

Report of the Independent Review Team

Review of the Administration of the 2020 CSEC and CAPE
Examinations
by the Caribbean Examinations Council

*Presented to Professor Sir Hilary Beckles
Chairman,
Caribbean Examinations Council*

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Report of the Review Team of CXC's Administration of 2020 Exams

Executive Summary

The review team formed by the Chairman of the CXC Council was asked to focus on the following three specific areas and any other matters of concern which may have been referred to during the course of the investigation:

1. the modified approach for the administration of the July/August 2020 CSEC and CAPE examinations;
2. the moderation process applied to the School-Based Assessment (SBA) for the July/August 2020 CSEC and CAPE Examinations; and
3. the grading process for the July/August 2020 CSEC and CAPE examinations.

The Team scheduled extensive discussions with the Registrar and Staff of CXC to determine the processes and procedures that were implemented in arriving at: (i) the modified approach selected for administering the 2020 examinations; (ii) the approaches utilized in undertaking assessment of candidates' performance on the papers set for the examinations; (iii) procedures used in determining the grades awarded and (iv) differences between the procedures implemented in 2020 and those in previous years.

The team considered a variety of CXC documents and data on results from the current and previous years' examinations. In addition, the team scheduled a series of stakeholder focus group meetings with the Caribbean Association of Principals of Secondary Schools (CAPSS), the Caribbean Union of Teachers (CUT), representatives of local Registrars across the region, and the independent CXC Technical Advisory Committee (TAC). The team also received and considered correspondence from students and a parent organization.

The modified format involved the use of Paper 1 (multiple choice questions) which is regarded as a common paper for all students and Paper 3 (school based assessment – SBA) which would be fully (100%) moderated across all **centres** and **subjects**. By using a common Paper 1 for all subjects some degree of comparability of results could be undertaken and there would be fairness in the examination process as all candidates would be examined on a common basis. The moderation of Paper 3 (SBA) was extended by the moderation of all centres and subjects (that is, the **full population of centres and subjects** rather than a random sample selection as in the past). The **systematic sampling of scripts** for all the subjects was still used to assess the correlation between the teachers' and moderators' scores.

The Report from the TAC indicated that students' scores from the expanded moderation process were generally lower than in previous years. While there was an overall lowering of SBA scores resulting from the expanded process, the improved performance of students in the Paper I Examination resulted in the overall grade distribution of students in 2020 being comparable to previous years. Several school-related issues and some internal CXC issues were identified during the CSEC and CAPE moderation process. These are delineated in the report.

While the expanded moderation process utilized by CXC is more robust than the approach used previously, the overall lowering of SBA scores and grades for some candidates has led to numerous complaints by candidates. The issues and concerns raised by educators, students and parents are presented in the full report. Notwithstanding the improvement in the reliability of the moderation

process, all queries and requests for reviews by candidates should be urgently addressed by CXC to maintain the fidelity of the CSEC and CAPE Examinations.

CXC uses a “criterion-referenced system” for grading its examinations. Under this system, “tests and assessments are designed to measure a student’s performance against a fixed set of predetermined criteria or learning standards” established by the examiners employed by the CXC. These can be regarded as “**CXC standards**” and are used to determine the final grade which a student obtains for a particular subject.

At the administrative level, three committees are involved in the determination of final grades: the **Subject Awards Committee (SAC)** which sets the grade boundaries (cut points for different grades) for each subject; the **TAC** which “has responsibility for quality assurance in all stages of the grade awarding process” used by the SAC, and the **Final Awards Committee (FAC)** which makes the final determination on the award of grades on the various subjects on behalf of the Council of the CXC.

The CXC uses both subject grades and profile/module grades in reporting the performance of students in its various examinations at the CSEC and CAPE levels. The subject grades are based on the profile grades in keeping with the knowledge, skills and competencies required for each subject. The Profiles are covered in the Papers of the subject (Papers 1, 2, 03, etc). The “cut points” (marks) for each grade are determined by the standard set by the Council of CXC or recommended by the SAC after consultation with the TAC. The CXC emphasizes that subject grades are “not awarded for a particular score but for the demonstration of the levels of competencies, abilities and skills required for a particular grade”.

It was determined that the coverage of the knowledge, skills and competencies elements in the profiles/modules was sufficient in the two papers 1 and 3 to allow comparability with previous years (use of qualitative and regression analysis). The weights assigned to the Papers would not change from past years. By deleting paper2 the overall mark would change hence new “cut points” for the grades would be needed. For the 2020 examinations, CXC assumed that Papers 1 and 3 contained sufficient dimensions of the profiles for approximately 80 percent of the subjects at the CSEC and CAPE levels and that the weights for the Papers in the determination of the final grades would remain the same as in previous years, while the “cuts points” (marks) for the grades would be adjusted. This last element reflects the adjustment in the total scores/marks that would be given for the subject.

The issue of using the teachers’ predicted grades for each subject was considered as one option in the initial grading model but was excluded in the final analysis because a statistical analysis of data for previous years found a weak correlation between the final grade for the three papers and the teachers’ predicted grade in general. Incorporating the teachers’ predicted grades would have also raised the issue of the weighting of such grades in the overall grading process given the CXC standards.

The review team sought answers for the following questions. (1) Did the adoption of the “modified approach” and the administration of the examination affect student performance? (2) Did full moderation of SBAs in 2020 when compared with random sampling in previous years affect the results of candidates on the Paper 3? (3) Did the adjusted grading model used for determining the profile and subject grades affect the overall subject grades of candidates? (4) Were there any other factors that may have affected the performance of candidates in the examinations?

The use of Papers 1 and 3 was adequate to assess the profiles/modules in the various subjects. CXC had conducted the necessary consultations in seeking to decide whether to use the modified approach. The

consultations were appropriate and the approach was the best option under the circumstances. However, more extensive communication between CXC and educators in particular would have helped to clarify any misunderstandings that may have existed about the administration of the modified approach. The processes which CXC proposed to use for grading and moderation could have been better explained to its stakeholders.

Given the variation with the process used in 2020 and the post hoc revelation that several uncertainties exist in school communities about subject profiles and SBA moderation, the Committee is of the view that the requirement to moderate all Paper 03s from all schools and for all subjects served to increase the thoroughness and improve the reliability of the process in 2020 compared to previous years. However, the team also became aware of several issues within CXC and at schools related to the scoring of SBAs which need to be addressed going forward.

The grading model was adequate given the circumstance as it was the least disruptive in terms of parameters (weights and cut points for grades). However, a simulation exercise (with and without Paper 2), using data from previous years highlighted limitations of the model, namely, shifting in the distribution of grades (reduction in Grades I to IV). At the technical level, the limitations of the grading model and the extensive moderation used in the SBAs could have resulted in less than expected performance in some subjects at both CAPE and CSEC levels. The meetings of the SAC and TAC would have sought to address some of these issues.

The report makes 23 recommendations, 8 of which are for immediate implementation to address specific issues noted in the 2020 examinations. In the immediate term, a number of requests for queries and reviews have been made by schools and candidates in respect of the grades received by candidates. Since the continuing education prospects of candidates are in abeyance as a result of uncertainty about the grades to be awarded, it is imperative that CXC treat with all queries and requests for reviews with urgency.

In addition, the extension of the review process, the strengthening of the communications strategy with key stakeholders must be treated with highest priority. It is the expectation that the recommendations will initiate steps leading to solutions of the problems that were underscored this year.

I. Introduction

In response to concerns expressed across the region with respect to the examination procedures used and results published by the Caribbean Examinations Council (CXC) in 2020, the Chairman of the Council formed a Team, comprising five educators to review the administration of the examination. The Team was asked to focus on the following three specific areas and any other matters of concern which may have been referred to during the course of the investigation:

1. the modified approach for the administration of the July/August CSEC and CAPE Examinations;
2. the moderation process applied to the School-Based Assessment (SBA) for the July/August 2020 CSEC and CAPE Examinations; and
3. the grading process for the July/August 2020 CSEC and CAPE examinations.

The Team agreed to the following methodology in undertaking the investigation.

- A. Schedule extensive discussions with the Registrar and Staff of CXC to determine the processes and procedures that were implemented in arriving at the following:
 - i. the modified approach selected for administering the 2020 examinations;
 - ii. approaches utilised in undertaking assessment of candidates' performance on the papers set for the examinations;
 - iii. procedures used in determining the grades awarded;
 - iv. differences between the procedures implemented in 2020 and those in previous years.
- B. Consider actions taken by CXC to address inquiries related to the published results of the 2020 examinations.
- C. Convene meetings with various groups involved with the examinations through (i) teaching; (ii) supervision of the examinations in countries; (iii) school management; (iv) independent advisory capacity to CXC. The list of groups with respective participants is included in Appendix I.
- D. Solicit and consider a variety of CXC documents, including data on results from the current and previous years and other papers related to the conduct of the examinations and assessment of candidates. The list of documents reviewed is included as Appendix II.

During the course of the investigation, the Team received correspondence from a student organisation an individual student as well as the representative of a parent group. These submissions were read and noted.

The first part of this report (Sections II through IV) presents an exposition of its findings into the three specific areas investigated, with summary conclusions indicated after each section. Section V describes the approaches implemented by the Technical Advisory Committee (TAC) in reviewing the grading exercise and its assessment of the management of this process. In Section VI summaries of the

perspectives of focused groups on the administration of the 2020 examinations are presented and summaries of the concerns of students and parents are presented in Sections VII and VIII respectively. The Team's summary and conclusions are presented in Section IX and recommendations for the immediate term (2020) and longer term are delineated in Section X.

II.1. Process and Procedures used for the 2020 July/August Examinations

The presence of COVID-19 in the Caribbean region prompted the Caribbean Examinations Council (CXC) to review its procedures for hosting the usual May/June 2020 examinations. The review process required decisions to be made on a number of issues mainly *when the examinations should be held* and *what form should the examinations take*. The CXC decided to engage in stakeholder consultation during the months of March and April 2020 with Ministries of Education, the Technical Advisory Committee (TAC) of CXC, local registrars, the Caribbean Union of Teachers (CUT), Caribbean Association of Principals of Secondary Schools (CAPSS), the Caribbean Employers' Confederation (CEC), the Association of Caribbean Tertiary Institutions (ACTI), the University of the West Indies (UWI), the University of Guyana (UG), the University of Technology (UTech) in Jamaica, the United States Embassy in Barbados along with selected students, teachers, parents and international institutions of higher education.

In relation to the first issue of when the examinations should be held, several options were considered:

- 1. All examinations administered as scheduled (that is, Papers 1,2, 3, 031 and 032)**
- 2. All examinations rescheduled to a later date in the year using a modified format;**
- 3. All examinations cancelled for the year with SBAs scores and Teachers' Predictive Grades being used for grading;**
- 4. All examinations postponed until 2021.**

These options were examined with respect to the following four (4) concerns and challenges: logistical management; administration, marking and results release processing time; integrity preservation and education system disruption. The results of these considerations are given in Chart 1 below.

