Book 2 Section 5 pages 25–31 and Learner Material Section 5 for more tasks.



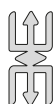
Note

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

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

E. g.

Criteria	Marks
<i>Identification and description of a specific iron tool/weapon such as the 'Akrafena,' an Akan ceremonial sword.</i>	4
<i>Explanation of the manufacturing process, such as skilled blacksmiths forged the Akrafena, smelted it in furnaces and repeatedly heated and hammered it to shape the blade.</i>	3
<i>Description of the tool/weapon's use in pre-colonial Ghana. For example, the Akrafena was used by Akan warriors for close combat. Ceremonially, it symbolised the authority of Akan chiefs and was used in important rituals and ceremonies, such as the enstoolment of new chiefs.</i>	3
<i>Research cites academic sources such as archaeological reports, historical texts, or peer-reviewed articles on Akan material culture.</i>	2
<i>Research is well-structured with clear sections on the tool's description, manufacturing process, and uses.</i>	3



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.

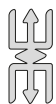
Define specific tasks to be undertaken in developing the research, etc.

Refer to Teacher Assessment Manual and Toolkit pages 77–80 for further information

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 16 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

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

PLC SESSION 17: History of Arts and Technology in Pre-Colonial Ghana II

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.

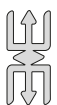
Learning Outcome

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 Indicator

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 those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a-2f, 3a-3j).



Note

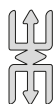
The selected activities should be included in the teacher/learner activity Section of the learning plan.

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

E. g.

How do you think the methods of pre-colonial gold mining might have impacted the environment? Explain your answer, etc.

Refer to Teacher Manual Book 2 Section 5 pages 32–39 and Learner Material Section 5 for more tasks.



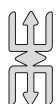
Note

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

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

E. g.

Criteria	Marks
<i>Correctly identifies the two main methods of mining as panning and digging.</i>	2
<i>Demonstrates understanding of the two methods. i. e. Panning involved using a shallow bowl to separate gold from sediment. Digging involved excavating large pits to reach gold-bearing deposits.</i>	2
<i>Explains at least three (3) potential environmental impacts of panning, such as effects on water bodies, aquatic life, and riverbank ecosystems.</i>	3
<i>Describes at least three (3) potential environmental impacts of digging, such as effects on land, vegetation, and soil structure.</i>	3



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.

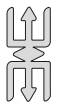
Define the learning outcomes, etc.

Refer to Teacher Assessment Manual and Toolkit pages 41–43 for further information

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.

Address areas for improvement (Use examples from learners work to illustrate point of praise or 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 17 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

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

PLC SESSION 18: Preparing for Mid-Semester Examination

1. Introduction (20 minutes)

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

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

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

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

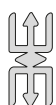
Learning Outcome

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 Indicator

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

2.2 Review the pedagogical approaches proposed for teaching *week 18* in your learning plan, identify activities that align with 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) on assessment for the week. This week's recommended mode of assessment is **mid-semester examination** (NTS 3k, 3p).

E. g.

Paper 1: multiple choice question

Which one of these commodities is Daboya in Northern part of Ghana noted for?

- A. *kola-nut*
- B. *gum*
- C. *salt*
- D. *sugar*

Paper 2: Essay

- a) *Describe how herbs and other plant materials were used to treat various health conditions and promote healing in pre-colonial Ghana.*
- b) *How did the environmental features help pre-colonial Ghanaians to advance technologically? etc.*

Refer to **Appendix E** below for the Table of Specification and the details of the mid-semester examination

Hint

Essay questions should be drawn mainly from Dok levels 2 and 3.



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.*

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

E. g.

- a) *1 mark each for questions 1 – 20 (20 marks)*
- b) *1 Essay type question (10 marks), 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.*

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

E. g.

Ensure to consider learners with special educational needs when crafting test items and also choosing venue for the mid-semester examination, etc.

Refer to Teacher Assessment Manual and Toolkit pages 83 – 85 for further information

2.3 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.

Encourage learners to reflect on their performance, review their work and identify areas for improvement, etc.

3. Reflection (10 minutes)

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

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

3.3 Remember to:

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



Appendix E: Sample Table of Specification for the Mid-Semester Examination

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
13	Political organisation of states and kingdoms in pre-colonial Ghana II.	<i>Multiple Choice</i>	1	3		-	4
14	Unique methods of providing health care in pre-colonial Ghana I	<i>Multiple Choice</i>	1	3		-	4
		<i>Essay</i>	-	-	1		1
15	Unique methods of providing health care in pre-colonial Ghana II.	<i>Multiple Choice</i>	2	2	-	-	4
16	History of arts and technology in pre-colonial Ghana I.	<i>Multiple Choice</i>	2	2	-	-	4
17	History of arts and technology in pre-colonial Ghana II.	<i>Multiple Choice</i>	1	3	-	-	4
		<i>Essay</i>	-	-	1		1
	Total		7	13	2	-	22

PLC SESSION 19: Existence and the Development of Pre-Colonial Ghanaian Industries

1. Introduction (20 minutes)

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

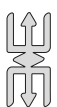
The purpose of the session is to review the learning plan for *week 19* by aligning the learning plan with Learner Material and appropriate assessment strategies.

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 Indicator

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 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.

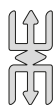
2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **group assignment (class exercise)** (NTS 3k, 3p).

E. g.

Write a historical paper that answers the following questions.

- i. How did indigenous Ghanaian industries help to sustain livelihoods in the Pre-Colonial Era?
- ii. How did pre-colonial Ghanaian industries affect women?

Refer to Teacher Manual Book 2 Section 6 pages 50–53, and Learner Material Section 6 for more tasks.



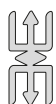
Note

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

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

E. g.

Criteria	Marks
Accurately identifies and describes at least 3 major indigenous industries in pre-colonial Ghana such as pottery, leather work, cloth weaving, salt production, metalworking, etc.	3
Explains how the identified industries helped to sustain livelihoods in pre-colonial Ghana such as food production, income generation, and overall economic well-being.	3
Analyses the role of women in pre-colonial Ghanaian industries	2
Discusses the significance of women's participation in industries such as textiles, pottery, and food processing.	2
Explains how women's involvement in these industries influenced their social and economic status.	2
Utilises relevant historical sources, such as records, artefacts, or accounts, to support the claims made in the paper.	3

**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.

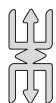
Consider the diversity and the needs of the learner such as SEN, socio-cultural background, ability to write, among others, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 80–83 for further information.

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.

Score the assignment consistently based on the established criteria to reduce subjectivity, 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:

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

PLC SESSION 20: Agricultural Activities in Pre-Colonial Ghana I

1. Introduction (20 minutes)

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

- c) went well (NTS 1a, 1b and 2a-2e)
- d) 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.

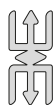
Learning Outcome

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 Indicator

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 those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a-2f, 3a-3j).



Note

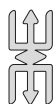
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E. g.

To what extent did hunting contribute to the economy and food security in pre-colonial Ghana?

Refer to Teacher Manual Book 2 Section 6 pages 54–60 and Learner Material Section 6 for more tasks.



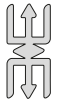
Note

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

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

E. g.

Rubric	√/×
<i>The response clearly identifies hunting as an important economic pursuit in pre-colonial Ghana.</i>	
<i>The response explains how the sale of hunted animals and their by-products (e. g., hides, horns) generated income and revenue that contributed to the broader economic activities in pre-colonial Ghana</i>	
<i>The response demonstrates an understanding of how hunting helped to ensure a reliable source of meat and other food products, thereby enhancing the food security of pre-colonial Ghanaian communities.</i>	
<i>The response recognises that the importance and methods of hunting may have differed between, for instance, forest-dwelling and savanna-based communities in pre-colonial Ghana.</i>	
<i>The response explores how hunting may have held cultural or symbolic significance in pre-colonial Ghanaian societies, beyond its purely economic or food-related functions.</i>	
<i>The response cites specific historical sources, such as travellers’ accounts or archaeological discoveries, to substantiate its assertions about the role of hunting in pre-colonial Ghana</i>	
<i>The response is organised and easy to follow, with a clear flow of ideas and appropriate use of historical terminology.</i>	



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.

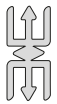
- a) *Clearly define the criteria for assessment in each checklist.*
- b) *Align the checklists with curriculum standards and learning outcomes.*
- c) *Keep the checklists adaptable and flexible to match the specific learning outcomes, etc.*

Refer to Teacher Assessment Manual and Toolkit pages 72–77 for further information.

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) *Encourage a class discussion as a way of offering feedback on the assignment*
- b) *Communicate to learners their strengths and weaknesses with respect to the assignment, etc.*



Note

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

3. Reflection (10 minutes)

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

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

3.3 Remember to:

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

PLC SESSION 21: Agricultural Activities in Pre-Colonial Ghana II

1. Introduction (20 minutes)

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

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

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

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

2. Review of Learning Plans (60 minutes)

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

Purpose

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

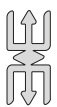
Learning Outcome

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

Learning Indicator

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 those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a-2f, 3a-3j).



Note

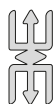
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E. g.

How can knowledge of pre-colonial Ghanaian fishing practices help conserve marine resources?

Refer to Teacher Manual Book 2 Section 6 pages 61–67 and Learner Material Section 6 for more tasks.



