



# **PRESS RELEASE**

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## **SUMMARY REPORT ON CANDIDATES' PERFORMANCE IN THE 2019 CARIBBEAN PRIMARY EXIT ASSESSMENT (CPEA)**

### **OVERALL REPORT**

#### ***BACKGROUND***

The Caribbean Primary Exit Assessment (CPEA) was introduced in place of the National Common Entrance Examination (CEE) for the first time in 2012. The CPEA is a measure of the key skills required by students exiting the primary school system. It involves continuous assessment of students' performance throughout Grades 5 and 6. Students are therefore assessed for formative, summative and diagnostic purposes. The CPEA has been developed by the Caribbean Examinations' Council (CXC) in collaboration with the Ministries' of Education throughout the region.

The 2018 Caribbean Primary Exit Assessment (CPEA) officially commenced with the internal component in September, 2018 and culminated on Thursday May 16<sup>th</sup> and Friday May 17<sup>th</sup> 2019, with the external component. The assessment was opened to all students who were eleven (11) on September 1<sup>st</sup>, 2018.

#### **THE CPEA COMPRISES TWO (2) COMPONENTS:**

- Internal Assessment **(40% of total score)**
- External Assessment **(60% of total score)**

#### **Features of the internal assessment include:**

- Project
- Book Report

- Writing Portfolio
- Self-assessment
- Practice in “Can-do” Skills: English, Mathematics, Science and Civics
- Teacher made test in English, Mathematics, Science and Civics

**Features of the external assessment include fifty (50) multiple choice questions in:**

- (A) Language Arts (B) Mathematics (C) Science (D) Social Studies
- Students were given seventy-five minutes to complete each paper.

### **REGISTRATION AND SECONDARY SCHOOL ASSIGNMENT**

**One thousand nine hundred and forty-nine (1,949)** students were registered for the Assessment. This included one thousand and eleven (1,011) males and nine hundred and thirty-eight (938) females. However, one thousand nine hundred and thirty one (1,931) students wrote the external component of the assessment, while one thousand nine hundred and forty-six (1,946) students participated in the internal aspect. **One thousand seven hundred and ninety-nine students (1,799) were assigned to secondary schools throughout Grenada, Carriacou and Petite Martinique.** This number includes nine hundred and two (902) males and eight hundred and ninety-seven (897) females. Therefore, one hundred and forty-seven (147) students were retained at the primary school; forty-one (41) females and one hundred and nine (109) males.

These students will have another opportunity to write the Assessment in 2020 if eligible or the National School Leaving Examination.

**In 2018, two thousand and twenty-six (2,026)** students were registered for the Assessment; one thousand and eighty-four (1,084) were males and nine hundred and forty-two (942) were females. However, one thousand eight hundred and eight (1,808) students were assigned to secondary schools.

**Table 1: The number of students assigned to each secondary school 2019**

SECONDARY SCHOOL	NUMBER ASSIGNED		
	F	M	GRAND TOTAL
ANGLICAN HIGH	115		115
BEACON HIGH	1	1	2
BISHOP'S COLLEGE	16	20	36
BOCA SECONDARY	59	63	122
GRENADA BOYS SECONDARY		151	151
GRENADA CHRISTIAN ACADEMY	14	28	42
GRENADA SEVENTH DAY ADVENTIST COMPREHENSIVE	21	28	49
GRENVILLE SECONDARY	36	83	119
HAPPY HILL SECONDARY	46	35	81
HILLSBOROUGH SECONDARY	18	20	38
J.W. FLETCHER CATHOLIC SECONDARY	22	15	37
MC DONALD COLLEGE	46	47	93
PRESENTATION BROTHERS' COLLEGE		75	75
ST ANDREW'S ANGLICAN SECONDARY	40	69	109
ST DAVID'S CATHOLIC SECONDARY	61	58	119
ST JOHN'S CHRISTIAN SECONDARY	19	32	51
ST JOSEPH'S CONVENT (GRENVILLE)	102		102
ST JOSEPH'S CONVENT (ST GEORGE'S)	105		105
ST MARK'S SECONDARY	34	51	85
ST ROSE MODERN SECONDARY	33	21	54
WESLEY COLLEGE	57	50	107
WESTERHALL SECONDARY	41	45	86
WESTMORELAND SECONDARY	11	10	21
<b>GRAND TOTAL</b>	<b>897</b>	<b>902</b>	<b>1799</b>

**GENERAL RESULTS**

The highest score attained in the assessment was **490** out of a maximum possible score of 500 as compared to the **481 in 2018**. The lowest score obtained was **seven (7)** compared to **91** in 2018. **The national mean was 71.68** and the standard deviation 14.90 14.14. This reflects an increase of 2.87 when compared to 2017's 68.81. Ninety-two point four percent (92.4%) of the CPEA candidates writing the assessment procured fifty percent or above in the assessment. This reflects a 3.2% increase against 2018's 89.2% achieving the same mark.

All primary and secondary schools would be provided with the list of students assigned to each school and the candidates' profiles as indicated by the raw scores.

### **External Component**

In the external component, students performed the best in Science. Out of a total possible score of one hundred, the national mean in Science was 67.64, a decline of 3.31. In Language Arts the mean was 65.83, also a decline, of 0.94 from 2018's 66.77, but improvements were recorded in Mathematics and Social Studies of 1.43 and 9.54, respectively.

**Table 2: The national mean in each subject area in the external**

<b>Subject</b>	<b>Maximum Possible Score</b>	<b>National Mean (2013)</b>	<b>National Mean (2014)</b>	<b>National Mean (2015)</b>	<b>National Mean (2016)</b>	<b>National Mean (2017)</b>	<b>National Mean (2018)</b>	<b>National Mean (2019)</b>
Mathematics	100	56.45	56.21	56.93	60.25	57.16	54.13	55.56
Language Arts	100	58.91	62.64	58.63	58.86	64.50	66.77	65.83
Science	100	64.30	65.04	65.96	65.93	67.54	70.95	67.64
Social Studies	100						54.66	64.20

Five (5) students obtained the perfect score of 100% in the Social Studies, external component in 2019. Two (2) students attained the same mark for Mathematics and three (3) achieved 100 in Language Arts. No student in Science was able to meet this optimal mark in 2019.

### **Internal Component**

In the internal assessment, the best performance was recorded in Science, followed by Social Studies, Language Arts and Mathematics at the rear. Table 3 below demonstrates the national mean in all of the areas.

**Table 3: The national mean in each subject area in the internal**

<b>Subject</b>	<b>Maximum Possible Score</b>	<b>National Mean (2014)</b>	<b>National Mean (2015)</b>	<b>National Mean (2016)</b>	<b>National Mean (2017)</b>	<b>National Mean (2018)</b>	<b>National Mean (2019)</b>
Mathematics	100	70.55	71.07	74.90	77.86	79.92	79.95
Language Arts	100	72.92	74.28	75.92	77.78	80.29	80.37
Science	100	72.37	73.61	74.90	78.09	79.23	80.65
Social Studies	100	76.68	74.20	79.37	81.77	78.62	80.39

**Table 4: Number of students obtaining 50% and above in the external assessment**

Percentage	Number of students by gender		Grand Total
	M	F	
< 50%	276	146	422
>= 50%	723	786	1509
<b>Grand Total</b>	<b>999</b>	<b>932</b>	<b>1931</b>

**Table 5: Number of students obtaining 50% and above in the internal assessment**

Percentage	Number of students by gender		Grand Total
	M	F	
< 50%	46	19	65
>= 50%	964	917	1881
<b>Grand Total</b>	<b>1010</b>	<b>936</b>	<b>1946</b>