CHART 1. Options in 2020 with related challenges

Option 2				
Options	Full Administration in 2020 (Examination administered in its original format)	Modified Administration in 2020 (Administration of Paper 01, SBA)\Paper 032 supported by appropriate modelling and Teachers' predicted grades)	Cancel Administration in 2020 (Award grades based on SBA and Teachers' predicted grades NB. Paper 032 Candidates excluded)	Postponement to 2021 (Participate in examinations next year)
1. Logistical Management (Paper custody management, invigilation, Marking and grading)	Very High Exposure to COVID-19	Moderate Exposure to COVID-19	Low Exposure to COVID-19 & Complexed Standardisation of Teachers' Predicted Grades	Very High Candidates' Emotional Pressure/stress
2. Administration, Marking and Results Release Processing Time (Administration to Results Delivery)	5 Months Long Processing Time & Late Results Delivery	2 ½ Months Short Processing Time	3 Months Short Processing Time	6 ½ Months Longer Processing Time for Expanded Cohort
3. Integrity Preservation (Maintain Trust and Confidence in award of valid grades)	Very High Preservation of Integrity of Examination Process	High Preservation of Integrity of Examination Process	Low Preservation of Integrity of Examination Process	Very High Preservation of Integrity of Examination Process
4. Education System Disruption (Matriculation/Progression, Start of Academic Year)	Very High Disruption of Education System & Matriculation and Progression	Low Disruption Education System & High Matriculation and Progression	Low Disruption of Education System & Uncertainty in Matriculation and Progression & Displacement of Candidates Registered for Paper 032	Very High Disruption of Education System & Student Matriculation and Progression; Displacement of Student Body from 6 months to a year

HEAT MAP KEY	
	Positive Overall Impact
	Reduced Overall Impact
	Negative Overall Impact

CXC's Strategy for the Administration of Regional Examinations in 2020 Due to the Impact of COVID-19
Wayne Wesley, PhD. Registrar and CEO. 1stEmergency COHSOD Education Virtual Meeting, 8May 2020

After due consideration by the Council for Human and Social Development (COHSOD) at its May 2020 meeting, it was agreed that **the examinations would be rescheduled to a later date July/August 2020 in a modified format (option 2 above).**

In relation to the second issue, the format of the examinations, **criteria** were provided for the “modified approach” namely:

1. the coverage of the profiles/modules in the full examination should be maintained;
2. the results should allow some comparability with previous years;
3. the integrity of the examination process should be maintained in the highest order;
4. the examination process would be fair and just to all candidates and
5. the moderation and grading processes would be transparent.

The modified format involved the use of **Paper 1** (multiple choice questions) which is regarded as a common paper for all students and **Paper 3** (school based assessment) which would be fully (100 percent) moderated across all centres and subjects. In a few cases, candidates would take additional or alternative papers to reflect the profile requirements of the subject. The scores of the two papers would be standardised to determine the candidate’s grade for the subject.

The Paper 1 would be undertaken via electronic means (with a few exceptions where the technology was not appropriate or available). All of the submissions for Paper 3 would be uploaded to the CXC and used in the moderation process.

An analysis by the CXC indicates that the coverage of the profiles/modules, upon which grades are awarded, can be adequately covered by the content of the two papers.

Copies of the profiles/modules by subject and paper are included as Appendix IIIA and IIIB respectively.

Since the CXC grading process involves the use of profile grades in the determination of a candidate's overall subject grades, then the absence of the profile assessments in Paper 2 would not significantly affect the candidate's overall subject grades.

A regression analysis of selected CSEC and CAPE subjects for the year 2019 indicates that the scores from Papers 1 and 3 are a good predictor of the overall subject scores with adjusted coefficients of multiple linear determination (R^2) being statistically significant at the one percent level.

By using a common Paper 1 for all subjects then some degree of comparability of results can be undertaken and there would be fairness in the examination process as all candidates would be examined on a common basis.

The moderation of Paper 3 (SBA) was extended by the moderation of all centres and subject (that is, the full population rather than a random sample selection as in the past). The systematic sampling of scripts for all the subjects was still used to assess the correlation between the teachers' and moderators' scores. The data indicate that 222,472 CSEC SBAs were submitted and 98,734 (44%) moderated, while 54,049 CAPE SBAs were submitted and 30,947 (57%) moderated.

The moderation process is examined in more detail in section III while the grading procedure is discussed in section IV below.

The administration of the examinations for 2020 encountered some challenges compared with previous years. These issues include a higher level of incorrect registrations, un-submitted SBA samples and a range of issues raised by the markers [see Table 1]

Table 1 Issues facing the examination process 2017-2020

YEAR	Incorrect Registration	SBA zero scores	No SBA samples (CAPE)	No SBA samples (CSEC)	Conversion Errors caused Fillable Sheets upload	Conversion Errors (Including Fillable sheets, file corruption)	Issues raised by markers of SBA (No Cover Sheet, Incorrect Sample upload)
2017	55	107	537	1239	n.a.	n.a.	n.a.
2018	75	330	607	3383	n.a.	n.a.	n.a.
2019	84	2849	192	187	1977	2658	577
2020	404	539	573	1957	495	1067	1493

II.2. The Approval Process and Stakeholder Consultation

CXC Council had to review its approach of offering all papers due to the worsening COVID- 19 situation. Analysis was conducted by CXC and a modified administration approach was developed and presented and discussed with Permanent Secretaries at the second consultation.

The Council issued relevant communications to the region and conducted detailed analyses to arrive at the design and implementation plan for the modified approach. It was also determined that September was the last viable date to facilitate the examinations given:

1. the need for students to have their results to facilitate matriculation to further education
2. to avoid greatest disruption to the upcoming academic year
3. current feedback from the universities that plans were underway to commence in August 2020.

Following consultation held with the various stakeholders, the modified approach for administration of CSEC, CAPE and CCSLC was taken to COSHOD for final approval on May 8th 2020.

In relation to the **administration of the examinations process** for July/August 2020, the Review team concludes that:

1. the adoption of the extended moderation of Paper 3 and the use of Paper 1 was adequate to assess the profiles in the respective subjects;
2. the consultation and decision making on the modified approach was appropriate;
3. the revised grading process relating the profile grades to the subject grades could have been better explained to the parties involved;
4. the communication process between CXC and some stakeholders could have been improved.

III. Moderation of School-Based Assessment

III. 1. Moderation prior to 2020 (Pre - COVID)

School-Based Assessment (SBA) has been an integral part of CXC's assessment strategy intended to support the development of Candidates' knowledge, skills and attitudes associated with the subjects and the testing and rewarding of those skills which are not easily assessed in external examinations. All CAPE subjects include an SBA component and in the CSEC suite, all subjects, with the exception of the Modern Languages and Human and Social Biology, include SBA.

All subjects are Centre-moderated. In order to verify that the scores awarded by teachers are aligned with The Council's standards, moderation of a sample per centre of the School-Based Assessment assignments marked by the teachers is undertaken by The Council. Each centre is required to submit ONE sample consisting of the work of a maximum of five candidates per subject selected. The SBA data capture module of the Online Registration System (ORS) selects a sample comprising five SBA's for each Centre for moderation. The selection criteria includes the candidate with the score at the top, the middle and the bottom of the range of scores, as well as those midway between the top and the median, and midway between the median and the lowest score. The Council may request the School-Based Assessment assignments of other candidates for moderation.

Candidates are reported "ungraded: no School-Based Assessment received" if the required School-Based Assessment scores were not submitted by the presenting institution on their behalf or if, the Council

having requested samples of the work done by the class, none is submitted by the presenting institution.

To support the implementation of School-Based Assessment (SBA) in schools, guidelines are provided in the syllabuses to assist teachers and candidates in selecting appropriate tasks/assignments that are valid for the purpose of the SBA as well as assist teachers in awarding scores that are consistent with the performance of candidates.

The Council provides moderation feedback reports to teachers with comments designed to help teachers to improve their professional expertise in assessment. This formative function is a critical feature in the professional development of the teachers of the region.

Two major strategies have been utilized for moderation:

(i) Oral Examination – Approved examiners conduct oral examinations at a centre using a set of tasks or examination questions prescribed by the Council.

(ii) Moderation by Re-marking – Trained examiners re-marked samples of assignments, practical work or projects during the Marking Exercise. These samples were chosen to allow for analysis of the quality of the teachers' marking and the consistency with which they applied the Marking Scheme.

III.2. On Site-Moderation

Moderators or CXC-trained assessors visit centres and mark tasks on site. The assessment involves observing process skills and the evaluation of products. In some instances, all the tasks are assessed; in other instances, only **samples** of tasks are assessed. The following subjects are moderated on site:

- CAPE® SUBJECTS: Art and Design, BMED, Elect Tech, Performing Arts, Physical Education and Sport, Biology, Chemistry, Physics.
- CSEC® SUBJECTS: Expressive/Technical: Industrial Technology, Music, Technical Drawing, Visual Arts, Agri. Science, Biology, Chemistry, Integrated Science and Physics.

Random sampling of schools/centres for on-site moderation was implemented in the following subjects based on historical data where more than 80% of the SBA scores submitted by the teachers were accepted each year:

Biology, Physics, Technical Drawing, Caribbean History, Principles of Accounts (POA), Chemistry and Principles of Business (POB).

An algorithm was designed to select, at random, a third of the centres registered for these subjects each year through the ORS. Centres at which there were SBA issues during the previous year are also added to this list. The teacher's SBA scores were accepted for these subjects and moderation in these subjects served more of a formative purpose, to build teacher capacity in SBA management, with a view to

improving student performance. Generally teacher scores were accepted when there were differences between teacher scores and those of the moderator.

The strategy was to review the results of the regression analysis during each session and to “revoke” the random sampling methodology for any subject where the teachers’ scores were not accepted for 80% or more of the centres.

With the introduction of on-site moderation the sciences were no longer randomly sampled as the SBA’s were moderated on site. When online submission was implemented, all centres were required to submit samples for Caribbean History, POA and POB, though only the samples selected were moderated.

SBA audits were conducted annually in the large territories, and less frequently in the others by CXC staff. All SBA samples for specified centres in selected subjects would be requested. These would be sent to the Local Registrar’s office. Each of these was reviewed by CXC staff or resource persons recruited for this task. Persons conducting centre inspections during the examination period would also conduct random audits of SBAs.

III.3. Moderation of SBAs for CSEC and CAPE 2020

As a result of COVID -19 pandemic, CXC adopted a modified approach for the administration of CSEC and CAPE Examinations in 2020. This involved the implementation of an expanded moderation process for SBAs with moderation of teacher-awarded marks across all centres and subjects. The expanded moderation process requires 100% submission of SBA work from each candidate. All centres are required to upload SBA for all candidates for subjects not moderated on-site.