Note

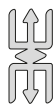
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that the assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment Dok aligned to Curriculum and TM' section below the teacher/learner activities of the learning plan.*

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

E. g.

Assessment Rubrics

Criteria	Marks
<i>Accurately describes at least five (5) main fishing practices used in pre-colonial Ghana, such as Inland fishing (e. g., in rivers, lakes, lagoons), Coastal/marine fishing, Use of traditional fishing tools and techniques (e. g., harpoons, knives, net, etc.)</i>	5
<i>Argues that pre-colonial Ghanaian fishing practices were more sustainable than modern industrial methods, as they often involved selective harvesting, seasonal patterns, and communal resource management approaches that helped maintain the health of aquatic ecosystems.</i>	3
<i>Proposes that studying pre-colonial Ghanaian fishing practices could provide valuable lessons for modern marine conservation efforts (at least 3 proposals). For instance, the use of selective harvesting methods, seasonal fishing patterns, and community-based resource management approaches could be adapted</i>	3
<i>Situates the discussion of pre-colonial Ghanaian fishing practices within the broader cultural and historical context of the region, such as the use of traditional knowledge</i>	2
<i>Acknowledges at least 2 potential challenges in directly applying historical practices to the present-day context</i>	2

**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.

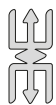
Communicate the specific content, type of essay and criteria, etc.

Refer to Teacher Assessment Manual and Toolkit pages 94–99 for further information.

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

E. g.

Give oral and written comments to the learner in the provision of 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 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: Nature of Trade and The Development of Trading Activities in Pre-Colonial Ghana

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.

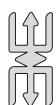
Learning Outcome

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 Indicator

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 those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a-2f, 3a-3j).



Note

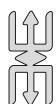
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E. g.

What evidence exists to show that “Begho” was a major trading city in West Africa?

Refer to Teacher Manual Book 2 Section 6 pages 68–71 and Learner Material Section 6 for more tasks.



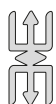
Note

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

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

E. g.

Criteria	Marks
<i>Correctly identifies the location of Begho within the broader West African region as located in present-day Ghana.</i>	2
<i>Explains Begho’s geographic significance in the context of regional trade networks as situated along important trade routes that connected the interior of West Africa to coastal regions and beyond.</i>	2
<i>Identifies and analyses at least one (1) archaeological finding that support Begho’s status as a major trading centre, such as imported ceramics, metalwork, and glass beads.</i>	2
<i>Explains how the archaeological evidence helps substantiate Begho’s role in regional commerce, such as being a hub of commercial activity, with goods flowing in from diverse regions through extensive trade networks</i>	2
<i>Identifies and analyses at least one (1) historical documents, account, or record that provide information about Begho’s trading activities and significance.</i>	2
<i>Explains how the documentary evidence corroborates Begho’s role as a major trading city.</i>	2
<i>Organises the source analysis in a clear and logical manner, with a coherent flow of ideas.</i>	2
<i>Uses appropriate historical terminology and concepts throughout the analysis.</i>	1



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.

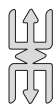
Encourage active engagement of all learners in the source analysis, etc.

Refer to Teacher Assessment Manual and Toolkit pages 52–54 for further information.

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.

Implement peer assessments, etc.



Note

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

3. Reflection (10 minutes)

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

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 22 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- 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: Indigenous Ghanaian Religious Beliefs and Practices

1. Introduction (20 minutes)

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

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

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

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

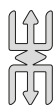
Learning Outcome

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 Indicator

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 23* 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

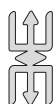
The selected activities should be included in the teacher/learner activity section of the learning plan.

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

E. g.

How did Islam and Christianity spread in Ghana?

Refer to Teacher Manual Book 2 Section 7 pages 76–80 and Learner Material Section 7 for more tasks.



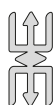
Note

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

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

E. g.

Criteria	Marks
<i>Identifies at least 3 key historical factors (e. g., trade routes, cultural exchange, missionary activities) that influenced the spread of Islam and Christianity in Ghana.</i>	3
<i>Analyses at least 3 historical factors and evaluates their relative importance in the spread of Islam and Christianity.</i>	6
<i>Presents a clear and well-organised response, with a logical flow of ideas and strong transitions.</i>	1



Note

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

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

E. g.

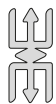
Give feedback individually, group or whole class, depending on the nature of the feedback, the learner's needs and the class size, etc.

Refer to Teacher Assessment Manual and Toolkit pages 114–116 for further information.

- 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 every learner to assess themselves first through self-reflection (being mindful of GESI and SEN issues), 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, b).
- 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: Preparing for End of Semester Examination

1. Introduction (20 minutes)

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

- a) went well (NTS 1a, 1b 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.

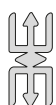
Learning Outcome

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 activities 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.

Cover content from weeks 13–24. Taking into consideration DOK levels 1–4.

Pre-colonial Ghana was home to many powerful kingdoms and states, except

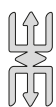
- A. Asante
- B. Anlo
- C. Dagomba
- D. Mande

Paper 2: Essay– 1 hour, 10 minutes (5 questions to answer 3 questions for 60 marks)

Essay type questions

- a) *Plants played a significant role in traditional Ghanaian medicine. Suppose you were explaining this fact to a friend. Describe how herbs and other plant materials were used to treat various health conditions and promote healing in pre-colonial Ghana.*
- b) *Why do you think gold was valuable to people in pre-colonial Ghana?*
- c) *Analyse the symbolism used in sculptures, masks or pottery designs. What stories might they communicate about the beliefs of the creators?*
- d) *To what extent did hunting contribute to the economy and food security in pre-colonial Ghana?*
- e) *How did Islam and Christianity impact the cultural and social practices of Ghanaians? etc.*

*Refer to **Appendix F** below for the Table of Specification and the details of the mid-semester examination*



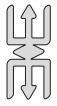
Note

- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that the assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below the 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) *Paper 1– Multiple Choice (40 questions)*
- b) *Paper 2– (5 Essay questions, 3 to be selected)*
- c) *Time: 2 hours for both Paper 1 and 2, 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).

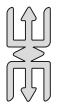
E. g.

*Prepare a table of test specifications or blueprints (see table of specifications in **Appendix G**), 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.

Encourage learners to reflect on their performance, review their work and identify areas for improvement, etc.



Note

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

3. Reflection (10 minutes)

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

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

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



Appendix G: Sample Table of Specification for End of Semester Examination

Weeks	Focal Area(s)	Types of Questions	DoK Levels				TOTAL
			1	2	3	4	
13	Political organisation of states and kingdoms in pre-colonial Ghana II.	Multiple Choice	1	1			2
14	Unique methods of providing health care in pre-colonial Ghana I.	Multiple Choice	1	2			3
15	Unique methods of providing health care in pre-colonial Ghana II	Multiple Choice	2	1	1		4
16	History of arts and technology in pre-colonial Ghana I.	Multiple Choice	1	2			3
17	History of arts and technology in pre-colonial Ghana II.	Multiple Choice	1	3			4
18	History of arts and technology in pre-colonial Ghana III.	Multiple Choice	1	3			4
		Essay			1		1
19	Existence and the development of pre-colonial Ghanaian industries	Multiple Choice	2	2			4
		Essay					
20	Agricultural activities in pre-colonial Ghana I.	Multiple Choice	1	2			3
		Essay			1		1
21	Agricultural activities in pre-colonial Ghana II.	Multiple Choice	2	1			3
22	Nature of trade and the development of trading activities in pre-colonial Ghana	Multiple Choice	1	3			4
23	Indigenous Ghanaian religious beliefs and practices.	Multiple Choice	2	2			4
		Essay			1		1
24	The advent and influences of Islam and Christianity in Ghana.	Multiple Choice	2	1			3
		Essay		1			1
		<i>Total</i>	17	24	4		45

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)

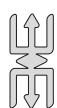
Summative Assessment

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.

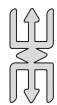
In providing feedback, use the sandwich method (CCC), which starts with a positive aspect of the work (*compliment*), followed by constructive criticism (*correction*), and concludes with another positive note (*compliment*). To set the stage for effective feedback, clearly communicate the learning objectives, 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)
- v. allocated to the items and use it consistently.
- vi. Give rubrics of tasks/activities in the case of performance or practical assessment ahead of time.
- vii. Ensure that the load or the length of the tasks are appropriate to the level of the learner (e. g., 25 minutes for 20 items; a project for a week or the term/ semester).
- viii. Administer assessment in a conducive environment that minimise disruption (e. g., noise, lightening, ventilation, among others) and devoid of any cheating.

Fairness and Ethics

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

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

Transparency

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

- i. Make learners aware of the demand of the assessment tasks.
- ii. Share performance criteria and indicate what will constitute the pass mark.

- iii. Readily share assessment results with the appropriate stakeholders (learners, parents/guidance, teachers).
- iv. Provide opportunity for learners to seek review and redress.
- v. Share the learning outcomes the assessment is designed to measure with learners.
- vi. be ready to share assessment criteria or rubrics when the need arises.

Inclusivity

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

The teacher should:

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

Practicability

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

The teacher should:

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

Assessment Utility (utilisation and benefits)

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

- i. Clearly state the intended use of the assessment results.
- ii. Identify the essential learning outcome(s) to be covered in the assessment.

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

B. Ethical considerations in Assessment

1. Designing and Developing the Assessment

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

2. Administering the Assessment

- i. Communicate the assessment nature/structure/format, time, content coverage and location of the assessment tasks clearly to learners.

