Form 1

Examination Meeting
2014/15
National Test

The National Test is an annual standardised examination for students. The objectives of the examination are to:

- Gather information for decision-making at the school, district and national levels.
- Identify areas of the system that require further investigation
- Identify national norms
- Compare students’ performance by school and educational districts.
B.A.J.S. prep for National Test

• Handling the examination paper
• Attempting questions
• Reading and interpreting instructions

**Please DO NOT purchase the practice tests being sold at bookstores! **
Bloom’s Taxonomy

• Identifies six different levels of thinking demanded of students

• This classification allows teachers to develop assignments and independent activities providing practice and assessment of higher and more creative levels of thinking.

• *The six levels are:*
  - Knowledge
  - Comprehension
  - Application
  - Analysis
  - Synthesis
  - Evaluation
Bloom’s Taxonomy Updated

Old Version

- Eval.
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

New Version

- Creating
- Evaluating
- Analysing
- Applying
- Understanding
- Remembering

(Overbaugh, 2009)
Revision of Bloom’s
High order thinking skills

- Creating
- Evaluating
- Analysing
- Applying
- Understanding

Low order thinking skills

- Remembering
• **Remembering**: Retrieving, recognising, and recalling relevant knowledge from long-term memory.

• **Understanding**: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarising, inferring, comparing, and explaining.

• **Applying**: Carrying out or using a procedure through executing, or implementing.
• **Analysing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organising, and attributing.

• **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.

• **Creating:** Putting elements together to form a coherent or functional whole; reorganising elements into a new pattern or structure through generating, planning, or producing.
<table>
<thead>
<tr>
<th>Know</th>
<th>Comprehend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>Classify</td>
</tr>
<tr>
<td>Define</td>
<td>Cite</td>
</tr>
<tr>
<td>Describe</td>
<td>Conclude</td>
</tr>
<tr>
<td>Enumerate</td>
<td>Describe</td>
</tr>
<tr>
<td>Find</td>
<td>Discuss</td>
</tr>
<tr>
<td>Identify</td>
<td>Estimate</td>
</tr>
<tr>
<td>Label</td>
<td>Explain</td>
</tr>
<tr>
<td>List</td>
<td>Generalize</td>
</tr>
<tr>
<td>Match</td>
<td>Give examples</td>
</tr>
<tr>
<td>Name</td>
<td>Illustrate</td>
</tr>
<tr>
<td></td>
<td>Interpret</td>
</tr>
<tr>
<td></td>
<td>Locate</td>
</tr>
<tr>
<td></td>
<td>Make sense of</td>
</tr>
<tr>
<td></td>
<td>Paraphrase</td>
</tr>
<tr>
<td></td>
<td>Predict</td>
</tr>
<tr>
<td></td>
<td>Report</td>
</tr>
<tr>
<td></td>
<td>Restate</td>
</tr>
<tr>
<td></td>
<td>Review</td>
</tr>
<tr>
<td></td>
<td>Summarize</td>
</tr>
<tr>
<td></td>
<td>Trace</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Apply</th>
<th>Analyze</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess</td>
<td>Break down</td>
</tr>
<tr>
<td>Change</td>
<td>Characterize</td>
</tr>
<tr>
<td>Chart</td>
<td>Classify</td>
</tr>
<tr>
<td>Choose</td>
<td>Compare</td>
</tr>
<tr>
<td>Compute</td>
<td>Contrast</td>
</tr>
<tr>
<td>Construct</td>
<td>Correlate</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Diagram</td>
</tr>
<tr>
<td>Determine</td>
<td>Differentiate</td>
</tr>
<tr>
<td>Develop</td>
<td>Discriminate</td>
</tr>
<tr>
<td>Establish</td>
<td>Distinguish</td>
</tr>
<tr>
<td></td>
<td>Evaluate</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesize</th>
<th>Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapt</td>
<td>Appraise</td>
</tr>
<tr>
<td>Categorize</td>
<td>Argue</td>
</tr>
<tr>
<td>Compose</td>
<td>Assess</td>
</tr>
<tr>
<td>Construct</td>
<td>Assess</td>
</tr>
<tr>
<td>Create</td>
<td>Choose</td>
</tr>
<tr>
<td>Design</td>
<td>Compare &amp; Contrast</td>
</tr>
<tr>
<td>Formulate</td>
<td>Conclude</td>
</tr>
<tr>
<td>Generate</td>
<td>Compare</td>
</tr>
<tr>
<td>Incorporate</td>
<td>Conclude</td>
</tr>
<tr>
<td>Integrate</td>
<td>Critique</td>
</tr>
<tr>
<td></td>
<td>Decide</td>
</tr>
<tr>
<td></td>
<td>Defend</td>
</tr>
<tr>
<td></td>
<td>Evaluate</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                           |                           |
|                           |                           |
|                           |                           |
|                           |                           |
|                           |                           |
|                           |                           |
Knowledge/Remembering

• Factual
• Recall or location of information
• Activities at this level provide students with information

eg.
*Circle the five words that start with a vowel.*
Comprehension/Understanding

• Understand facts
• Changing material into another form with words, art or media

eg.
Choose a word from the box that means the same as “thin”
Application/Applying

• Beginning of creative thinking
• Using information or ideas towards solving a real life problem
• Applying understanding to a situation which is new and therefore solution cannot be learned by rote

eg.
Draw a picture of two nouns that you would see in a grocery store.
Analysis/Analysing