The sampling process for SBAs was also modified to select up to three samples of five SBAs per centre (a total of 15) per subject whereas previously, only one sample of five was utilized.

For electronically submitted SBA, CXC-trained markers moderated the first sample and if an acceptable correlation coefficient was not obtained, an additional sample was selected and moderated. This process would be repeated until an acceptable correlation coefficient is obtained or the SBAs of fifteen candidates have been moderated. At this point, if the relationship between the teacher’s scores and the moderator’s is still too weak to proceed with regression, all of the candidates’ SBAs for the subject from the centre would be moderated. This would result in a ‘Replace Decision’ being generated and the teacher’s score for each candidate would be replaced by that of the moderator.

For SBAs moderated electronically, a report highlighting excessive variance between the moderator’s scores and the teacher’s scores was generated and issued to the SBA supervisor so that the moderation of the SBA of affected candidates may be reviewed and if necessary, the SBA re-moderated.

The regression analysis reports were then reviewed by the Examination Development and Production Division (EDPD) and Examination Administration Security (EAS) for centres where the correlation coefficient is below the CXC-specified criterion for regression (less than or equal to 0.7).

A similar process is followed for on-site moderation. In order to reduce the time taken to conduct this process, a portable application for use by moderators was deployed by CXC to key in their scores and the teacher's scores. The application would accept a maximum of 15 sets of scores representing samples of five SBAs and indicate if the outcome of the scoring is acceptable or if additional moderation is required. All of the candidates' SBAs' would be moderated if an acceptable coefficient is not obtained after 15 SBAs have been moderated. Local Registrars assigned additional moderators to assist with this process.

An Audit function, not previously used, was added for moderators visiting the school and who were required to confirm that they had seen the SBA for each candidate with assigned SBA scores in the ORS in addition to moderating the sample. Principals were required to sign off on SBA submissions for all candidates registered for SBA and their SBA scores along with the SBA Samples Report.

Teachers were also permitted to assign pro-rated SBA scores to candidates who submitted incomplete SBA with documentation verifying the reason to be COVID-19.

To enhance the quality of moderation in 2020, seeding was introduced as a quality control mechanism in the moderation of SBAs. Seeding essentially involves the introduction of previously scored candidates' work (exemplars) by the examiners during the process to verify whether moderators were maintaining the requisite standard set by CXC for the award of scores. Deviation from the standard would result in moderators being removed from the marking process and having to undergo re-standardization. Further additional supervisors would be included to improve the checks of work during the moderation process. This should enable the earlier identification of moderators who were not observing the required protocols and effect timely appropriate intervention. The completion of comments by moderators was enforced and moderators would be advised that the script would not be considered to have been moderated if the comments were not included. Moderators were only paid for scripts where the moderation process was complete. Training of additional SBA moderators and retraining of current SBA markers were carried out and where necessary, additional moderators were recruited. Training of all moderators was conducted.

III.4. Results of SBAs 2020 for CSEC and CAPE

The Expanded moderation process for 2020 required the submission of 100% of SBAs, an audit to ensure all SBAs for all candidates had been completed and an increase in the number of SBA samples selected for moderation. Further, the deployment of an Application to facilitate the selection of samples and moderation of CSEC and CAPE subjects which were moderated on site were measures designed to increase the rigor and therefore the reliability of the SBA scores received which have not fundamentally changed the moderation process used previously.

The incidence of low correlation between moderator and teacher scores in 2020 was higher for CAPE subjects than for CSEC (Appendix IV refers). Further, ANOVA single factor analysis of Teacher and Moderator SBA scores revealed, with the exception of CAPE Accounting Unit 2, Agricultural Science Unit 1, Applied Mathematics Unit 1, Financial Services Unit 2, Green Engineering Units 1 and 2, and Applied Mathematics Units 1 and 2; and Physics at the CSEC Level, significant differences between moderator

scores and teacher scores.

The Report from the Technical Advisory Committee (TAC) indicated that students' scores from the expanded moderation process were generally lower than in previous years. While there was an overall lowering of SBA scores resulting from the expanded process, it should be noted that the improved performance of students in the Paper I Examination resulted in the overall grade distribution of students in 2020 being comparable to previous years. Tables 2 and 3 show the comparison of the overall grade distribution for CAPE and CSEC for the period 2017-2020.

Table 2: CSEC Regional Performance Distribution (%) 2017-2020

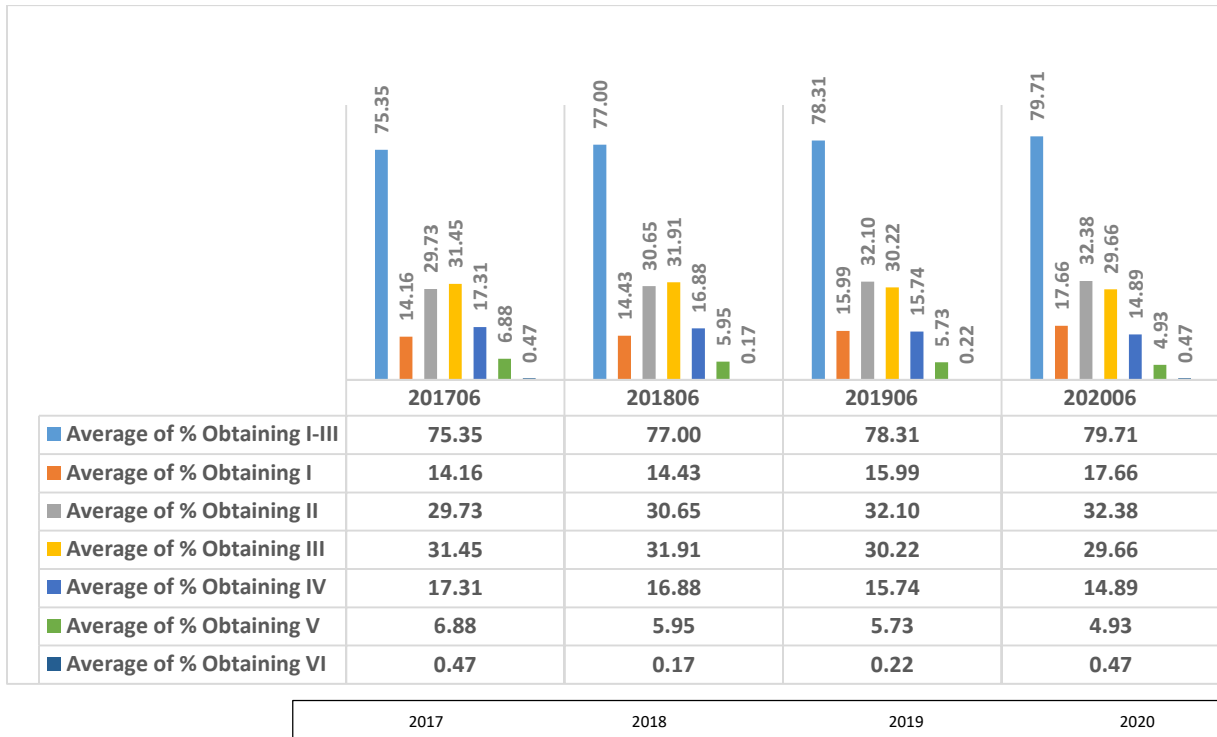
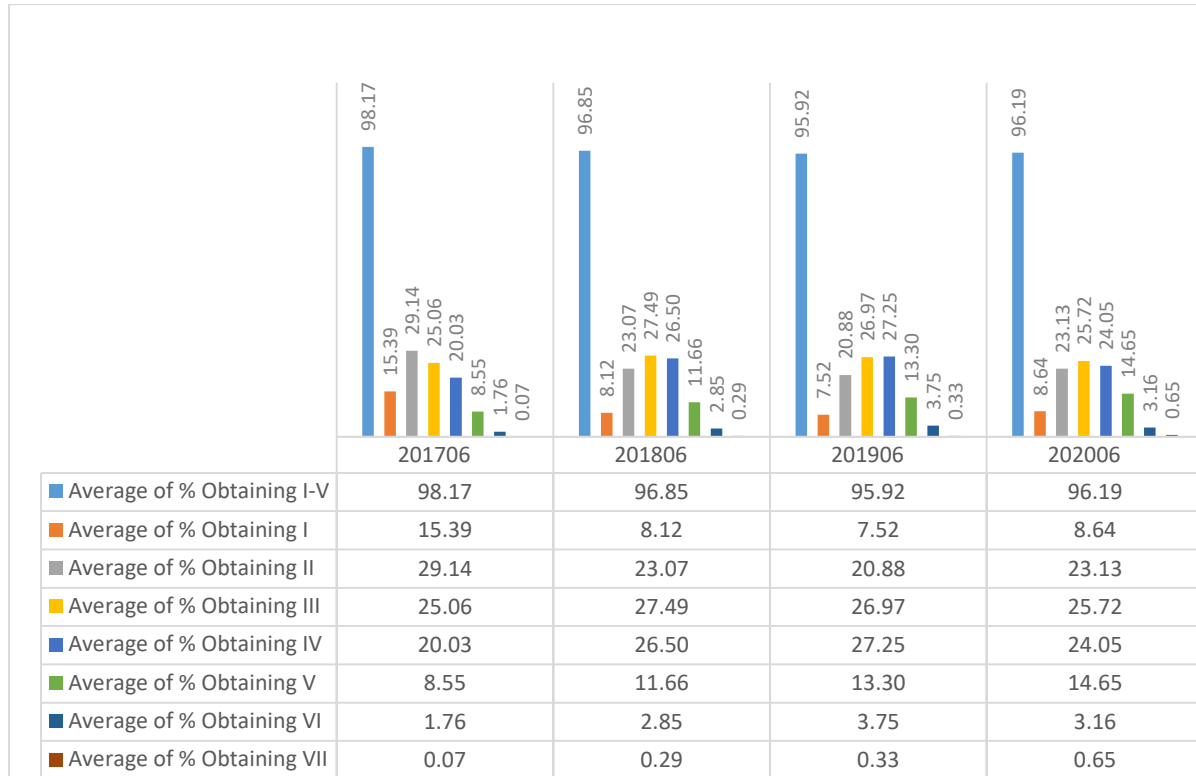


Table 3: CAPE Regional Performance Distribution (%) 2017-2020



Chief Examiners indicated that they were pleased with the more comprehensive moderation of the SBA that was undertaken by CXC this year and for the opportunity it provided them to become more integrally involved in this exercise which may have previously been delegated to an Assistant Chief Examiner or other persons identified by the Chief. The Chief Examiners attributed the higher marks that teachers tended to award for the SBA to a number of factors, including:

- i. the lack of thoroughness and vigilance by teachers while marking SBAs, leading to the award of full marks in some instances for areas that students did not even attempt;
- ii. projects submitted by a number of candidates were inconsistent with the expectations of the scoring rubrics and the requirements of the syllabus;
- iii. overuse of informal sources from the internet which detracted from the quality of SBA assignments;
- iv. the misguided belief that the CXC moderators would be inclined to reduce teachers' marks and that some element of mark inflation would protect their students from falling below their expected grade.