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

3. Scoring the Assessment

- i. Consistently make use of the marking scheme/ scoring rubrics.
- ii. Ensure multiple ratings or scoring/grading are done where necessary (e. g., for essay-type questions, practical/performance assessment).
- iii. Focus on the content (i. e., what is being assessed) instead of handwriting, spelling, punctuations, concord, and vocabulary when scoring.
- iv. For learners with SEN considerations should be made for vocabulary, spelling, and grammar especially in the English language.
- v. Provide opportunity for remarking, review, or redress where necessary.
- vi. Record the actual scores/grades of learners as a reflection of their performance. Do not add or subtract marks based on personal influences.
- vii. Keep assessment results of the learners safe (either manually or digitally).
- viii. Consider the use of professional scorers, judges, or raters in the case of External Assessments.

4. Reporting and Feedback in Assessment

- i. Ensure that the learner is aware of those who will be receiving the report.
- ii. Communicate results to authorised persons such as parents/guardians and other teachers.
- iii. Seek permission (informed consent) from the learner or parent/guardian if a third party may be involved.
- iv. Ensure that the true performance of the learner is reported (do not manipulate or distort the results).
- v. Present assessment results without stereotyping or biases.
- vi. Use language and terminology that is respectful and GESI responsive when reporting reports.
- vii. Provide clear and meaningful interpretation of the assessment results.
- viii. Adhere to legal requirements, ethical guidelines and institutional policies governing the reporting of assessment results.

5. Feedback

- i. Provide constructive feedback timely and promptly.
- ii. Emphasise the learner's strengths and opportunities for improvement rather than focusing solely on weaknesses.
- iii. Ensure that the feedback given to the learner, parents/guardians and other teachers reflects the performance of the learner.
- iv. Consider and adjust the mode of providing feedback to suit the needs of learners (consider GESI and SEN issues).
- v. Provide feedback based on the assessment criteria and not on personal influence.
- vi. Avoid displaying and announcing learners' performance unofficially.
- vii. Create opportunities for learners to readily access their results through creation of portals, portfolios and files for individual learners and other stakeholders.
- viii. Ensure collaborative assessment by sharing and taking the learner's information.
- ix. Create opportunities for learners to reflect on their own assessment results and learning.
- x. Give written comments to learners in formative assessment to help the learner track their errors and make the necessary corrections.

6. Interpreting and Using the Assessment Results

- i. Provide clear and detailed criteria including criterion/pass mark for interpreting the assessment results.
- ii. Avoid biases in interpreting the assessment results. Ensure result interpretation is not influenced by gender, religion, ethnicity, personal liking among others.
- iii. Use simple and clear language in the interpretation of the assessment results.
- iv. Interpret assessment results based on evidence and sound assessment practices.
- v. Ensure that the interpretation of the results accurately reflects the learner's ability, skills, competencies and knowledge.
- vi. Ensure the learner is aware of the assessment process and the consequence of the results.
- vii. Ensure assessment results are used for their INTENDED PURPOSE, aligning with the learning outcomes.
- viii. Seek the consent of the learner and parents/guardians before using the assessment results for any purpose.
- ix. Ensure that assessment informs the teaching and learning process in a fair and unbiased manner and provide remediation where necessary.
- x. Ensure that assessment results are confidentially kept and only shared with relevant stakeholders, such as the learner, parents/guardians, and school administrators.
- xi. Avoid using assessment results to label (name-calling), stereotype and discriminate among learners.
- xii. Ensure that results are stored and used in a secured manner.
- xiii. Avoid discussing the learner's results and performance unofficially with others (e. g., with other teachers, staff, learners and among others).

C. Differentiated Assessment

Differentiated assessment adapts strategies to diverse learning needs, strengths, and interests of all learners. Teachers tailor assessments to accommodate varying levels of readiness, learning styles, and preferences that ensure that all learners have equitable opportunities to demonstrate their understanding and skills.

To implement differentiated assessment, teachers should consider the following:

- i. *Varied assessment formats*: provide a range of assessment options, such as written assignments, oral presentations, projects, or multimedia presentations. This allows learners to exhibit their knowledge and skills using formats that align with their abilities and strengths.
- ii. *Flexible deadlines*: give learners the opportunity to complete assessments within a flexible timeframe. This considers different learning paces and allows learners to manage their time appropriately.

- iii. *Varying tasks*: Vary levels of difficulty for assessment tasks, allowing learners to choose the one that best suits their needs and challenges them appropriately.
- iv. *Accommodations*: Provide necessary accommodations for learners with unique learning needs, such as extended time, modified formats, or additional resources to support their assessment process.
- v. *Individualised feedback*: Provide individualised and constructive feedback that addresses the learner-specific needs and areas for improvement. Tailoring feedback to specific standards and learning outcomes can help learners understand their strengths and areas for improvement.
- vi. *Learner involvement*: Involve learners in the assessment process by encouraging self-reflection, self-assessment, and goal setting. Engaging learners in dialogue about their learning and assessment promotes

D. Guidelines on how to Construct Multiple Choice Questions (attachment)

1. Clearly define the purpose of the test/assessment
2. Define the learning outcome (i. e. knowledge, comprehension, skills, or competencies) you want learners to demonstrate through MCQs.
3. Prepare a table of test specifications or blueprints.
 - i. List topics and subtopics covered during the instructional period
 - ii. Distribute the number of test items among course content and instructional objectives or behaviours.
4. Write the test items (note: it should match the content and DoK levels stated in the table of test specification).
 - i. The central issue of the items should be in the question statement (stem).
 - ii. The options should be plausible and homogeneous in content.
 - iii. All options must follow syntax and punctuation rules.
 - iv. Repetition of words in the options should be avoided.
 - v. Vary the placement of the correct option (appropriately, arrange options in alphabetical order, ascending or descending or in order of magnitude if using numbers or dates).
 - vi. Stems and options should be stated positively. However, a negative stem could be used sparingly, and the word should be emphasized either by underlining it or writing it in capital form (e. g. **not**, **NOT**, not; **except**, **EXCEPT**, except).
5. Write clear directions/instructions. (e. g. Answer All Questions. All questions carry equal marks, Select/Choose from the alternative lettered A-D the correct answer).
6. Review the test items (go through items again after construction i. e. after a few days to week).

7. Prepare scoring key (scoring keys should be prepared concurrently with item construction).

E. Common Assessment Used in the Classroom

Class Exercise As An Assessment Strategy

Description: Class exercise as an assessment strategy are tasks designed to evaluate learner's understanding, knowledge, and skills related to a particular subject to gauge how well learners are grasping a content being taught.

Teachers should mainly use class exercises for formative purposes to assess learners across all subject areas, which can take various forms, such as quizzes, problem-solving tasks, group discussions, reflective questions, case studies, question and answer and practical activities, performance, observation, checklist/rubrics and demonstration providing valuable insights into the learning process.

Purpose: Class exercises can be used to:

- i. Help identify learning gaps in comprehension, retention, application of knowledge, values and attitudes.
- ii. Allow for immediate feedback and clarification of concepts.
- iii. Encourage active participation of learners for deeper understanding.
- iv. Modify teaching and learning techniques, strategies, and resources based on learning outcomes.
- v. Gradually build learners performance in a lesson over time to reduce summative test anxiety.
- vi. Help identify learners who may require special educational support.
- vii. Accommodate different learning styles and abilities, including group work and multiple representations for learners with special educational needs.

Settings

- i. Classroom
- ii. Laboratory/Workshops/Resource Centres/Libraries
- iii. Studios
- iv. Field (school park/garden or community spaces)
- v. Online learning platforms/Virtual classrooms e. g. Zoom, Class WhatsApp pages, Google classrooms.

Time frame: Class exercises often take place in a lesson and may be conducted before, during and after a lesson depending on the learning outcome and the duration of the lesson.

Class size: Class exercises may be conducted for learners either individually, as a group or whole class.

Steps

Before

The teacher should:

- i. Define the learning outcomes.
- ii. Design exercises using simple and clear language.
- iii. Select relevant exercises based on nature of the class exercise and desired skills/knowledge to be attained. E. g. quizzes, case studies etc.
- iv. Develop and discuss assessment criteria with learners.
- v. Set a reasonable time frame for completion of exercises to maintain focus and efficiency.
- vi. Clearly communicate instructions, including format, length, and resources.

The learner should:

- i. Read and understand instructions to ensure a thorough understanding of the exercise provided.
- ii. Collect all available required resources and tools for the task/exercise.

During

The teacher should:

- i. Assign task/exercise based on the learning outcome as well as learners with special needs.
- ii. Walk around the classroom and observe learners as they work on the exercise.

The learner should:

- i. Organise and set up their work area to facilitate a smooth workflow.
- ii. Plan how to approach the exercise, considering instructions and steps or techniques to employ.
- iii. Commence class exercise timely and promptly to work within the given time for completion of the task.

After

The teacher should:

- i. Evaluate the assessment outcome based on the assessment criteria with the learners.
- ii. Provide constructive feedback for learners' performance for discussions.

NB: Teachers should pay attention to learners with special educational needs.

Reflect and modify teaching and learning strategies and resources based on feedback received.

The learner should:

- i. Reflect, self and peer assess their exercises and provide constructive feedback.
- ii. Use the feedback to improve on their work/exercises.

Homework As An Assessment Strategy

Description: Homework or assignments as an assessment strategy involve the use of structured tasks or projects that learners complete outside of regular class time to evaluate their understanding, knowledge and skills gained in a specific learning outcome. This assessment strategy can take various forms, such as written assignments, projects, research papers, problem sets, essays, or creative tasks.

Some concepts that can be assessed using homework/ assignments include menu planning and recipe development, problem solving exercises in mathematics, hands-on experiments and observations, creative writing assignments and art projects, map development and application of GIS in locating places.

