



**STATEMENT**  
**TO ANNOUNCE RESULTS OF THE**  
**2021 SITTING OF THE PRIMARY EXIT PROFILE**  
**JULY 16, 2021**

**Courtesies**

- Dr Grace McLean, Permanent Secretary
- Dr Kasan Troupe, Acting Chief Education Officer
- Senior Officers of the Ministry of Education, Youth and Information
- Members of the media

Good morning.

I am pleased to welcome you to this press conference for the announcement of the results of the 2021 Primary Exit Profile assessment.

This year's results comprise the Ability Test component administered as a single test for Grade 6 students and the combined performance in their Grade 4 Literacy and Numeracy Tests; and Grade 4 PEP Performance Task in Mathematics and Language Arts.

**RELEASE OF RESULTS**

As it was last year we had to make adjustments to the administration of the PEP 6 exams given the unprecedented impact of the COVID-19 pandemic on the education system. The Ministry of Education, Youth and Information made several changes to its approach to instruction and assessment. These changes were

guided by research and proven psychometrical processes, consistent with our commitment to provide a first-class education to every Jamaican child.

In addition to the usual channels available for retrieving students' scores and placement information, the Ministry has also offered online access to the results. This is available at [parents.dpisonline.com](https://parents.dpisonline.com). This site is designed to present parent reports to all parents and guardians of students who are transitioning from primary level institutions to high schools.

### **PLACEMENT AND SCORING**

The computation of the Placement Score for 2021 comprises of five (5) tests:

1. Grade 4 Literacy
2. Grade 4 Numeracy
3. Grade 4 PEP Performance Task – Mathematics
4. Grade 4 PEP Performance Task – Language Arts
5. Grade 6 Ability Test

Similar to the Grade Six Achievement Test, the Primary Exit Profile uses the Total Placement Score for ranking and placing students based on a weighted formula of standardized test scores. After using several statistical models to test multiple scenarios, the most equitable weighting that determined the placement of students in 2021, provides for an equivalent ratio contribution by grade level as follows:

- Grade 4 – 20%
- Grade 6 – 80%

## Rationale for Weights

The cancellation of the PEP 5 Performance Task Tests in 2020 created a gap in the scores that were intended to be used as a contribution to placement for the current grade 6 cohort of students. Consequently, this group of grade 6 students will be placed in high school using their 2019 Grade 4 PT scores along with PEP 6 Ability Test.

For this year 2021, a total of **37,278** students were registered to sit the PEP ABILITY Test. **37,139** sat the Ability Test as there were 139 registered students who were absent.

Of the total number registered to sit, **4,420** were from Independent schools or sat as private candidates. The other **32,858** were registered in the public schools.

**Table 1: Number of candidates registered by Sector**

School Types	Male	Female	Total
Public	16,627	16,231	<b>32,858</b>
Private	2,173	2,247	<b>4,420</b>
Overall	18,800	18,478	<b>37,278</b>

## STUDENT PLACEMENT

Thirty-one thousand, four hundred and seventy-nine (84.44%) of students were placed in one of their preferred schools. Since 2015, parents have been given the opportunity to indicate two additional school choices to the standard five that they had in the past. These two additional choices were selected from a cluster of schools that were within a 10-mile radius of their attending schools (primary school).

Four thousand, three hundred and fifteen (11.58%) of the students were placed in secondary level schools that are in proximity to the schools they currently attend. A further 2.09% (778) of students were placed manually in secondary level schools in proximity to the address they submitted at registration.

Even though the tests and/or components used to place students have changed over the past 3 years, the mechanism used to place students remains the same. We are therefore confident that even in this unprecedented COVID-19 crisis, the method used to place students this year is fair, reliable and consistent with what previously existed.

### ***Students' Achievement***

With the Ministry taking the decision to cancel the PEP 6 Performance Tasks and the Curriculum Based Test, a hybrid approach was used to place the students. Based on this combination of scores, we are not able to speak to the achievement of the students in relation to the skills and competencies as outlined by the National Standards Curriculum at the Grade 6 level.

The students were however, placed on Pathways using the scores attained on the Literacy Tests and the Language Arts Performance Tasks.

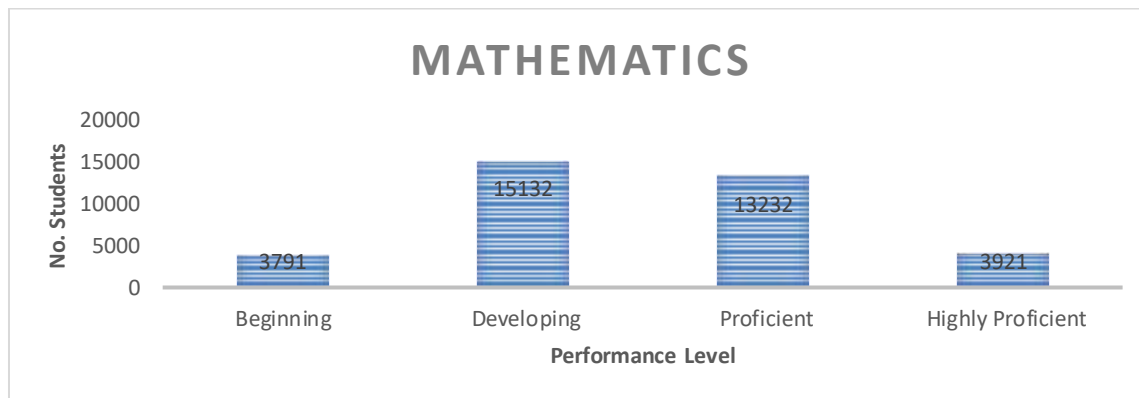
### **GRADE 4 Performance Tasks**

In reporting students' achievement of the National Standards Curriculum at Grade 4 the following four categories are used for all four subjects: Beginning, Developing, Proficient and Highly Proficient.