While the expanded moderation process utilized by CXC is more robust than the approach used previously, the overall lowering of SBA scores and grades for some candidates has led to numerous complaints by candidates. Notwithstanding the improvement in the reliability of the moderation

process, all queries and requests for reviews by candidates should be urgently addressed by CXC to maintain the fidelity of the CSEC and CAPE Examinations.

III.5. Issues Identified during the moderation the Examination

A number of school-related and internal issues was identified by CXC during the CSEC and CAPE moderation process.

School-related issues

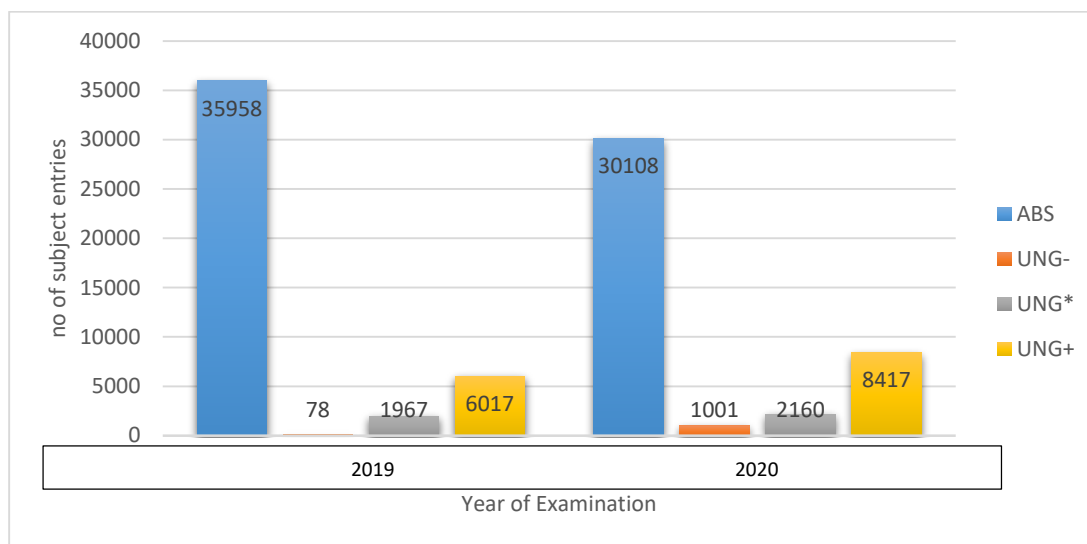
- incorrect registration of students by schools
- non submission of scores/submission of incorrect scores
- zero entered instead of “No SBA”
- incorrect assignment of candidates to groups for group SBA’s
- missing documents
- corrupt files submitted
- inadequate number of SBAs submitted

Internal CXC issues

- conversion of files failure
- removal of cover sheets
- challenges encountered in uploading files and addition of files

Students with missing SBAs are ungraded, a policy of CXC. Complaints from a number of territories of students/ schools being ungraded in many instances can be attributed to the school level and internal issues identified by CXC. A total of 11578 subject entries in 2020 compared to 8062 was ungraded in 2019. All queries related to ungraded results should be investigated and resolved urgently by CXC. Table 4 shows a comparison of the number of students reported as absent or ungraded. While the number of subject entries for which students who were reported absent in 2019 was higher (39,958) compared to (30,108) in 2020, students were reported ungraded in 2020 (11,575) for more subject entries compared to 2019 (8,062).

Table 4: Comparison of the number of subject entries for absent and ungraded candidates in 2019 and 2020



The review of the IT infrastructure and further training and communication of the requirements for uploading SBA scores are also critical to the reduction of instances of students receiving ungraded scores.

The modified examination process in 2020 has also resulted in a number of issues and concerns being raised by various stakeholder groups. These include:

- changes in the Mark schemes by CXC resulting in different mark schemes used by moderators and teachers
- technical issues associated with the deployment of Application and use of new algorithm
- exposure of multiple choice items to students resulting in increased expectations by students for better grades
- variation in grades expected for brighter students and grades obtained. In many cases, weaker students received better grades contrary to teacher- predicted grades;
- response time for CXC to resolve queries by CXC.

A review of mark schemes/rubrics samples did not corroborate the concern that different mark schemes were used during the moderation process from those used by teachers as a result of changes made by CXC. Further, the application deployed by CXC for the selection of samples and comparison of scores through regression analysis, was pre tested by CXC.

A number of stakeholders has expressed concern about the level of exposure of items appearing on paper 1 both at the CSEC and CAPE examinations. This is a cause for concern by CXC as it can compromise the reliability of the examinations. The performance of students on Paper I examinations in 2020 has been generally higher than previous years. This, in part, can be related to the exposure of

items although some stakeholders had indicated that greater focus on preparation of students for this format. The exposure of items and additional preparation of students on the multiple Choice format may be related to the higher expectations of students and the increase in queries and reviews. This issue must be addressed urgently through the population of the item banks with new items.

Teacher training on the requirements for planning, administration and scoring of school based assessments is vital to ensure comparability of teacher and moderator scores. In addition, for on- site moderation, within country and across country standardization is also essential for comparability of scores. On- site moderation is managed at the territory level by Local Registrars. The training of Teachers and local registrars should therefore be examined and addressed by CXC to improve the reliability of scores obtained from SBAs.

Summary

The lowering of scores on SBAs was identified as an issue following the release of the results of the June 2020 examination. An examination of the changes, namely the submission of 100% of the SBAs from all candidates and schools for all subjects, the increase in the number of samples moderated and the deployment of an application to facilitate moderation for onsite moderation were all found to be measures which did not fundamentally change the requirements for moderation and the moderation process. The changes rather served to increase the rigor and improve the reliability of the process in 2020 compared to previous years.

A number of internal and school level issues relating to the registration, scoring and submission of scores have been identified and can be addressed. In any examination, teacher and student expectations of grades expected and grades obtained will vary. Further, the award of grades is a complex process requiring the bringing together of scores from items on different papers and components of the examination. All examination bodies including CXC have well established procedures to treat with queries and requests from schools and candidates related to the grades received by candidates. All queries and requests for reviews should therefore be urgently addressed by CXC.

IV. Grading

The Caribbean Examinations Council (CXC) uses a “criterion-referenced system” for grading its examinations. Under this system, “tests and assessments are designed to measure a student’s performance against a fixed set of predetermined criteria or learning standards” established by the examiners employed by the CXC. These can be regarded as “**CXC standards**” and are used to determine the final grade which a student obtains for a particular subject.

At the administrative level, three committees are involved in the determination of final grades: the **Subject Award Committee (SAC)** which sets the grade boundaries (cut points for different grades) for

each subject; the **Technical Advisory Committee (TAC)** which “has responsibility for quality assurance in all stages of the grade awarding process” used by the SAC and the **Final Awards Committee (FAC)** which makes the final determination on the award of grades on the various subjects on behalf of the Council of the CXC. The TAC is expected to work very closely with all the SACs in order to:

1. “promote consistency, accuracy and fairness in the scores awarded for all examinations”
2. “assure the maintenance of standards in all stages of the examining process”
3. “assure the consistency of grade standards across years, subjects and examination sessions”

The CXC uses both **subject grades** and **profile/module grades** in reporting the performance of students in its various examinations at the CSEC and CAPE levels. The subject grades are based on the profile/modular grades in keeping with the knowledge, skills and competencies required for each subject. For example, in Mathematics three profiles are computation, comprehension and reasoning, while in Economics they are knowledge/comprehension, interpretation/analysis and application. At the CSEC level, there are six (6) subject grades (I, II, III, IV, V and VI) and six (6) profile grades (A, B, C, D, E and F). At the CAPE level, there are seven (7) subject grades and seven (7) module grades. Each subject at both the CSEC and CAPE levels usually (pre 2020) involves the student being examined via three (3) papers: **Paper 1** (multiple choice questions—60 CSEC and 45 CAPE), **Paper 2** (structured questions to be answered in essay form) and **Paper 3** (a school-based assessment (SBA) project report). There are variations for **Paper 3** depending on the subject area. These three papers are expected **collectively** to assess the students’ performance in different knowledge, skill and competence areas as reflected in the profiles/modules. For example, a student can obtain a subject (Mathematics) grade I with a profile A, A, B for three areas being assessed for Mathematics.

The examination papers are generally structured as follows:

1. Marks are assigned to each Paper (e.g. Paper 1(60), Paper 2 (100) and Paper 3 (40) for a total of 200 marks)
2. Weights are given for the relative contribution of each paper to the final mark (e.g. Paper 1 (30%), Paper 2 (50%) and Paper 3 (20%))
3. The marks for each paper are determined by the assessment of the profiles contained in each paper (e.g. Paper 1 for Mathematics can consist of 20 for profile 1, 30 for profile 2 and 10 for profile 3, while in Paper 2 profile 1 can carry 40 and profile 3 60 marks).

The overall mark and grade for a subject is therefore determined by

1. **the assessment of profiles/modules associated with the three papers;**
2. **the weights assigned to each paper;**
3. **the specified “cut point” marks for each grade.**

The “cut points” (marks) for each grade are determined by the standard set by the Council of CXC or recommended by the SAC after consultation with the TAC. Every effort is made to maintain these “cut points” for each subject over time. The **judgement** of the SAC is used to determine whether the distribution of profile grades (the level of competencies, abilities and skills) of each candidate justifies

the award of a particular grade. For example, whether a candidate with profile grade distribution of A, B and C deserves a subject grade 2 or 3.

The CXC emphasizes that subject grades are “**not** awarded for a particular score but for the demonstration of the levels of competencies, abilities and skills required for a particular grade”. This demonstration is reflected in the profile/modular grades for the subject across the three papers.

With the advent of COVID - 19 in 2020, the CXC implemented a “**modified approach**” to the examination process which would have had an impact on the grading exercise. First, the exclusion of Paper 2 and the use of Papers 1 and 3 would have meant that all of the dimensions of the profiles associated with the subject might not be covered and second, the weights might have to be adjusted to account for the absence of Paper 2. The “cut point” marks for the grades would also be affected by changes in the number of papers taken and marks/scores obtained.

CXC undertook an empirical analysis of their historical data to examine these three issues. In relation to the **coverage of the profiles** in Papers 1 and 3 relative to all three papers, a qualitative analysis indicated that 26 out of 33 subjects at the CSEC level provided some degree of coverage of the profile dimensions. In the remaining 7 subjects, alternative papers would be used to capture the full spectrum of the profiles needed to validate the process and allow some degree of comparison of the 2020 results with previous years. In effect, a set theoretic approach to the coverage issue would suggest that in general the intersection of the profile dimensions for the two papers was so great that the exclusion of Paper 2 would not have any significant effect on the profile grades which in turn would not have affected the subject grades.