Purpose: The key purposes of using homework/assignment as an assessment strategy by the teacher include:

- i. Assessment of Understanding
- ii. Application of Knowledge
- iii. Reinforcement of Learning
- iv. Independent Study
- v. Provision of valuable feedback
- vi. Skill Development
- vii. Assessment of Diverse Abilities

Settings

- i. Classroom
- ii. Field work
- iii. Online platforms
- iv. Home

Class Size: Depending on the intended learning outcomes, assignments/ homework can be structured for either:

- i. Small class sizes
- ii. Large class sizes

Time Frame: The time frame for conducting assignments can be adjusted based on the desired learning outcomes and the complexity of the task.

- i. Short-term Assignments (Daily or nightly homework and weekly assignments)
- ii. Medium-term Assignments (Bi-weekly or monthly assignments)

iii. Long-term Assignments (Semester/ term-long assignments)

Steps

Before

The teachers should:

- i. Clearly define the learning outcomes intended to be achieved
- ii. Design/ Create a well-structured assignment with clear instructions and expectations.
- iii. Adapt to the needs of diverse learners especially those with special needs
- iv. Provide Resources such as textbooks, online materials, or reference materials, to support learners in completing the assignment successfully.

During

The teachers should:

- i. Keep track of learners' progress on the assignment.
- ii. Be available to answer questions and provide clarification during the assignment phase.
- iii. Provide formative feedback and guidance to help students improve their work.
- iv. Teach learners how to properly cite sources and use information ethically/ avoid plagiarism.

The learner should:

- i. Seek clarification about the task from teachers or peers where necessary
- ii. Actively work on the homework, focusing on comprehension
- iii. Manage their time effectively
- iv. Learners can reach out to their parents/guardians, peers, or online resources for guidance and clarification in responding to the tasks

After

The teacher should:

- i. Evaluate the completed assignments using clear and consistent grading criteria
- ii. Analyse student performance to identify common strengths and areas for improvement.
- iii. Discuss feedback with learners
- iv. Reflect on the outcomes of the assignment.
- v. Share the results of the assignment with learners
- vi. Acknowledge and celebrate learners' achievements to boost motivation and self-esteem.

The learner should:

- i. Review their work to identify errors or areas for improvement.
- ii. Reflect on what they have learned
- iii. Bring up questions that were confusing for class discussion.
- iv. Use feedback to learn from their mistakes and improve performance.

Discussion As An Assessment Strategy

Description: Discussion is a formative assessment strategy that involves using verbal communication and group interaction to assess learners' understanding, knowledge, and skills. The teacher is to observe and assess learners' contributions, ability to analyse and synthesise information, and provide feedback based on their performance. It can be used for both formative and summative assessments.

Discussion can be used in all subject areas of the secondary education curriculum depending on the purpose of the assessment and learning outcomes under consideration.

Purpose: The following are the purposes of discussion as an assessment strategy:

- i. Build knowledge and develop a learner's critical and creative thinking.
- ii. Develop learners' communication skills.
- iii. Increase the depth of the learner's understanding and eliminate misconceptions.
- iv. Engage learners in active participation in the lesson.

Setting

- i. A classroom
- ii. Small groups
- iii. Seminars
- iv. Online learning platforms (virtual classroom and discussion forum)
- v. Fieldwork

Time frame: Appropriately, discussion as an assessment strategy can last for a lesson depending on the learning outcomes and learning indicator.

Class size: The class sizes appropriate for discussion as an assessment strategy can vary from small class to large/whole class.

Steps

Before

The teacher should:

- i. Determine the learning outcomes to be assessed.
- ii. Specify the content to be learnt that aligns with the learning outcome.
- iii. Give prepared questions to guide the discussion (i. e., make use of open-ended questions, adaptive to the diverse/abilities of learners)

- iv. Establish discussion guidelines or rules (let learners know what is expected of them, the content of the discussion and the format of the discussion i. e., individual, small or whole class)

The learner should:

- i. Read any assigned readings, watch videos, or engage with other course materials related to the discussion topic.
- ii. Take notes while reviewing the materials on important concepts, arguments, or evidence.
- iii. Reflect on their own experiences, prior knowledge, or relevant examples that relate to the discussion topic.
- iv. Seek clarification if needed.

During

The teacher should:

- i. Start and facilitate the discussion (ensure that all learners could participate and encourage learners to engage in critical thinking and reflective thinking).
- ii. Monitor and assess learner's participation (encourage self and peer assessment).
- iii. Provide constructive feedback on learners' responses and contributions. NB. Teachers are advised to manage all learners' responses and accommodate them but must be fair and ethical.

The learner should:

- i. Pay attention, maintain eye contact, and be open to different viewpoints and contributions from mates.
- ii. Share their own unique perspectives, insights, and experiences related to the discussion topic.
- iii. Take notes during the discussion to capture key points, new understanding, or questions that arise.
- iv. Ask follow-up questions, seek clarification, or offer alternatives or suggestions respectfully.

After

The teacher and the learners reflect on the discussion in relationship to the expected learning outcomes to check whether the learning outcomes have been achieved.

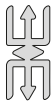
Case Study As An Assessment Strategy

Description: A case study can be used as an assessment and or pedagogical strategy. Usually, it is used as an assessment strategy to examine a learner's ability to apply acquired knowledge, skills and experiences by carefully investigating a particular circumstance or scenario to provide solutions to real-life situations. Usually, it will have the following components:

1. Theme
2. Case description
3. Study of the case
4. Class Discussions
5. Conclusion and reflection

Types of case studies

- i. Descriptive case studies: The teacher should ask learners to analyse and explain the key features and characteristics of the case.
- ii. Explanatory case studies: The teacher should ask learners to give detailed information on the case by identifying and explaining the factors that contributed to the situation.
- iii. Exploratory case reports: The teacher should ask learners to gather information, analyse data, and draw conclusions about a topic where limited information is available
- iv. Cumulative case studies: The teacher should encourage learners to synthesise and integrate their learning across different subjects



Note

Any of these can be done individually or as a group depending on the class size. For large class sizes, a group of 3 to 5 members should be used.

Purpose: The purpose of a case study is for learners to apply acquired knowledge, concepts and theories to solve real-life situations. What should the teacher consider before using a case study as an assessment strategy?

- i. The complexity of the content standard
- ii. The availability of resources
- iii. Ability level of learners
- iv. Time
- v. Class size

Steps: To ensure a well-structured and quality case study, it is important for the teacher to consider the following:

Before

The teacher should:

- i. Clearly define the learning outcomes to be assessed.
- ii. Identify appropriate issues or cases to be investigated.
- iii. Determine the format of the case study (e. g., written document, a multimedia presentation, a video, or a combination of these), depending on the resources available.

- iv. In form the learner on what to do, time frame, and expectations.
- v. Provide materials (i. e., text, videos, pictures etc.) for the case study discussion.
- vi. Develop and provide a clear scoring rubric that outlines or defines quality
- vii. work to learners.

During

The teacher should:

- i. Create and maintain a sound environment for the case study discussion.
- ii. Bring the whole class together and invite each group to share their findings,
- iii. solutions, or recommendations.
- iv. Ask open-ended questions on the issue of discussion to clarify any misconception.
- v. Incorporate peer assessment or peer grading as part of the process.

After

The teacher should:

- i. Provide constructive feedback on learners' responses.
- ii. Ask the learners to reflect on their learning process, such as what they learned, what they found difficult, or what they would do differently.
- iii. Summarise the main points and lessons learned from the case study and link them to the learning outcomes and content.

Ethical Considerations: In the use of case study as an assessment strategy, the teacher should:

- i. Discuss ethical considerations with learners, especially in cases that involve sensitive or potentially controversial topics (e. g., gender, cultural, social, emotional, political and religious issues) when selecting and discussing a case.

Documentation and Record-Keeping: The teacher should keep records of assessments and learners' submissions to maintain transparency and fairness (e. g., portfolio)

Portfolio Assessment- General

Description: A portfolio assessment is an evaluative tool to measure learners' understanding in a comprehensive manner, looking at the overall progress instead of individual marks from tests and quizzes.

Purpose: Portfolio assessment is used to establish various cognitive achievements as well as practical competencies. Portfolio assessment could be used for the different levels of Depth of Knowledge (Levels 1 – 4). It helps teachers identify areas where the learner may need additional support or resources to improve learning and provide a wide variety of learners' mastery of a particular standard and growth over a defined time.

Types of Portfolio Assessments: A portfolio is a systematic collection of learners' work that represents learner's activities, actions, and achievements over a specific period in one or more areas of the curriculum. There are three main types of portfolios:

1. Assessment Portfolios
2. Teaching and Learning or Working portfolios
3. Showcase portfolios

Assessment Portfolios

Assessment portfolios, also known as evaluative portfolios, contain work that has been evaluated according to set standards or criteria. These portfolios demonstrate a learner's ability to meet specific learning standards. They often contain rubrics, test results, learner reflections, teacher's notes, and graded assignments. For instance, in a science class, an assessment portfolio may contain lab reports, results from class tests, assessed projects, and the learner's reflection on their learning throughout the term/semester/year.

Teaching and Learning or Working Portfolios

Teaching and learning or working portfolios are formative in nature. They allow a learner to demonstrate his or her ability to perform a particular skill. For example, a working portfolio may include a collection of lab reports during a semester (term) that highlight a learner's improving ability to create hypotheses.