The table below outlines student performance as described by the four reporting categories (Beginning, Developing, Proficient and Highly Proficient).

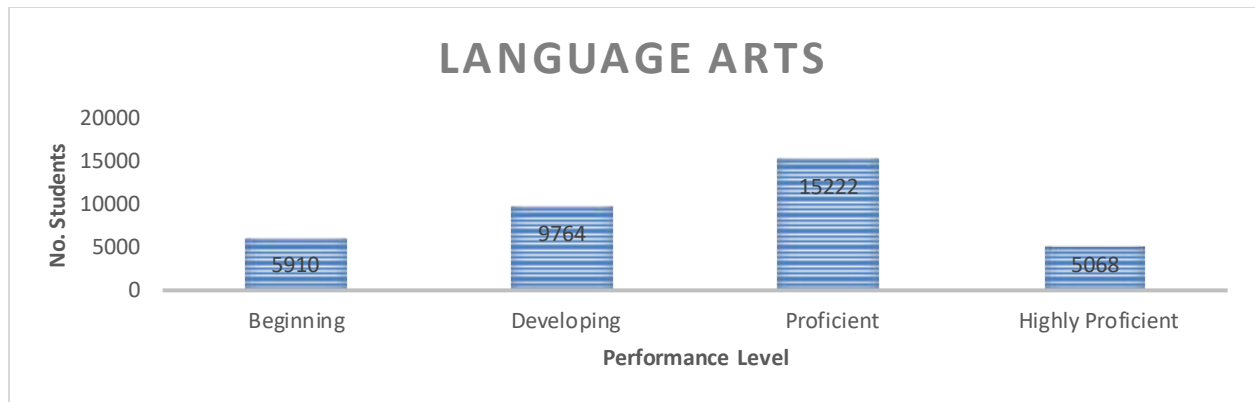
**Table 12: Showing student achievement in Mathematics**

Achievement Level	Number of students	Percent of cohort
Beginning	3,791	10.5%
Developing	15,132	41.9%
Proficient	13,232	36.7%
Highly Proficient	3,921	10.9%



**Table 13: Showing student achievement in Language Arts**

Achievement Level	Number of students	Percent of cohort
Beginning	5,910	16.4%
Developing	9,764	27.2%
Proficient	15,222	42.3%
Highly Proficient	5,068	14.1%



The results from students' performance in grade 4 in 2019 show that more than 50% of all students are at the Proficient or Highly Proficient Level in Language Arts and 48% of students were Proficient or Highly proficient for Mathematics. It must be noted that majority of the students were at the Developing level for Mathematics in 2019.

## **GRADE 6**

The Ability Test assesses how well students are able to reason with numbers and words. The two skills assessed in this test are quantitative and verbal reasoning. The distribution for the Ability Test remains normal and students are therefore performing at the expected levels based on the Ministry's assessment.

## **Placement of Special Needs Students**

There were 27 students registered for PEP 2021 with special needs. These special needs include physical challenges (wheel-chair bound), visually impaired, hearing impaired and intellectual challenges. The unique needs of each child are assessed by the Special Education Unit (SEU) and the schools they are placed in are evaluated to ensure that they will be fairly accommodated.

## **PATHWAY PLACEMENT**

For the academic year 2020/202, three (3) criteria were used to place students on the Secondary Pathway programme. These were: grade 4 literacy achievement, grade 4 language arts achievement, and the grade 6 ability test percentile rank. Students achieving 'acceptable scores' in any two of the three criteria are placed on pathway I.

### **Description of Pathways**

1. Secondary Pathway I (**SP I**) – students on this pathway are those who are categorized as showing competence and are deemed ready to access the content at grade 7.
2. Secondary Pathway II (**SP II**) – students on this pathway are those who are categorized as on par in achieving the required skills at grade 7. These students are in need of minimum support in accessing content at Grade 7.
3. Secondary Pathway III (**SP III**) – students on this pathway are those who are categorized as needing intense ongoing support in accessing the content at grade 7.

Students who are on Secondary Pathway III will undergo a psycho-educational assessment to determine the targeted programme of study they will receive at the secondary level.

Twenty-Three hundred and fifty-six (23,356) students were placed on Pathway I, of this amount ten Thousand One Hundred and Fifty-Four (10,154) were males and Thirteen Thousand Two hundred and two were females (13,202).

## **CONCLUSION**

As students transition to high schools in 2021 the MoEYI is cognizant of the fact that no statements are being made of students' achievement of the National

Standards Curriculum at Grade 6. In an effort to provide data on students' achievements of the NSC, the MoEYI administered Diagnostic Tests in the four main subject areas: Language Arts, Mathematics, Social Studies and Science. The Ministry will be introducing the National School Learning and Intervention Plan (NSLIP) to make up the learning loss as students advance in the system.

The results will be available online at the parent portal as of 2:00pm today. The Regional Offices are all prepared to support schools and parents in accessing and printing results where the service is needed. Parents and/or guardians can call the Educate Jamaica helplines at 888-EDU-CATE (888-338-2283) and 888-SCH-TIME (888-724-8463) for any queries or concerns.

We want to express our sincere thanks to the teachers, education officers, invigilators and administrators at all levels who worked with our students amid tremendous challenges to help them get to this point.

Congratulations also to all our students. We will continue to work with you to help you continue working at your very best.

Thank you.

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