In relation to the other two issues, **weighting of papers** 1 and 3, and the **determination of the “cut points” for the grades**, there are various options as indicated by the CXC analysis [see Table 5. below].

Table 5. Comparison of Approaches for Paper Weighting and Cut Scores

APPROACH	WEIGHT FOR PAPER 1	WEIGHT FOR PAPER 2	CUT SCORES
Approach 1	No Change	No Change	No Change
Approach 2	Adjust Weight on Profiles	No Change	No Change
Approach 3	Adjust Weight on Profiles	Adjust Weight on Profiles	No Change
Approach 4	No Change	No Change	Change
Approach 5	Adjust Weight on Profiles	Adjust Weight on Profiles	Change

A simulation exercise was undertaken by CXC initially on two subjects (CSEC Integrated Science and CAPE Agricultural Science) to determine how the outcomes of the five (5) approaches would vary from a reference point for the distribution of grades (2019 data). A correlation analysis of the results of the five approaches and the reference point showed that **Approach 4** provided the highest values of the correlation coefficient when the grades, raw scores and profile scores were used. The exercise was extended to other subjects and it was recommended that Approach 4 (Option 1, with Approach 5 being Option 2) be adopted to grade the various subject examinations. The results of the initial simulation exercise showed a general **reduction** in grades I to IV compared to the reference point using Approaches 4 and 5, while there was an **increase** in grades V and VI at both the CSEC and CAPE levels compared with

the reference point. In effect, the adoption of Approach 4 or Option 1 would result in a rightward shift in the distribution of the grades in the trial subjects. An examination of the CSEC and CAPE subjects suggests that relatively low correlations (less than 0.80) were recorded in Biology, EDPM, English B, IT, Religious Education, Green Engineering, Law Unit 1 and Sociology Units 1 and 2 in at least two of the correlations involving raw scores, grades and the profiles. These subjects would therefore need special attention when using the approach to mark the scripts.

In effect, for the 2020 examinations, CXC assumed that Papers 1 and 3 contained sufficient dimensions of the profiles/modules for approximately 80 percent of the subjects at the CSEC and CAPE levels and that the weights for the Papers in the determination of the final grades would remain the same as in previous years, while the “cut points” (marks) for the grades would be adjusted. This last element reflects the adjustment in the total scores/marks that would be given for the subject. For example, with three papers the total marks given can be 200 (60, 100 and 40), but with the exclusion of Paper 2 the total marks would be 100 (60 and 40).

An example of this is presented in Appendix V.

Given the slight skewness in the distribution of the scores the median score was used to determine the “cut points” for the grades. The grading process was therefore undertaken with reference to the scores of the candidates in the centre of the distribution. Information on how the “cut points” were established in previous years was not readily available, but it was suggested that it is likely that the median was used hence allowing comparison with previous years.

The use of the statistical procedure for the grading process could have resulted in some degree of misclassification of profile scores/grades into the overall subject scores/grades as the degree of correlation of some of the profiles and the simulated overall subject scores was relatively low (under 0.80 in this case).

The general methodology for grading the 2020 examinations is adequate given the circumstances. The inputs into the grading process can, however, affect the grading outcomes, for example, the zero-weighting of items in the Paper 1 (multiple choice) where no correct/possible answer exists or two possible answers exist and the moderation of teachers’ scores/marks in Paper 3 (SBA). In relation to the moderation process, it was suggested that the marking scheme used by the moderators differed from that used by teachers. The change in the moderation process for the 2020 examination from random sampling of centres and systematic sampling of SBA reports to full population (100%) moderation of all centres and subjects, as discussed above, could have affected the results compared with previous years.

The issue of using the teachers’ predicted grades for each subject was considered in the initial grading model but was excluded in the final analysis because a statistical analysis of data for previous years found a weak correlation between the final grade for the three papers and the teachers’ predicted grade in general. Incorporating the teachers’ predicted grades would have also raised the issue of the weighting of such grades in the overall grading process.

In conclusion, while the grading model was generally adequate given the circumstances, it could have been subject to more sensitivity analysis. The results of using the model produced some degree of inter-

grade shifting in the distribution of grades for some subjects. The CXC should move towards reducing the degree of subjectivity in the determination of subject grades from the profile grades and also make the grading process easier to understand.

V. Perspectives from the Technical Advisory Committee

The Team convened a meeting with the Technical Advisory Committee (TAC) to learn whether in its view, the procedures used by CXC in administering the examinations and the grading process in 2020 were acceptable. The Technical Advisory Committee (TAC) provides independent input to the examination process and the Chairperson offered insights that indicated the steps taken by CXC in 2020 to overcome challenges presented by restrictions resulting from the COVID-19 pandemic. TAC comprises educators with expertise in educational measurement. This committee meets with each SAC to consider their reports and recommendations for the subject. TAC usually asks SAC to make adjustments where necessary before results in a given year are presented to the Final Awards Committee.

The Chairperson of TAC reported that in the context of a year in which normal school routines were disrupted, CXC took a more rigorous and careful approach to grading. It implemented an empirical approach and used data from the Paper 1 and the SBA based on profile dimensions and composite adjusted scores. The process described in the preceding section (IV) presents details of the steps taken. One concern that had to be addressed related to challenges with School-based Assessment (SBA) scores and the need to ensure that the scores reflected CXC standards. In some centres, the grades met CXC standards but others presented problems which required thorough investigation by CXC and adjustments made to bring teacher scores in alignment with CXC standard.

The model used in previous years of sampling and utilising a statistical procedure to bring scores in line with CXC standard (see Section III.1) was abandoned and large samples were remarked and used as a basis for readjustment. TAC Chairman noted that in some instances in which the model may not have captured the expected grade, a request for an individual review would suffice to ensure investigation by CXC and an adjustment made. The Team understood that TAC was of the view that rebuilding extensive relationships with countries and teachers would create an environment conducive to the prompt resolution of issues.

Some suggestions forthcoming from this meeting with which the Team concurred was that the SBA component will require more attention over the next two years and possibly the notion of sampling may have to be abandoned. It is also important for CXC to indicate the rigour of the moderation of SBAs.

VI. Group Perspectives

The Team met with focused groups for the purpose of ascertaining issues that from their point of view were considered to affect outcomes of the 2020 examinations in ways different from previous years. The groups with whom the Team consulted comprised representatives from different countries. Most of their observations indicate the following common cross regional concerns.

- i. The transfer of SBA scores for cognate subjects was identified as one of the challenges teachers experienced. Participants explained that in some cases teachers who were not familiar with the requirements may not have uploaded the SBA for cognate subjects which resulted in candidates being 'ungraded' or recorded as 'absent'. This issue was more prevalent in the case of CAPE candidates. Some participants reported that more candidates were ungraded in 2020 than in previous years. Some attributed this to the shift from sampling centres to the inclusion of all schools for moderation. Some groups surmised that the introduction of a 'sample moderation App' in 2020 to determine whether the scores awarded by the teacher and the moderated scores were within an acceptable range may have had an impact on moderation. They expressed uncertainty about the level of competence in the use of the app. Teacher participants also indicated that they had received the assurance that in cases where sampling was done, if there was a variance between the teacher's and moderator's scores, CXC would moderate the complete set of entries from a school. They questioned whether this had been done and whether it had been possible to mark all the SBAs by the date results were announced. There appeared to be lingering doubt about the handling of the moderation exercise and the specific process that was followed in 2020. One Principal observed that for CAPE Biology "the criteria on the syllabus are different from those on the moderator's mark scheme."
- ii. Issues related to grading were considered to be more worrying, particularly in the case of CAPE candidates. Participants reported that many of the candidates who had received a Grade I for Unit 1 in 2019 and expected a similar grade in Unit 2 in 2020 received lower grades. Some who had received provisional acceptance to Ivy League universities on the basis of their performance on Unit 1 and who had expected to receive scholarships would not now be considered for these. CSEC candidates who received high Grades also expect similar results at CAPE. Many were not certain of being promoted to pursue CAPE programmes because of low grades received. Concerns were expressed particularly in respect of CAPE Communication Studies and Caribbean Studies, Unit 1 in Accounts, Pure Math and Law. Principals reported that fewer candidates received Grade 1 in these subjects and they had observed a reduction in the number of Grade 1s in Communication Studies and Caribbean Studies over the last three years. They expressed uncertainty as to what the problems with the SBAs might be and suggested that more investigation needs to be pursued with regard to Communication Studies. One Principal indicated that CXC had promised Principals it would establish a committee to investigate issues related to Communication Studies but thus far "nothing has been said about it." In the case of CSEC, Principals reported low grades for Chemistry, the Graphic Design Component of Visual Arts, and Biology.

Concern was also expressed about consistency in grading and general lack of familiarity among teachers about the significance of profiles in grading. They were concerned that in many cases the profiles indicated did not match the grade awarded. The view was expressed that many teachers and, in some cases, Local Registrars may not fully understand the weighting of profiles to explain this to teachers. More specifically, the group of teachers expressed disappointment that no indication had been given to teachers about the weighting of the SBA and Paper1 and also the weighting of components in the exam. They said they would benefit from a “renewal” which includes updates and discussions about profiles.

- iii. The groups voiced some reservations about the Paper1 at both CAPE and CSEC levels. The teachers explained that when they realised that the examination model had been modified to include the Paper 1 and the SBA, they put energies into preparing students by giving them practice with specimen papers and also copies of Paper 1 from various subjects which had been set by CXC in previous examinations. They revealed the following:
- the same items keep recurring on the Paper 1 although CXC has a three year limit for items on that paper;
 - in 2020 there were more repeat questions than normal on the Paper 1;
 - past Paper 1s have been circulating on the Internet; they have been available online for the past five years;
 - Google Drive was able to provide links for Paper 1s and they all appeared to be genuine papers.

The teachers explained that expectations for a good performance in the examinations were high because candidates, having practiced on actual Paper 1s and had got all but three or four items correct, believed that the teacher scores for their SBAs and a high score on the Paper 1 would have resulted in an award of a Grade 1. This did not materialise in several cases of students who were considered to be high performing.