Showcase Portfolios

Showcase portfolios are summative in nature. They include samples of a learner's best work to demonstrate mastery at the end of a unit of study, semester or school year. The showcase portfolio allows the learner to select their most outstanding work, hence demonstrating their highest level of learning and achievement. It can contain final drafts of assignments, projects, or any piece of work that the learner is particularly proud of, demonstrating the learner's mastery of the relevant skills.

What is in a Portfolio?

A portfolio contains the following:

1. Completed assignments and evaluations (e. g., Self-Assessment, Peer - Assessment)
2. Journal writings (daily report – Date, Time and Activities)
3. Reflections on discussions
4. Photos, sketches, and other visuals
5. A summary statement made at different points regarding what has been learned/achieved.

Setting: The portfolio assessment strategy can be used in the following settings:

1. Project-Based Learning
2. Independent Study and Research Projects
3. Classroom-based assessment
4. Field Work

5. Exhibitions/ Fairs
6. Problem-based Learning
7. Laboratory environment
8. Studio
9. Resource Centres

For all approaches, the portfolio must demonstrate clear and close adherence to specific learning outcomes in the curriculum.

Steps

Before

The Teacher should:

- i. Determine the purpose of the portfolio. Decide how the results of a portfolio evaluation will be used to inform the subject.
- ii. Identify the learning outcomes the portfolio will address.
- iii. Decide what learners will include in their portfolio. Portfolios can contain a range of items—plans, reports, essays, resumes, checklists, self-assessments, references from employers or supervisors, and audio and video clips. Limit the portfolio to 3-4 pieces of learner's work and one reflective essay/memo.
- iv. Identify or develop the scoring criteria (e. g., a rubric) to judge the quality of the portfolio.
- v. Establish standards of performance and examples (e. g., examples of a high, medium, and low-scoring portfolio).
- vi. Create learner instructions that specify how learners collect, select, reflect, format, and submit.
- vii. It is the teacher's responsibility to help learners by explicitly tying subject assignments to portfolio requirements.

During

The learner should:

- i. Collect evidence related to the outcomes being assessed.
- ii. Select the best and appropriate evidence and label each piece of evidence according to the learning outcome being demonstrated.
- iii. Be guided on how to write a one or two-page reflective essay/memo that explains why they selected the particular examples, how the pieces demonstrate their achievement of the program outcomes, and/or how their knowledge/ability/attitude changed.
- iv. Be guided on how to format requirements (e. g., type of binder, font and style guide requirements, online submission requirements).
- v. Be given submission (and pickup) dates and instructions.

After

The teacher should:

- i. Clearly establish the criteria for evaluating/scoring in a consistent manner
- ii. Mark and record learners' performances
- iii. Reflect on the activity and learner performances
- iv. Provide constructive feedback to the learner
- v. Identify learners with SEN who may need extra support

The learner should:

- i. Reflect on the feedback received
- ii. Revise their work for final submission

Time Frame: Deciding on a time frame for Portfolio assessment depends on and includes the following:

- i. Nature of project/problem or assignment
- ii. Class size
- iii. Resources

However, based on the learning outcome(s) the appropriate time frame for this portfolio is a week for minor activity and a term for extended projects, especially in Art and Design or Performing Arts.

Form

- i. Individual learner's portfolios when the class size is relatively small.
- ii. Group portfolio when the size is relatively large.
- iii. Whole class/ school

Research As An Assessment Strategy

Description: Research as an assessment strategy is a systematic process of inquiry and investigation that aligns with a particular learning outcome to develop knowledge and understand a phenomenon. It involves identifying an issue in need of investigation, collecting and analysing data, conducting experiments, and drawing conclusions based on the findings. Once learners have completed their research work, they will write a report and do a presentation on their findings.

Purpose: Research as an assessment strategy is used to assess learner's ability to:

- i. Identify a problem and gather information (data) from a variety of sources.
- ii. Evaluate the credibility and accuracy of information.
- iii. Analyse and synthesise information from multiple sources.
- iv. Communicate their findings clearly and concisely.

Setting

- i. Classrooms
- ii. Factories/ Industries
- iii. School farms
- iv. School communities
- v. Libraries
- vi. Homes.
- vii. Fieldwork
- viii. Workshops

Class Size: As a teacher, depending on the number of learners in your class, individual or group research-based assessment can be used. However, teachers can create large groups for complex research, where different members can focus on specific aspects of the research.

Time Frame: The time frame for conducting a research-based assessment can vary depending on the complexity of the learning outcomes (skill to be achieved) may be:

- i. Short-term
- ii. Medium-term
- iii. Long term

Steps

Before

The teacher should:

- i. Define the learning outcomes.
- ii. Develop a theme in line with learning outcomes.
- iii. Design the research work and provide a description that is in line with learning outcomes.
- iv. Define specific tasks to be undertaken in developing the research.
- v. create a timeline.
- vi. Select resources and materials needed.
- vii. Provide guidance and support for learners.
- viii. Develop clear assessment rubrics.
- ix. Provide feedback and revisions.

During

The teacher should:

- i. Provide clear guidelines for developing the research and how to assess it.
- ii. Design and plan the research work to align with the learning outcomes.

- iii. Provide necessary resources, materials, and support to help learners succeed in their research work.
- iv. Guide learners in reflecting on their research-based assessments and help them develop metacognitive skills.

After

The teacher should:

- i. *Alignment with learning outcomes:* The research work should be aligned with the learning outcomes of the content standards. This means that the research work should allow learners to demonstrate their understanding of the course material and to develop the skills that are being taught.
- ii. *Originality:* The research work should be original and not simply a rehash of existing information. Learners should be encouraged to develop their ideas and to come up with their conclusions.
- iii. *Critical thinking:* The research work should demonstrate that learners can conceptualise, apply, analyse, synthesise and evaluate the information they have gathered and come out with an action plan.
- iv. *Communication skills:* The research work should be well-written and well-organised. Learners should be able to communicate their findings clearly and concisely.

Practical Assessments

Description: Practical assessment gauges a student's capacity to use their knowledge and abilities in practical and hands-on settings. It involves evaluating learners' ability to perform specific tasks and demonstrate practical skills. It includes laboratory experiments, simulations, demonstrations or projects.

The exact nature of the assessment will depend on the subject or area a teacher is interested in.

Purpose: The purpose of conducting a practical assessment is to:

- i. Evaluate learners' proficiency, problem-solving capacity, and aptitude for carrying out tasks.
- ii. Create and deliver tests that ask learners to complete real-world assignments, experiments, or demonstrations.

Setting: Teachers can use practical assessment in the following settings:

- i. Classroom
- ii. Laboratory
- iii. Field
- iv. School farms/gardens/community
- v. Technical workshops
- vi. Science fair

- vii. Virtual/Digital/Remote
- viii. Co-curricular activities and clubs
- ix. Outdoor spaces
- x. Workplace
- xi. Team project

Time Frame: Based on the learning outcome and the skills to be acquired, a Practical assessment can be done in a week, at the end of a term or year depending on the project.

Class size: Class size suitable for practical assessment can be individual, group or whole class

Steps

Before

Learners can understand the content and theory being used by;

- i. Reviewing the theoretical concept
- ii. Familiarising themselves with the concept under assessment

Choosing experimental design, learners are required to;

- i. Design an experiment using the theoretical concept.
- ii. Outline the stages/process for the experiment and formulate hypotheses.

Gathering materials

- i. Make a list of the tools and supplies you will need.
- ii. Ensure that the necessary materials are available

During

Choosing experimental procedure:

- i. Learners are required describe the step-by-step process in detail including how to control extraneous factors, along with any safety precautions.

Gathering and analysing data

With support from teachers, learners are required to:

- i. Measure the dependent variable appropriately at various factor values to collect data.
- ii. Analyse the data meaningfully.
- iii. Sort, examine, and derive conclusions from the data analysis

After

Display of findings

- i. Give a concise visual summary of the results.

- ii. Address any restrictions or mistakes.

Reflection and improvement

- i. Consider your advantages and disadvantages.
- ii. Improve the design of upcoming experiments.
- iii. Throughout the process, place a strong emphasis on ethics, integrity, and seeking advice as appropriate.
- iv. Encourage a critical and inquisitive outlook on learning.

Debate As An Assessment Strategy

Description: Debate as an assessment strategy involves structured arguments and discussions to evaluate learners' knowledge and understanding of issues/ideas. It encourages research and articulation of views; it can be used for formative or summative assessments. Types of debates include formal debates with rules and roles and informal debates, which are more flexible.

Purpose: Using debate as an assessment strategy offers a comprehensive evaluation of learners' ability to generate ideas based on their knowledge and understanding of concepts and confidence in supporting their own ideas.

Settings

- i. Classroom
- ii. Performance spaces (e. g. dining hall, assembly hall, laboratory)
- iii. Electronic platforms
- iv. Music and drama theatre

Class Size: Depending on the learning outcomes to be achieved debates can be organised in:

- i. Small classes
- ii. Large classes

Time frame: The teacher can conduct a debate within a single class session, it can also span over several class sessions or weeks.

Steps

Before

The teacher should:

- i. Select appropriate motion/ topic, ensuring it is relevant to the learning outcome
- ii. Offer resources and materials to support learners
- iii. Assign roles /create teams or pairings
- iv. Establish rules and procedures

The learner should:

- i. Undertake research regarding the debate's topic or motion
- ii. Play an active role as a team member (in team-based debates)

During

The teacher should:

- i. Host the debate
- ii. Ensure effective time management
- iii. Monitor and take notes

The learner should:

- i. Participate in the debate
- ii. Listen and take notes
- iii. Counter argue when necessary

After

The teacher should:

- i. Facilitate a debriefing session (Teachers should utilise the debriefing sessions to address any misunderstandings or questions that come up from the debate. They should also highlight the key concepts and important lessons based on the learning outcome)
- ii. Implement peer assessments.
- iii. Organise follow-up activities as necessary.