- Taking apart information in order to better understand it
- Using information to draw a conclusion and analyze possible results
- Categorise
- Similarities and differences

*eg.*

_List two words in the story that describe movement and two that describe how something looks._
Evaluation/Evaluating

• Making a judgment, based on logical thinking
• Considered valid based on evidence to support
• Necessary for becoming intelligent decision makers
• Usually requires an opinion

eg. What is your favourite action verb and why?
Synthesis/Creating

• Creating or inventing something new
• Bringing together of more than one idea or concept
• Going beyond the information or story in a creative way

eg.
Create a poster for your school encouraging students to stop littering.
Other Question Samples

Knowledge

1. In Trinidad and Tobago the rainy season is from:
   1. January to June
   2. June to September
   3. June to December

Comprehension

1. Name 2 fun places you can visit during the rainy season.
Samples cont’d

Application

(Picture showing a rainy day with lots of clouds in the sky, a house and 2 trees)

1. There are no people in the picture. Where do you think they are and what are they doing?

Analysis

1. Give 2 similarities and 2 differences between vertebrates and invertebrates.
Samples cont’d

Synthesis

1. Make up a poster showing how to be courteous

Evaluation

1. A Form 1 student receives a Responsibility character card. What do you think they could have received it for?
Knowledge

Fill in the missing numbers.
1. 14, ___, 16, ____ , 18.

Circle the right answer.
1. I would measure my pencil in:
   metres    centimetres
Mathematics Samples

Algorithmic Thinking

Measure and draw the following line.
1.6cm –

Add the following.
1.5 + 6 =
## Mathematics Samples

### Problem Solving

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>🌈</td>
<td>🌈</td>
<td></td>
</tr>
<tr>
<td>Green</td>
<td>🌈</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>🌈 🌈</td>
<td>🌈</td>
<td>🌈</td>
</tr>
<tr>
<td>Red</td>
<td>🌈 🌈</td>
<td>🌈</td>
<td>🌈</td>
</tr>
</tbody>
</table>

1. Which colour is the least favourite of the class? ____

1. How many students have black bags? ____
Spelling and Dictation

• A compilation of all the lists for the term – (40 words)
• Missing Letters
• Jumbled Letters
• Using words in sentences of your own
Creative Writing

• Make a cluster
• Write a description using your senses
• Cloze Passage
Examination Behaviour

• All students must bring their own stationery.
  o 4 sharpened pencils
  o 1 eraser
  o 1 sharpener
  o 1 ruler (30cm)
  o coloured pencils

• After exams students will be required to rest their heads on the desks until the end of the examination period. There will be no reading, drawing or colouring.
Examination Behaviour (cont’d)

• Activity books may be brought to school along with the subject books for that day or the following day. These will be done in the periods between exams.

• Some children who participate in the Reading/Writing programme at school will be taken out of the classroom to complete examinations. These children are chosen by Mrs. Allum according to their specific needs.
Examination Paper Guidelines for Parents

• Exam papers are **not** allowed to leave the school premises for any reason.

• If an exam paper accidentally comes home please return it immediately in a sealed envelope.

• There will be one day within the first week of the term when parents can come in to view papers without an appointment. Parents may contact Mrs. Stuart-Joseph, Ms. King or Ms. Schuler to make an appointment to come in to see the exams papers in the new term.
Exam Outlines

• Gives a list of topics to review for exams
• Will correspond with each notebook
• Please check for all notes when the Exam Outline comes home
A word on edmodo

New Code: a2y45j
(Valid only for 2 weeks)
Some Reminders

• Homework is given to reinforce what is taught during the day. Please ensure that it is done so that revision will not seem too overwhelming when the time comes.

• Please also remember we are trying to teach the children to be responsible and to be accountable for their actions or non-actions.
Some Reminders

• Birthday Parties – Please remember to tell us a few days in advance. We love to celebrate birthdays but MUST have advance warning.

• Practise using Spelling words in sentences as well as drawing, colouring and labelling pictures to illustrate the words and sentences.
Student Affairs and Meetings

• Please limit What’s App messages and Phone Calls to:
  6:30am - 7:00pm – Monday to Friday
  9:00am – 12:00pm – Saturday

*Special circumstances will apply in emergencies...*

• Feel free to set up an appointment to discuss children’s progress.

• Midterm Reports come home on Tuesday – 28th October, 2014
Student Affairs and Meetings

- Please limit What’s App messages and Phone Calls to:
  - 6:30am - 7:00pm - Monday to Friday
  - 9:00am - 12:00pm - Saturday

  *Special circumstances will apply in emergencies...*

- Feel free to set up an appointment to discuss children’s progress.

- Midterm Reports come home on Tuesday – 28th October, 2014
Water Play Day

- Friday 7th November, 2014

- Regular Uniform to be worn. Bring a bag with a change of clothing – preferably old clothes and a fully stocked lunch kit. – *we will probably get wet and/or dirty.*

- Parents are invited to spend a few hours with us, or the entire day 😊 – *especially daddies.* You may also bring football, cricket and any other sports gear that they are interested in.

*(N.B. – we will probably get wet and or dirty)*
Transition Meeting

• Any particular challenges, questions, concerns that you would like addressed in the Transition Meeting?
Any Questions?