- iv. Another common concern relates to CXC’s handling of Queries and Reviews about the results submitted by schools and candidates. Teachers expressed concern about the length of time it takes to process queries. They commented that the query process takes too long and students are being disenfranchised by this. There is uncertainty as to what a review now means since CXC had changed the process from remarking to re-tallying marks. They claimed that candidates were afraid to ask for a review in the event that the Grade they received might be lowered. Principals and teachers expressed the view that responses to queries about grades were not forthcoming in an acceptable way from CXC. With respect to ungraded issues, they indicated that it would help if they knew whether these issues were related to a technical issue in the CXC system. They hoped to receive some indication as to CXC’s timeline for dealing with these matters.
- v. The need for improved communication between CXC, principals and teachers was indicated by all. Specific suggestions were made regarding local registrars and Principals who indicated that they are not allowed to write directly to the CXC Registrar but must do so through the local

registrar. They envisaged situations in which direct access to CXC and copied to the local registrar would result in a more expeditious approach to the solution of problems. All groups pointed to the need for a review, upgrading or knowledge sharing by CXC on the syllabus, profile weighting, SBA assessment, and how the teacher's predictive scores and student ranking factor into the grading exercise.

VI.1. Additional matters

Issues related to other matters were raised by country representatives in the groups. Some of these seemed not to be concerns in all locations. A brief summary of these is presented.

- A. 1. An issue raised in respect of moderation concerned the issue of the scope of this process each year. One representative expressed doubts about the inclusion of all schools for moderation over the period that SBAs had been introduced. The following reservation indicated uncertainties in this regard. "Prior to 2020 some schools were never included for moderation.' The result of this is that some teachers are not used to uploading all aspects of SBAs. They are also not familiar with zipped files and other tools which would improve their efficiency in completing SBA uploads." This implies that teachers would benefit from a webinar or workshop, a suggestion that was voiced more generally about the importance of periodic sessions to keep teachers informed about innovations introduced and changes to accepted practice.
2. Some teachers and principals expressed the view that a review of the role of the local registrar is needed. One representative indicated several areas requiring attention.. The following specific areas were given as examples: "The local registrars should be filters for CXC and serve a quality control function. They should be able to answer some queries, communicate with schools and be more proactive." The view was also expressed that local registrars "must have a standard for employing moderators or oral examiners and that CXC needs to ensure standardisation in this regard." In respect of the difficulties experienced in 2020, the opinion was voiced that "Some of the current issues could be attributable to the local registrar and the Ministry."
3. The management of SBAs was cited as problematic for teachers and more than one reference was made to the volume of work involved. In this regard, a comment was made about the matter of compensation for SBAs and the desire of the Teachers' Union to consult with CXC on this. The view was expressed that the clerical and administrative tasks associated with the SBAs are "time consuming."
- B. 1. Another matter related to marking and not directly related to the 2020 exercise was the process for hiring Assistant Examiners. One representative indicated that "Previously, CXC used to ask teachers to mark at CAPE level. CXC now advertises widely for Assistant Examiners and the proviso for teaching is 'recent experience.'" Some concern was voiced as to whether CXC was modifying the qualifications it requires of markers.

C. 1. The issue of the use of predictive grades was referred to within the context of teacher expectations based on their understanding of how the examination process might be different in 2020. They indicated that teachers were told that their predictive grades would have played a significant role in the final award and expressed disappointment that this seemed not to have been considered.

Summary

The Team concluded that there were challenges with communication about the examinations in 2020 and some improvement with communication between CXC and schools would have helped diminish the concerns expressed by teachers, students and parents. In particularly challenging times such as experienced with COVID – 19 in 2020 this might require the assignment of additional personnel to assist. However, the ubiquitous nature of the Internet and CXC’s increasing reliance on this modality for marking might provide an incentive for the institution to use this medium to extend its reach and improve communication with Principals, students and teachers.

The Team concluded that there was a crisis of expectations in 2020. Teachers are empowered to predict student grades and they believed their predictions would stand in this case. Much of the anxiety appears to have emerged from a lack of trust or confidence that they could rely on what they had been told in this specific regard. Further communication with teachers on this point might have obviated some of their concerns about the differences between their assessment of their students and the formal CXC assessment which resulted in lower grades. In such an instance, local registrars might have been called upon to play a proactive role in communicating with schools about the changes that would have been implemented after the modified model had been approved.

VII. Summary of student concerns

The Team received correspondence from a newly formed student organisation and also from an individual student, drawing attention to concerns that they wished to have reviewed. Their submissions echoed some of those referred to in consultations by teachers and principals.

A.

- The student organisation indicated that “many students received overall grades which did not match their allocated profile grades.”
- They claimed that “many students received overall grades of “II” and “III” in Caribbean Studies. However, many of the students who received Grade II and Grade III were in the same SBA group as students who received Grade I.” They concluded that “the students who received these lower grades submitted the same SBA as the students who received Grade 1, and hence should have been allocated the same SBA mark, which should have contributed to the allocation of a higher overall grade.”

- The third point made by the group addressed their anxiety about the timeliness with which their concerns would be addressed, particularly because “many students rely on these grades for matriculation to higher educational institutions...”

(Student organisation)

B. In the lengthy letter sent to the Team by an individual student, the following points were stressed.

- The grading system “produced results which are significantly at variance with historical trends.”
- The claim that the 2020 cohort produced a slightly improved number of candidates attaining acceptable grades “relies upon a misleading statistic which does not take into account the distribution of higher grades, nor the frequency of such grades from the traditional sources of those grades.”

(Individual student correspondence)

VIII. Summary of Parents’ Concerns

A group of concerned parents from Barbados sent correspondence to the Team on behalf of students in Barbados. They wished to draw the attention of members of the Team to the hardships experienced by some students following the publication of the results in the CAPE and CSEC examinations and to offer suggestions for actions that CXC could take, particularly in the short term, to “arrive at an equitable and timely solution.” Their concerns focused primarily on the following:

- that the results did not reflect the “past historical” performance of the students “individually nor of the schools”
- students who were already “stressed by the pandemic” had to take “revised” examinations and endure “anxiety” while waiting for an “equitable solution” to the problem with the results issued by CXC
- some students had to “leave” their university programmes for which they had been provisionally accepted and started based on their predictive grades, and others lost scholarships “which had been granted on the strength of their predictive grades.”

The critique offered in the correspondence focused on the SBAs; the challenges of moderation; the grading system and the necessity for timeliness in dealing with a revision of grading. The group suggested that priority should be given to students with time sensitive needs by having them identified and submission of requests for a review of their grades by their schools sent to CXC through the Ministry of Education, and consideration for use of predictive grades in their case. The parents also commented on the issue of the review fee, recommending a waiver; extension of the deadline for reviews and suggesting that downgrades not be given.

IX. Summary and conclusions

The Review Team noted the presentations made during consultations and delineated in the documents submitted. These focused on recurring concerns about the administration of CXC examinations and results in 2020. The challenges described were most likely amplified by constraints imposed by the Corona virus which disrupted normal school routines and communities of learning in which most students feel secure. It is possible that the imperative of working in isolation to avoid the risk of infection may have had an effect on many. That the expectations of success, unrealized in the **preliminary** results announced by CXC would have had a deleterious effect on some students is understandable. The issues delineated in the presentations focus on one primary concern, namely, that the grades received by some candidates in the 2020 CAPE and CSEC examinations were lower in some subjects than expected and some students who are considered to be high performers received low grades. In its investigation of the areas circumscribed by the Chairman of Council, the Review Team sought answers for the following questions.

1. Did the adoption of the “modified approach” and the administration of the examination affect student performance?
2. Did full moderation of SBAs in 2020 when compared with random sampling in previous years affect the results of candidates on the Paper 3?
3. Did the adjusted grading model used for determining the profile and subject grades affect the overall subject grades of candidates?
4. Were there any other factors that may have affected the performance of candidates in the examinations?

IX.1. The modified approach and student performance

In the context of an environment with services disrupted by the COVID-19 pandemic, CXC considered options that would allow candidates to write the CAPE and CSEC examinations in conditions that would eliminate risk of exposure to the virus. To this end, CXC considered four options and implemented a modified approach which was approved by the relevant CARICOM oversight committees. The approach adopted was more ‘careful and rigorous’ and sought to avoid “the pitfalls of the UK which had used only predictive grades.” It was determined that the use of the Paper 1 (multiple choice) and Paper 3 (SBA) would be examined as these two would allow for coverage of all profiles, including those normally examined in the Paper 2 which was omitted in the agreed modified model.

The circumstances in which the examinations were administered generated an increased number of challenges compared with previous years. Despite these challenges, CXC organised consultations with relevant groups, participated in interventions, a radio programme and a CARICOM video presentation to present the modified model. The CXC also extended the moderation process of Paper 3 to ensure

appropriate assessment of the profiles across subjects. In order to expedite the assessment process, CXC trained additional supervisors and used Assistant Examiners who normally marked the Paper 2 to moderate Paper 3. CXC conducted an analysis and determined that the profiles that contribute to the grades would be covered by the Paper 1 and Paper 03.

In reviewing the processes used by CXC which led to the adoption of the modified approach, the Team concluded that the use of Papers 1 and 3 was adequate to assess the profiles/modules in the various subjects and that CXC had conducted the necessary consultations in seeking to decide whether to use the approach. Further, the consultations conducted by CXC in seeking permission to use this approach were appropriate and the approach was the best option under the circumstances. However, the Team concluded that more extensive communication between CXC and educators in particular would have helped to clarify any misunderstandings that may have existed about the administration of the modified approach. Also, the processes which it proposed to use for grading and moderation could have been better explained to its stakeholders.

IX.2. Moderation

The challenges experienced with respect to moderation have been itemised in Section III of this report, but it is important to note that full moderation of the Paper 3 (the SBAs) resulted in lower scores than those teachers had awarded. CXC's observations in relation to the examination included:

- i. discrepancies between teacher scores and moderator scores;
- ii. grade inflation in some instances in teacher scores – full marks given in some cases; a score given in some cases for a non-existent response.

Given the variation with the process used in 2020 and the post hoc revelation that several uncertainties exist in school communities about subject profiles and SBA moderation, the Team is of the view that the requirement to moderate all Paper 03s from all candidates in all schools and for all subjects served to increase the thoroughness and improve the reliability of the process in 2020 compared to previous years. However, the Team also became aware of several issues within CXC and at schools related to the scoring of SBAs which need to be addressed going forward. In the immediate term, a number of requests for queries and reviews have been made by schools and candidates in respect of the grades received by candidates. Since the continuing education prospects of candidates are in abeyance as a result of uncertainty about the grades to be awarded, it is imperative that CXC treat with all queries and requests for reviews with urgency.

The results of the Paper 1 (Multiple Choice) were reported to be better than in past years. A combination of the results of the two papers could have resulted in lower than expected performance if the profile grades in the Paper 3 were revised downward and the Paper 3 carried a higher weight. The Team noted with considerable concern reports about overuse of items on the Paper 1 and the availability of examples of Paper 1 in the public domain. The exposure of items and additional preparation of students on the multiple Choice format may be related to the higher expectations of students and the increase in queries and reviews. The Team urges immediate action in this regard to

address the current aberration. CXC has indicated that it is already taking steps to address this problem and it has developed an item writing programme offered through its learning institute to generate sufficient items across subjects to correct the current deficiency. Notwithstanding, the Team is anxious that security issues surrounding the Paper 1 be thoroughly examined with the view of obviating leaks in the future and to ensure that increased dependence on electronic examinations will result in the implementation of impregnable 'firewalls' that will provide the protection of examination papers administered and stored electronically for use in the future.