The learners should:

- i. Reflect on their performance and the debate as a whole.
- ii. Assess their peers' performances based on established criteria.

The Test of Practical Knowledge (TPK) Assessment Strategy

Description: This assessment is tailored to evaluate a learner's capacity to apply acquired knowledge in real-life situations by engaging in hands-on tasks or simulations that mirror real-world scenarios, assessing practical skills, problem-solving abilities, and the application of practical knowledge theoretically. It aims to gauge how effectively learners can employ their knowledge to solve problems or accomplish tasks.

Purposes: The general purpose of the test of practical knowledge is to assess learners' ability to apply practical knowledge in theory to:

- i. Evaluate their application-based understanding.
- ii. Assess their problem-solving skills.
- iii. Measure the learner's practical knowledge and its use in real-life situations.
- iv. Provide insights into a learner's ability to transfer practical knowledge into theoretical actions.

Setting: The Test of Practical Knowledge is conducted in environments that simulate real-life situations relevant to the learning outcome and the context being assessed. This could be a

- i. Classroom
- ii. Laboratory
- iii. Field
- iv. School farms/gardens/community
- v. Technical workshops
- vi. Science fair
- vii. Virtual/Digital/Remote
- viii. Outdoor spaces
- ix. Workplace
- x. Team Project

Class Size: The size of the class can vary based on resources and the nature of the practical tasks. It could be individual, smaller groups, or whole class.

Time Frame: The timing for assessing the Test of Practical Knowledge can range from a single session to multiple sessions, depending on the complexity of tasks and skills being assessed.

Steps

Before

The teacher should:

Provide clear instructions and resources needed for the tasks.

Clarify any doubts about the assessment task.

The learner should:

- i. Seek clarification from the teacher or other relevant persons before starting the assessment.
- ii. Familiarise themselves with theoretical concepts beforehand.

During

The teacher should encourage teamwork and effective communication if tasks involve group work.

The learner should

- i. Focus on applying learned concepts to solve problems or complete tasks accurately within the given context.
- ii. Manage time efficiently to complete tasks within allocated timeframes.

After

The teacher should encourage learners to reflect on their performance, review their work, and identify areas for improvement.

Performance Assessment Strategy

Description: In its simplest terms, a performance assessment is one which requires learners to demonstrate that they have mastered specific skills and competencies by performing or producing something. It is important that the task be meaningful and engaging to learners. When learners perform tasks that are meaningful and engaging to them, they can take ownership of their learning and effectively work, either independently or in collaboration, depending on the requirement of the task. Performance assessment can be used as either formative or summative tool.

Purpose: The main purpose of this assessment strategy is to provide learners with the opportunity to demonstrate their knowledge and understanding about a concept and communicate that understanding through a performance task.

Setting: Performance assessment can be used in the following settings:

- i. Classroom
- ii. Laboratory/workshops
- iii. Field
- iv. Theatre

Time Frame: Teachers should note that the learning outcome and learners' achievement expectations may inform the appropriate time frame for the use of performance assessment. However, the designated time of completion of the assessment task should not be too short or too long.

Class Size: Performance assessment works best for all forms of class size. Teachers should, however, be strategic in making learners work individually or in moderate/large groups depending on the unique situation.

Steps: To develop and implement performance assessment, teachers should:

Before

The teacher should:

- i. State the purpose of the assessment.
- ii. Specify the learning outcome to be assessed using the performance assessment strategy.
- iii. Make learners aware whether they will work individually or as groups (e. g., group of 2-5).
- iv. Design a performance task which requires the learners to demonstrate the intended skills and knowledge required of them.
- v. Discuss with learners the rules of engagement which includes the performance criteria that specifies the extent to which learners have mastered the skills and knowledge.

- vi. Discuss with learners the available resources to be used.

The learner should:

- i. Make ready the available resources that will help them perform the assessment task.
- ii. Seek for clarification on the performance task to be performed when necessary.

During:

The teacher should:

- i. Monitor and ensure serenity of the environment for learners to work effectively as individuals or groups as in the case of a laboratory/field/workshop exercise.
- ii. Guide learners to complete the assigned task(s) within the stipulated time.

The learner should:

- i. Design the artifact or the idea using the available resources.
- ii. Should submit the performance product to class at the stimulated time for evaluation.

After:

The teacher should:

- i. Collaborate with learners to evaluate the performance task(s) outcome.
- ii. Communicate constructive feedback of the assessment to the learners.
- iii. Provide information on how the assessment feedback would be used.

The learner(s) should:

- i. Offer constructive feedback on their colleague's work.
- ii. Self-reflect and make use of constructive feedback to shape his/her work.

Demonstration As An Assessment Strategy

Description: Demonstration as an assessment strategy offers a practical and effective way to evaluate learners' knowledge, skills, and abilities by observing their performance in a real or simulated context. This may include a presentation, a practical experiment, a role-play, a performance, or a project.

Purpose: The main purpose of using demonstration as an assessment strategy is to allow learners to showcase their skills and competencies through practical application. Some of the areas in which learners can demonstrate their proficiencies are:

- i. Problem-solving skills
- ii. Critical thinking abilities
- iii. Communication

Settings

- i. Classroom
- ii. Laboratory/ Workshop /Studio
- iii. Simulation studio/environment
- iv. Field or real-world settings (e. g., field trips, community projects, or internships)
- v. Performance spaces (e. g., theatre, music room, or sports field/studio/rooms)
- vi. Online/remote/virtual platform

Time Frame: The time frame for conducting demonstration as an assessment strategy depends on the following:

- i. Learning outcome(s)
- ii. Complexity of the task to be performed
- iii. Resources

NB: The teacher should provide the learner enough time to demonstrate their abilities and ensure the assessment process is managed within the constraints of the learning environment.

Class size: Demonstration can be used for individuals or groups (large or small groups) for the reasons of attention, support, and prompt feedback on factors such as assessors, resources and equipment, learning outcome and the assessment environment.

Steps

Before

The teacher should

- i. Set clear expectations of the learning outcomes, specific skills, knowledge and competencies.
- ii. Provide instructions for the demonstration to include safety precautions, criteria for assessment and time.
- iii. Provide learners the opportunity to rehearse the task or the activity to be demonstrated.
- iv. Provide the needed materials and resources to be used for the demonstration.
- v. Address the concerns of the learners raised after the rehearsals.
- vi. Distribute the task to the learner(s) considering Special Education Needs - SEN)

The learner should:

- i. Understand the learning outcomes, specific skills, knowledge, and competencies expected of them.
- ii. Take the necessary steps to prepare for the demonstration by reviewing the instructions and rehearsing the expected knowledge, skills, and competencies.

- iii. Seek clarification about the instructions and materials to be used for the demonstration.
- iv. Take the opportunity to practice and refine their skills or knowledge before the demonstration.
- v. Reflect on their previous learning and experiences related to the skills or knowledge being assessed.

During

The teacher should:

- i. Observe the learner's performance of the task demonstrated.
- ii. Provide continuous guidance to learner(s) on the task especially when they are working with or in hazardous situations.
- iii. Monitor the progress of the learner(s) on the task.
- iv. Pace the timing of the demonstration such that differentiation is considered.
- v. Assess the performance of the learners on the task.
- vi. Take notes of critical issues such as learners' strengths and areas for improvement

The learner should:

- i. Focus on the demonstration and actively listen to the instructions and explanations provided.
- ii. Carefully watch the demonstration, noting the steps, techniques, and key details being shown.
- iii. Take notes of important points, steps, or tips during the demonstration to refer to later.
- iv. Request feedback from the demonstrator or peers to ensure they are on the right track and identify areas for improvement.

After

The teacher should:

- i. Provide constructive feedback to the learners based on observations. highlighting areas of improvement, reinforcing correct techniques, and encouraging further practice.
- ii. Review notes to consider where learners have performed well and areas that need improvement
- iii. Provide support to learners who may be struggling with the demonstrated skills. This can involve additional explanations, demonstrations, or one-on-one assistance.

The learner should:

- i. Reflect on their own performance during the demonstration and assess their understanding and execution of the demonstrated skills or techniques.

- ii. Share their performance and ask for feedback to improve their learning.
- iii. Identify specific areas where they need further assistance or practice; they can seek out additional resources such as tutorials, online courses, or books to support their learning and assessment.

Questioning As An Assessment Strategy

Description: Questioning as an assessment strategy is the practice of engaging learners in an interactive dialogue or a series of carefully crafted questions to evaluate their understanding, knowledge, skills, and critical thinking abilities. Teachers can use questioning as an assessment strategy in all learning areas or subjects.

Purpose: Questioning as an assessment strategy can be used by the teacher to:

1. Identify learning gaps through the assessment of the level of comprehension, retention and application of knowledge, and skills gained by learners in achieving a learning outcome of a given content.
2. Actively engage learners in the teaching and learning process.
3. Assess if a concept taught has been well grasped as learners' feedback provides valuable feedback to them and the teacher.
4. Clarify concepts leading to deeper understanding or seek additional information in solving real-world or imaginary issues.
5. Promote the acquisition of critical thinking and problem-solving skills.
6. Encourage immediate or real-time feedback from learners leading to deeper thinking.
7. Investigate misconceptions for clarification.
8. Accommodate diverse learning styles to achieve a specific learning outcome.