IX.3. Grading

The grading model was adequate given the circumstance as it was the least disruptive in terms of parameters (weights and cut points for grades). A simulation exercise with data from previous years, however, highlighted limitations of the model, namely, shifting in the distribution of grades (reduction in Grades I to IV). Some subjects had low correlation coefficients between the overall subject scores and the profile scores. The cut points for the grades were determined by using the median values of the distribution when it is unclear how the cut points in previous years were determined. At the technical level, the limitations of the grading model and the extensive moderation used in the SBAs could have resulted in less than expected performance in **some** subjects at both CAPE and CSEC levels.

This being the case, there is justification for a review of the examination papers, including a re-marking since

- a. CXC has provided **preliminary** results which are subject to change;
- b. the grading formula suggests some degree of grade shifting;
- c. the determination of the subject grades from profile / module grades has some element of subjectivity;
- d. the wide variance between the teachers' scores and the moderators' scores require the use of a third party (in instances where this was not used).

These have implications for the administration of the examinations in 2021 and merit urgent attention by CXC.

CXC expressed concern that matters related to the presentation of the **preliminary** results were brought to the attention of the media without reference to CXC first. CXC noted that with regard to issues related to designations of 'absent' and 'ungraded', information was missing from a school or centre which meant that grading could not have been completed in these particular instances. CXC has indicated that it is working closely with local registrars to resolve instances in which reports of 'ungraded' have been received. Noting also that everything is **preliminary** until the final results are released, CXC indicated that it is responding to all issues and is seeking to a turn-around time of one week for dealing with 'ungraded' or 'absent' queries. The Review Team has made some specific recommendations with regard to reviews and these are itemised under Section X.1. Items 2, 3 & 4.

The recommendations offered by the Team for the immediate term and longer term seek to address specific issues noted in the 2020 examinations. It is the expectation that these will initiate steps leading to solutions of the problems that were underscored this year and also emphasise actions that will serve to restore faith and strengthen CXC's commitment to excellence of service and its reputation as a leading examining institution internationally.

Recommendations

The impact of the COVID-19 pandemic necessitated adjustments to the administration and grading process of the 2020 CSEC and CAPE examinations. In contrast to examining boards in several regions that cancelled or modified examinations, CXC, in consultation with regional stakeholders, adopted a modified, rigorous approach to conducting exams in 2020.

Consistent with the realized aims of the 1972 agreement of participating English-speaking Caribbean governments to regulate the conduct of examinations, CXC should consider the following immediate-term and mid-to-long-term recommendations to ensure the continued promotion of consistency, accuracy, fairness and application of standards at all stages of the process across years, subjects, and examination sessions.

X.1. Recommendations for the immediate term (2020)

1. Reasonably extend deadline beyond Friday, October 23, 2020, for submission of Requests for Reviews (RFR) consistent with the regional impact of conducting modified exams during COVID-19.
2. Reduce cost for Requests for Reviews (RFR) for this recent 2020 sitting of exams.
3. Revert to the pre-January 2018 position and practice where a Review included a remark.
4. Expedite Requests for Reviews (RFR), particularly for scripts that are borderline single grade changes.
 - a. For a predetermined period immediately after the publication of grades, this year and thereafter, a Request for Review (RFR) Portal should be created and be visibly accessible on CXC webpage - similarly prominent as the invitation to take a survey when CXC website is initially accessed.
 - i. RFR portal should be for a set time immediately following the publication of grades.
 - b. Create and formalize Emergency Request for Review (ERFR) Portal to address RFR from students with expectations for scholarships pending the status of their assessments and award of grade. Portal should be prominently displayed and easily accessible consistent with 1.a.
 - c. Implement an expedited process for payments for ERFR and RFR to be made to CXC not excluding any medium.
5. Abandon the CXC policy and practice of grade diminution in CXC's declaration "that a review of your script may result in your overall Grade either increasing, decreasing or remaining the same". CXC is estopped or prevented from arriving at a lower grade than what CXC itself previously determined and on which students relied.

6. Facilitate easier access and speedier response for Query Requests (QR), distinct from RFR, not excluding a LiveChat and/or similarly more responsive medium to make queries and receive timely responses.
 - a. QR portal should be distinct from RFR portal and available year-round.
 - b. QR portal should have a bank of suggested concerns and potential responses from which to choose, based on frequently asked questions and responses.
7. Execute a reflection workshop focussed on improved communication with local registrars about the grading exercise and function of profiles in grading.
 - a. Investigate the most expeditious and preferred avenues of communication with local registrars with the aim to strengthen and expedite communication between CXC and local registrars.
 - b. Formalize and provide continuous and interconnected series of training workshops for local registrars covering all aspects of the examination process across subjects and examinations.
 - i. Conduct reflection workshop(s) to interpret feedback from local registrars to strengthen the examination process and deepen communication between CXC and local registrars.
 - ii. Create a bank of interactive training modules and videos available on demand to local registrars from a secure portal on CXC website.
8. Execute a damage control campaign across traditional, new and emerging media to inform a positive public relations perception, leveraging reports and other initiatives relied on to ensure the continued promotion of consistency, accuracy, fairness and application of standards at all stages of the process across years, subjects, and examination sessions.

X.2. Mid-to-Long-Term Recommendations

1. Formalize the provision and release of strategic training workshops for teachers to arrest the difference between teacher-awarded scores and CXC-moderated scores.
 - a. *Reflection workshops* would better assist teachers to interpret feedback on student performance to inform ongoing and future preparation of students.
 - b. *Choice workshops* would be teacher-driven workshops where teachers would access a reservoir of professional development videos, interactive training modules, and other forms of training on requirements, content, format, structure and moderation of SBAs – readily available on CXC website and accessible anytime by teachers with the least, reasonable restrictions.

2. Institute initiatives and programmes to ensure a more rigorous and much sharper focus of teachers in preparing students for SBAs and provide requisite training on all aspects including:
 - a. SBA scoring rubrics and requirements.
 - b. Objectivity in grading.
 - c. Selecting appropriate and adequate SBA projects.
 - d. Use of informal versus formal sources.
 - e. Standardization of citations.
 - f. Teacher thoroughness and vigilance.
3. Formalise administrative training for teachers on preparing and uploading SBAs.
 - a. Training modules and short video workshops should be readily accessible to teachers on the CXC webpage with the least restricted access.
 - b. CXC TV could also be further utilized to conduct training.
 - c. Training for more effective use of technology particularly secure and CXC approved methods for uploading entries to CXC system should be readily accessible on the webpage.
4. Engage in a series of education campaigns for students to help them anticipate, respond to and avoid consistent impediments faced in completing SBAs.
 - a. Student education campaign should include no medium and be engaging and age appropriate.
 - b. A bank of training videos, modules and other media should be readily available on CXC website and TV and easily available for download and share.
5. As technological innovation for handling voluminous files is updated and refined, information should be shared with stakeholders including local registrars and teachers and requisite training conducted.
6. Conduct an audit of the standardisation process for moderation of exams within and across countries.
7. Formalise the provision of a series of workshops for examiners in each subject area on the grading approach and marking activities.
8. Replenish and expand the exam item bank on a scheduled, regular basis for all subjects in which Paper I is a component of the examination to avoid overuse and mitigate security breach. This should take place as a matter of urgency.
 - a. Introduce stricter measures to ensure the management of question security of the item bank and take immediate action on formal or informal notification of security breaches of the item bank.

- b. Maintain a separate item bank of sample questions for training and demonstration purposes appropriately and equally weighted to the official item bank.
 - c. Resist including sample questions from the sample item bank in the official item bank for official exams.
 - d. Equate new items in weight and appropriateness before questions are added to the sample item bank and the official exam item bank.
 - e. Institute a rigorous pre-testing exercise to ensure the suitability of new items are age and content appropriate.
 - f. Conduct periodic monitoring of public domain to investigate and act on information concerning questions from the item bank being available to the public.
 - g. Initiate periodic internal audits across and within territories to mitigate security breaches of the item bank.
9. Engage in a strategic network campaign to strengthen and deepen the relationship between CXC and teachers within and across territories.
10. Develop a system in which, at a minimum, regular sampling is conducted at all testing centres within and across territories.
11. Conduct an efficiency audit of the role of local registrars to strengthen communication, problem solving and training workshops.
12. Create individual portals on CXC webpage dedicated to significant class of stakeholders including students, teachers, registrars, testing centres and parents.
13. Establish a research and development unit to undertake empirical research and rigorously mine the volume of data already being collected, to inform and strengthen CXC in evidenced based and data-driven policy making.
14. Undertake contingency planning as part of CXC's strategic planning process.
15. Strengthen biennial stakeholder satisfaction surveys to assess CXC's compliance with its mandate.

Consultations held by the Review Team

October 5 & October 6, 2020

Caribbean Examinations Council

Dr. Wayne Wesley, Registrar

Dr Carol Granston - Pro-Registrar/Deputy Registrar

Mrs Nicole Manning - Director of Operations

Mr Rodney Payne - Director of Technological Innovation

Mrs Sheree Deslandes - Director of Corporate Services

Mr Richard Rose - Corporate Communications Manager

Ms Dawn Grant - Legal and Compliance Manager

Mr Alton McPherson - Senior Manager, Examinations Development & Production Department

Ms Nordia Antwine-Wint, Manager Measurement & Evaluation

Ms Dianne Medford - Senior Manager, Examinations Administration and Security Department

Mr Atiba Griffith, Senior Manager, Corporate Planning and Strategic Management

Wednesday October 7

Professor Stafford Griffith

Chairman, Technical Advisory Committee, CXC

Local Registrars

Barbados: Dr. Roderick Rudder, Deputy Chief Education Officer

Grenada: Mr. Nicholas Paul, Registrar of Examinations, Ministry of Education

Ms Valjean Alexander,

Ms Lisa Pestano,

Guyana: Mrs Sauda Kadir-Grant, Superintendent of Exams / Local Registrar

Jamaica: Mr. Hector Stephenson, Executive Director, Overseas Examinations Commission

Ms Sharon Burnett, Deputy Director, Overseas Examinations Commission

St. Kitts & Nevis: Ms Jacqueline Flemming, National Examinations Registrar (Ag)

Trinidad and Tobago: Mr. Gerard Philip, Assistant Manager, Examination Unit / Local Registrar