Types: The following are various types of questioning techniques based on the Depth of Knowledge (DoK) levels that the teacher can use in assessment:

- i. Closed-ended questions – DoK 1: have a limited number of predetermined answers and are designed to gather specific information requiring “yes” or “no”, “True or False”
- ii. Open-ended Questions – DoK 2 and 3: allow for a more detailed and
- iii. comprehensive response, which begins with words like “what,” “why,” or “how.”
- iv. Funnel Questions – DoK 2 and 3: used to gradually narrow down a topic, starting with broader questions and proceeding to more specific ones. This technique helps gather information in a logical and structured manner.
- v. Probing Questions – DoK 2 and 3: used to explore a topic in more detail or to gain deeper insights. They are often used to dig deeper into a previous response or to uncover hidden information,
- vi. Leading Questions – DoK 2 and 3: used to steer learners towards a particular answer or viewpoint. They may imply an expected or desired response.

- vii. Hypothetical Questions– DoK 3 and 4: These questions often involve speculative or creative thinking. They require learners to make connections, apply knowledge, and think beyond the immediate context.

Settings

- i. Classroom
- ii. Co-curricular activities, e. g. School Clubs and Games
- iii. Field trips/work, e. g., Factories/industries, school farms/gardens/pantries(kitchen)
- iv. Laboratory/Resource Centre
- v. Workshops/studios/theatres

Time Frame: Teachers can use questioning in their daily teaching and learning activities. However, it should be used based on the learning outcome of the subject matter under consideration. It can specifically be used:

- i. Throughout the teaching and learning process (Formative Assessment): before, during and after the teaching of a lesson.
- ii. In summative assessment, questioning can be used together with other forms of assessment such as oral/aural(listening) assessment at the end of a unit or content and programme.

Class size: Individual, small group or whole class

Steps: In using questioning as an assessment strategy, the teacher and learner can employ the following steps:

Before

The teacher should:

- i. Define the Learning Outcomes to be achieved and develop key questions
- ii. before class based on the outcomes.
- iii. Select appropriate question type(s) that align with the content standard/ indicators to be taught and the DoK levels to be achieved. The questions to be asked should be clear, relevant, concise, and free from ambiguity and biases.
- iv. Design valid questions that will suit the type of questioning strategy to be used to achieve the learning outcomes.

NB: Avoid or minimise the use of questions that will yield Yes/No or True/False responses but make more use of questions that allow for explanatory responses.

Plan question sequence and adapt questioning techniques to meet the diverse learning needs and abilities of their learners to promote active participation.

During

The Teacher should:

- i. Select the context and provide relevant information to give learners the basis for the questions.

- ii. Vary the form of questions: those that gauge knowledge, require diagnosis, or challenge conclusions considering the learner's background characteristics to promote inclusivity.
- iii. Ask one question at a time and wait for responses from learners to allow time to think through responses critically.
- iv. Encourage active engagement of all learners.
- v. Monitor learners' performance and learning process to identify areas where learners may need additional support or clarification or to plan appropriate remediation where appropriate.
- vi. Acknowledge all responses/answers- repeat so the class can hear and/or write them on the board.
- vii. Provide constructive and timely feedback; teachers are advised to accommodate learners' varied responses as well as be fair and ethical.
- viii. Use assessment data to modify their teaching techniques, strategies and resources.
- ix. Move around the classroom or learning centre

The learner should:

- i. Ensure they gain an understanding of the learning outcomes and work towards achieving them through self and peer assessment.
- ii. Actively participate in the questioning process by listening carefully to the questions, thinking critically about their responses, and providing thoughtful answers.
- iii. Self and peer assess themselves using a questioning assessment strategy when learning to enable them to reflect on their learning.
- iv. Own their learning by adapting strategies to improve their learning outcomes, skills and competencies.

After

The teacher should:

- i. Analyse responses
- ii. Provide constructive feedback
- iii. Modify teaching and learning processes
- iv. Document assessment data
- v. Reflect and adapt questioning techniques, strategies and resources to check if expected learning outcomes have been achieved.
- vi. Teachers and learners reflect on responses to check if expected learning
- vii. outcomes have been achieved.

Peer/Self Assessment Strategy

Description: Peer/self-assessment is a type of performance monitoring and evaluation related to a learning outcome done by or among learners under the supervision of a teacher to track their learning progress. It can be used as both formative and summative assessment. However, it is predominately used for formative assessment purposes.

Purpose: Peer/self-assessment provides an opportunity for learners to reflect and provides insight, leading to meaningful feedback on their or other learners' work (behaviours, competencies and experiences). Peer/self-assessment enhances deep learning and understanding among learners and trains learners to track their progress and areas for improvement.

Setting

- i. Classroom-based environment
- ii. Fieldwork
- iii. Laboratory i. e., Science Resources Centres
- iv. Studio
- v. Workshop

Class size: Peer assessment strategy can be done in small groups or whole class.

Time Frame: The time frame depends on the complexity of the assignment, the estimated period of the lesson stated in the curriculum and how learners have been adequately prepared. However, the time should neither be too short nor too long.

Steps

Before

The teacher should:

- i. Set clear expectations of the learning outcome, skills and competencies
- ii. Decide the structure and format of the assessment e. g.: written or oral
- iii. Introduce the learners to the assignment to be assessed
- iv. Develop the assessment criteria and scoring rubrics with learners.

During

The teacher should

- i. Model peer/self-assessment by letting learners assess or review what he has taught to open them up to the assessment to be conducted.
- ii. For peer assessment, lead the pairing or grouping for the assessment. in doing this, the teacher should consider mixed groupings, and avoid inter- pairing and pairing amongst friends. (fairness and transparency)
- iii. In self-assessment, the teacher should guide learners with special educational needs in their assessment through questioning
- iv. Provide constructive feedback to learners after the assessment

The learner should:

- i. Work and submit assignments
- ii. Assess their assignments or that of other learners and give constructive feedback
- iii. Reflect on the feedback received and revise the work for final submission

After

The teacher should:

- i. Grade the assignments (summative)
- ii. Reflect on the activity with learners
- iii. Offer help or intervention in areas learners need help
- iv. Work on areas that need improvement

NB: The teacher should be a mediator between arguing learners and should also consider and guide learners in their approach to providing feedback. (Be conscious of gender, cultural, social and religious sensitive comments and issues)

Teacher should also provide multiple opportunities or formats for learners to assess to accommodate all learn.

Appendix 3: Teacher Lesson Observation Form

Name of School:

Subject being observed:

Class

Year 1

Year 2

Year 3

Sex of the teacher

Male

Female

1. Is the purpose of the lesson clearly stated in the lesson plan and focused on learners achieving the lesson learning outcomes?

Yes

In Part

No

NA

1b. Please provide an explanation to your answer in Q1 above

.....

2. Are the unique needs of female learners, male learners, and learners with special education needs adequately catered for in the lesson plan? For example, the choice of teaching methods and learning activities reflects/does not reflect the learning needs of all learners.

For example, the choice of teaching methods, and learning activities.

Yes

In Part

No

NA

2b. Please provide an explanation to your answer in Q2 above

.....

3. Does the teacher manage behaviour well, maintaining a positive and non-threatening learning environment throughout the lesson?

Yes

In Part

No

NA

3b. Please provide an explanation to your answer in Q3 above

.....

4. Are appropriate teaching and learning materials and other resources (including ICT, books, desks) available, accessible and being used to support learning of all females, males and learners with special education needs?

Yes

In Part

No

NA

4b. Please provide an explanation to your answer in Q4 above

.....

5. Are learners engaged on tasks that challenge them in line with the content standards?
Does the teacher take into consideration the uniqueness of learners?

Yes In Part No NA

5b. Please provide an explanation to your answer in Q5 above

6. Is there evidence that students are learning?

Yes In Part No NA

6b. Please provide an explanation to your answer in Q6 above

7. Is teaching differentiated to cater for the varied needs of all learners (i. e., male learners, female learners, learners with special education needs) and those with poor literacy and/ or numeracy proficiency?

Yes In Part No NA

7b. Please provide an explanation to your answer in Q7 above

.....

8. Does the teacher use real life examples which are familiar to learners to explain concepts?

Yes In Part No NA

8b. Please provide an explanation to your answer in Q8 above

.....

9. Does the teacher point out or question traditional gender roles when they come up during the lessons as appropriate?

Yes In Part No NA

9b. Please provide an explanation to your answer in Q9 above

.....

10. Does the lesson include appropriate interactive and creative approaches e. g., group work, role play, storytelling to support learners achieving the learning outcomes?

If yes, give examples of the issues and skills that have been so integrated.

Yes In Part No NA

10b. Please provide an explanation to your answer in Q10 above

.....

11. Have cross-cutting issues and /or 21st century skills been integrated into the lesson to support learners in achieving the learning outcomes e. g., problem-solving, critical thinking, communication? If yes, give examples of the issues and skills that have been so integrated.

Yes In Part No NA

11b. If yes, give examples of the issues and skills that have been so integrated.

.....

12. Does the teacher incorporate ICT into their practice to support learning?

Yes In Part No NA

12b. Please provide an explanation to your answer in Q12 above

.....

13. Does the teacher encourage all female male and male learners (including those who may be shy or afraid to speak) to ask questions, answer questions, participate in group work, etc. during the lesson?

Yes In Part No NA

13b. Please provide an explanation to your answer in Q13 above

.....