Thursday October 8

Caribbean Association of Principals of Secondary Schools

Mr. Ronald Mootoo, President

Mr. Curtis Greaves, Immediate Past President

Mrs. Juanita Wade, 1st Vice President

Mr. Dominic Jeremiah, 2nd Vice President

Mrs. Sonia Mahase-Persad, Member

Dr. David Browne, Member

Friday October 9

Caribbean Union of Teachers

Dr. Garth Anderson, President

Mr Don Howell, General Secretary

Ms Mary Redmond - Barbados

Ms Antonia DeFreitas - Trinidad & Tobago

Mr. Mark Lyte - Guyana

List of documents shared by CXC

1. Strategy for the Administration of Regional Examinations in 2020 sure to the Impact of COVID-19 (Submission to COHSOD – Education)
2. Report on the Modified Approach to the Administration, Marking and Grading of the May/June CSEC and CAPE Examinations
3. The Grading Model for the July/August 2020 CSEC and CAPE Examinations
4. Report from Technical Advisory Committee to FAC, September 2020
5. Report from Technical Advisory Committee to FAC, July 2019: FAC 2019 (4)
6. Report from Technical Advisory Committee to FAC 2018 (5)
7. CXC's Strategy for the Administration of Regional Examinations in 2020 Due to the Impact of COVID-19
8. Draft Decisions of the Sixth Special Emergency Meeting of the Council for Human and Social Development (COHSOD) – Education, 8, May 2020
9. PowerPoint Presentation on Moderation
10. PowerPoint Presentation on SBA Issues
11. PowerPoint Presentation on Grading: Pre-COVID
12. CAPE Regional Acceptable Grades – 2017-2020 (Excel File)
13. CSEC Regional Acceptable Grades – 2017-2020 (Excel File)
14. CAPE with subjects – Analysis of Ungraded and Absent (Excel File)
15. CSEC with subjects – Analysis of Ungraded and Absent (Excel File)
16. July 2020 Modified Approach to Copy of Digital Communications (Excel File)
17. Copy of Moderator Mark Difference re CSEC 2020 (Excel File)
18. Copy of Moderator Mark Difference CAPE 2020
19. Provisional Agenda for 72nd Meeting of the Final Awards Committee, 18 February 2019
20. Report of the 71st Meeting of the Final Awards Committee, 30-31 July 2018
21. Report of the 73rd Meeting of the Final Awards Committee, 30 July 2019
22. Report of the 74th Meeting of the Final Awards Committee, 18 February, 2020
23. Regional Performance Distribution Cape 2017-2020 (Excel File)
24. FAC Report, February 2018
25. Range of Profile Skills Assessed by Papers (Excel File)
26. Regional Performance Distribution CSEC 2017-2020 (Excel File)
27. The Range of weights for papers (Word file)
28. Report on the Meeting of the Final Awards Committee held on 16 February, 2018 (presented to SUCSEC on April 19, 2018)
29. CAPE Subjects by Cognate Group (Samples)
30. Criteria for the internal assessment – Environmental Science Syllabus, pp 55-59.
31. Caribbean Studies Mark Scheme – School Based Assessment
32. Computer Science, Unit 1 (taken from Syllabus)
33. Project descriptors – CSEC Mathematics
34. Mark Scheme and Rubrics for CSEC English E-SBA for May/June 2020
35. SBA requirements for CSEC English A

Distribution of Profiles by Paper to Guide Modelling for CSEC

SUBJECTS	Paper 01			Paper 02			Paper 03		
	P1	P2	P3	P1	P2	P3	P1	P2	P3
Additional Mathematics	✓	✓	✓	✓	✓	✓	✓	✓	✓
Agricultural Science	✓	✓	-	✓	✓	-	✓	✓	-
Biology	✓	-	-	✓	✓	✓	-	✓	✓
Caribbean History	✓	-	-	✓	✓	-	-	✓	-
Chemistry	✓	✓	-	✓	✓	✓	-	✓	✓
Economics	✓	✓	✓	✓	✓	✓	✓	✓	✓
Electrical Document Preparation & Mgmt.	✓	✓	-	✓	-	✓	✓	✓	✓
English A	✓	-	-	✓	✓	-	-	✓	-
English B	✓	✓	✓	✓	✓	✓	✓	✓	✓
Family & Resource Mgmt.	✓	✓	-	✓	✓	-	-	-	✓
Food, Nutrition & Health	✓	✓	-	✓	✓	-	-	-	✓
Geography	✓	✓	✓	✓	✓	✓	✓	✓	✓
Industrial Technology	✓	✓	-	✓	✓	✓	✓	✓	✓
Information Technology	✓	✓	✓	✓	✓	✓	-	✓	✓
Integrated Science	✓	-	-	✓	✓	✓	-	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓	✓	✓	✓
Music	✓	-	-	-	✓	✓	✓	✓	-
Office Administration	✓	✓	-	✓	✓	-	-	✓	-
Physical Education & Sport	✓	-	-	-	✓	-	✓	✓	-
Physics	✓	✓	-	✓	✓	✓	-	✓	✓
Principles of Accounts	✓	✓	✓	✓	✓	✓	✓	✓	✓
Principles of Business	✓	✓	✓	✓	✓	✓	✓	✓	✓
Religious Education	✓	-	✓	✓	✓	✓	-	✓	✓
Social Studies	✓	-	-	✓	✓	-	-	✓	-
Technical Drawing	✓	✓	✓	✓	✓	✓	✓	✓	✓
Textiles, Clothing & Fashion	✓	✓	-	✓	✓	-	-	-	✓
Theatre Arts	✓	-	-	✓	✓	✓	✓	-	✓
Visual Arts	✓	-	-	-	✓	-	✓	✓	✓

Distribution of Profiles by Paper to Guide Modelling for CAPE

SUBJECTS	Paper 01			Paper 02			Paper 03			Paper 04		
	M1	M2	M3	M1	M2	M3	M1	M2	M3	M1	M2	M3
Accounting I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Agricultural Science I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Animation & Gaming I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Applied Mathematics I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Art & Design I-II*	✓	-	-	-	✓	-	-	-	✓	✓	✓	✓
Biology I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Bldng. & Mech. Drawing I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Caribbean Studies	✓	✓	✓	✓	✓	-	✓	✓	✓	-	-	-
Chemistry I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Communication Studies	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Computer Science I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Digital Media I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Economics I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Elect. & Electronic Tech. I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Entrepreneurship I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Environmental Science I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Financial Services Studies I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Food & Nutrition I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
French I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Geography I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Green Engineering I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
History I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Information Technology I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Integrated Mathematics	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Law I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Literatures in English I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Logistics and Supply Chain Management I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Management of Business I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Performing Arts I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Physical Educatn. & Sport I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Physics I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Pure Mathematics I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Sociology I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-
Spanish I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tourism I-II	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-

INCIDENCE OF "LOW CORRELATION COEFFICIENTS" FOR SBAS OVER THE PAST 4 YEARS

CSEC

YEAR	INCIDENCE OF LOW CORRELATIONS in SBAs No. /(% of total)
2017	5458 (30%)
2018	4433 (32%)
2019	6935 (43%)
2020	7065 (36%)

INCIDENCE OF LOW CORRELATIONS BETWEEN MODERATOR AND TEACHER SBA SCORES IN
CAPE FOR THE PERIOD 2017 - 2020

YEAR	INCIDENCE OF LOW CORRELATIONS in SBAs No. /(% of total)
2017	8427 (49%)
2018	2047 (42%)
2019	6805 (63%)
2020	12214 (66%)

UNDERSTANDING YOUR GRADES

The information provided below are “Examples ONLY” and being used solely for “DEMONSTRATION PURPOSES ONLY”.

NORMAL

PROFILES	PAPER 01	PAPER 02	PAPER 03	TOTAL	%-AGE
Module/ Profile 1	30	50	20	100	$33\frac{1}{3}$
Module/ Profile 2	30	50	20	100	$33\frac{1}{3}$
Module/ Profile 3	30	50	20	100	$33\frac{1}{3}$
Total (Marks)	90	150	60	300	100

MODIFIED APPROACH

PROFILES	PAPER 01	PAPER 02	PAPER 03	TOTAL	%-AGE
Module/ Profile 1	30	-	20	50	$33\frac{1}{3}$
Module/ Profile 2	30	-	20	50	$33\frac{1}{3}$
Module/ Profile 3	30	-	20	50	$33\frac{1}{3}$
Total (Marks)	90	-	60	150	100

Historically examinations comprised of three papers namely Paper 01, Paper 02 and Paper 03 (031/032).

The modified approach required that Paper 02 be removed from administration and the candidates final grade be awarded based on the performance on Paper 01 and Paper 03.

There was no weighting given to any Profile in an attempt to compensate for Paper 02.

Candidates in 2020 are competing for the same places in higher education and the same positions in the job market as their historical counterparts. As a result, CXC must ensure that the grades awarded to candidates in 2020 are fair and equivalent to the performance of candidates who sat the examinations in previous years.

THE PROFILES – AN EXAMPLE

The scenario below will help to explain how it is possible that two candidates with matching profile letter grades may not be awarded the same overall grade. The Council’s Grading System considers profile and composite performance.

PROFILE GRADE	PROFILE 1 SCORE	PROFILE 2 SCORE	PROFILE 3 SCORE	COMPOSITE SCORE	GRADE
MAX	18	18	18	54	-
A	16	16	16	48	I
B	13	13	13	39	II
C	10	10	10	30	III
D	7	7	7	21	IV
E	4	4	4	12	V
F	1	1	1	3	VI

- From the table above, it is important to note that the letter grades represent a range of scores that contributes to the final grade awarded.

A	16-18
B	13-15
C	10-12

- The only situation which guarantees the associated overall grade is where the candidate receives the same letter grade for each profile for the composite grade band. That is every candidate who earns AAA will be awarded a Grade I and every candidate who earns BBB is awarded a Grade II.
- Changes to the letter grade combinations may lead to two candidates having a different composite grade as their performance would have been less or more on one or more profiles as shown in the examples provided.

CANDIDATE X

Profile 1	16	A
Profile 2	16	A
Profile 3	12	C
Composite	$16 + 16 + 12 = 44$	

Candidate is awarded Grade II

CANDIDATE Y

Profile 1	18	A
Profile 2	18	A
Profile 3	12	C
Composite	$18 + 18 + 12 = 48$	

Candidate is awarded Grade I

CANDIDATE Z

Profile 1	16	A
Profile 2	16	A
Profile 3	6	E
Composite	$16 + 16 + 6 = 38$	

Candidate is awarded Grade IV

Candidates should note the following for the acceptable grade bands

CSEC

Candidates with Profile Grades D, E and F would not receive a Grade I

Candidates with Profile Grades E and F would not receive a Grade II and III

CAPE

Candidates with Profile Grades D, E, F and G would not receive a Grade I

Candidates with Profile Grades E, F and G would not receive a Grade II

Candidates with Profile Grades F and G would not receive a Grade III and Grade IV

Candidates with Profile Grades G would not receive a Grade V