14. Is assessment evident in the lesson? If yes, does it include assessment as, for or of learning and go beyond recall?

If yes, did it include assessment of, for or as learning and go beyond recall?

Yes In Part No NA

14b. Please provide an explanation to your answer in Q14 above

.....

15. Do learners make use of feedback from teacher and peers?

Yes In Part No NA

15b. Please provide an explanation to your answer in Q15 above

.....

16. Does the teacher sum up the lesson and evaluate the lesson against the learning outcomes with the learners?

Yes In Part No NA

16b. Please provide an explanation to your answer in Q16 above

.....

17. Does the teachers' planning of lessons taught before the one observed show how they plan for learning over time, considering individual and group needs?

Yes In Part No NA

17b. Please provide an explanation to your answer in Q17 above

.....

18. Does the teacher pay attention to the composition of females and males during group work and assigns females leadership roles.

Yes In Part No NA

18b. Please provide an explanation to your answer in Q18 above

.....

19. Does the teacher provide constructive verbal feedback to both females and males and learners with special education needs?

Yes In Part No NA

19b. Please provide an explanation to your answer in Q19 above

.....

20. Does the teacher provide constructive written feedback to both females and males and learners with special education needs in their exercise book?

Yes In Part No NA

20b. Please provide an explanation to your answer in Q20 above

.....

21. Key strengths in the lesson

.....

22. Areas for development

.....

23. Next steps for teacher

.....

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

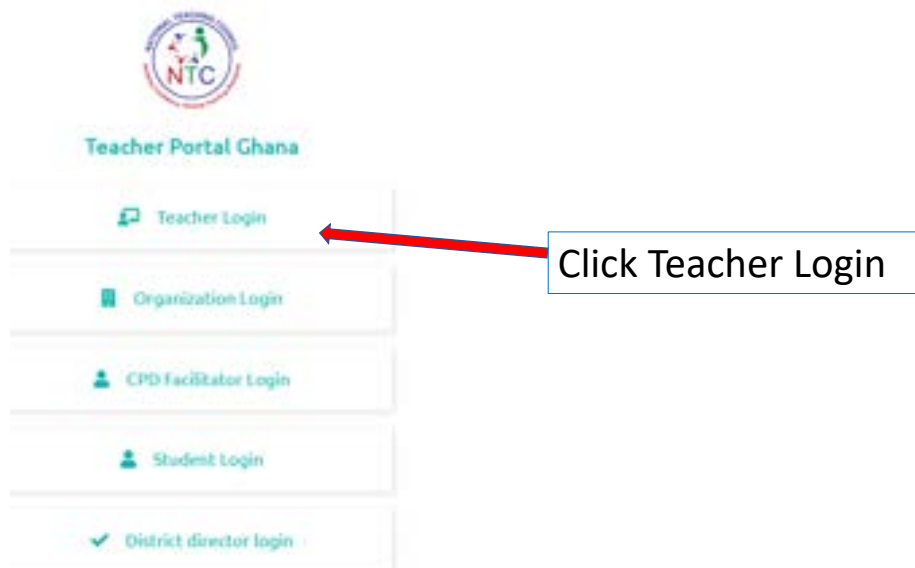
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Appendix 4: How to Check CPD Points and Training Records on Teacher Portal Ghana

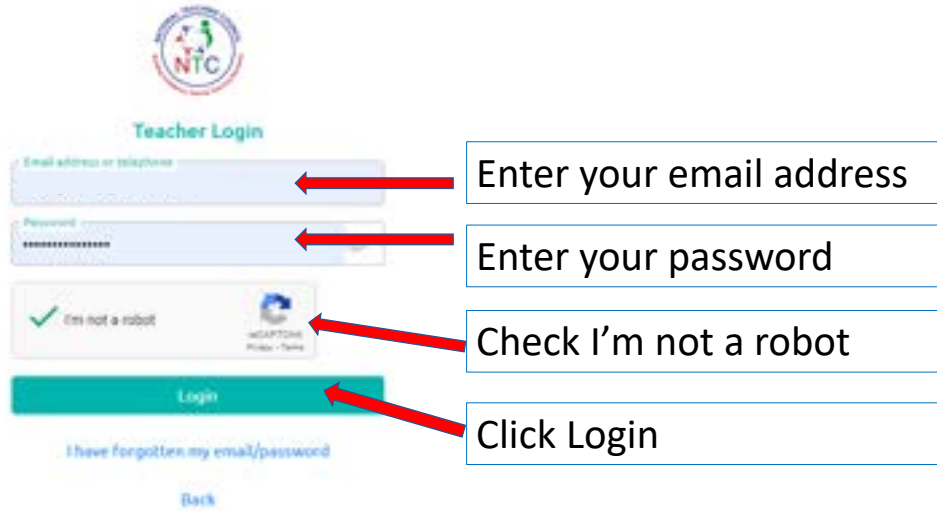
1. Visit tpg.ntc.gov.gh and click Login



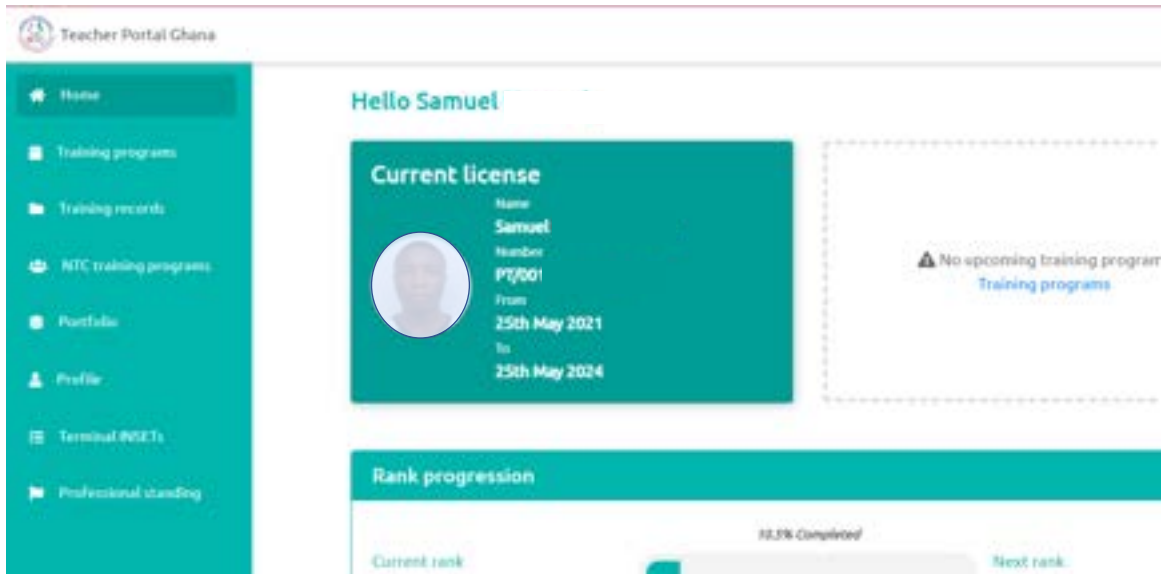
2. On the Login page, click Teacher Login



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



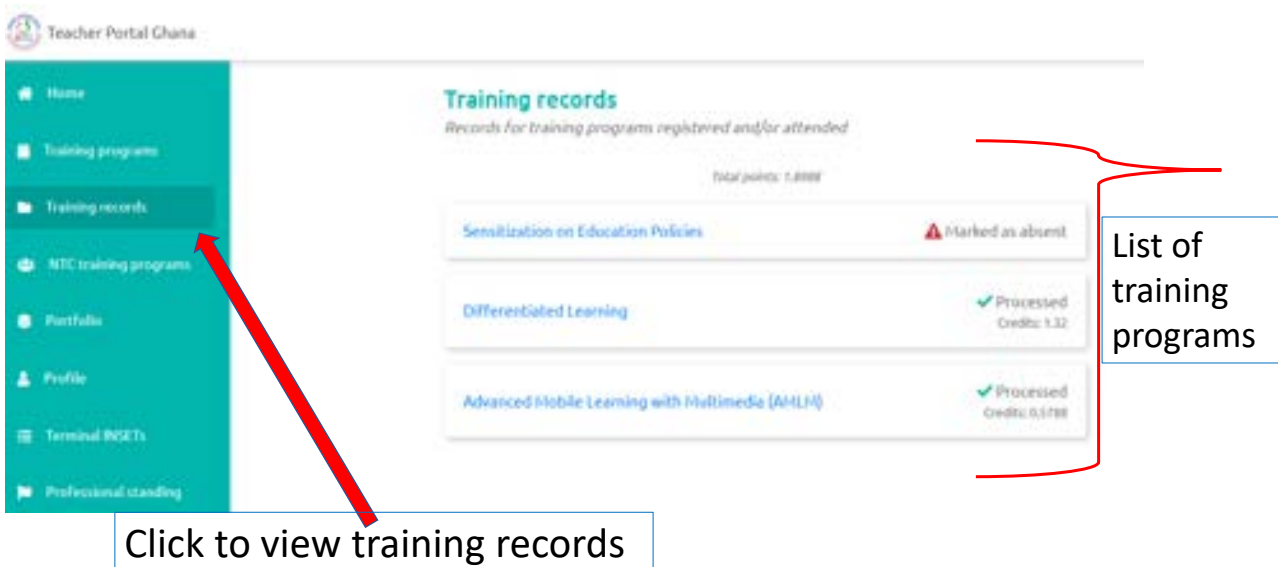
4. After a successful login you will get access to your **TPG account** (Check image below)



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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