



**THE HON. FAYVAL WILLIAMS  
MINISTER OF EDUCATION AND YOUTH  
ANNOUNCED THE RESULTS OF THE  
2022 SITTING OF THE PRIMARY EXIT PROFILE EXAMS  
JULY 8, 2022**

**Courtesies**

- Mrs. Maureen Dwyer, Permanent Secretary
- Dr. Kasan Troupe, Acting Chief Education Officer
- Senior Officers of the Ministry of Education and Youth
- Members of the media

Good morning.

I am pleased to welcome you to this press conference for the announcement of the results of the 2022 Primary Exit Profile assessments.

As it was last year, the Ministry of Education and Youth made adjustments to the administration of the PEP 6 exams given the unprecedented impact of the COVID-19 pandemic on the education system.

The Ministry also 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.

For 2021/2022 academic year the Ministry of Education adjusted the content coverage for the achievement component of the tests. Students were assessed

using the content from the first term through the Second Term, Unit 1. The tests were administered as outlined below:

- Ability Test - March 2022
- PEP Curriculum Based Tests – April 2022

(Mathematics, Science, Social Studies and Language Arts)

Caution must be taken in making comparison of the Primary Exit Profile over the years as the components varied due to the impact of the pandemic.

### **PEP 6 2022 Administration**

For the Ability Test and Curriculum Based Tests, students sat their examinations in 1,054 examination centres under the supervision of a Presiding Examiner and invigilators. Regional Teams were set up to act as “monitors” on the days of administration to ensure the examinations were administered according to the prescribed guidelines. The Presiding Examiners and Invigilators were trained in February 2022 by the Student Assessment Unit and Regional Teams to preside over the exams.

### **Exam Registration**

For the exam period, 36,078 students (18,495 boys and 17,583 girl) were registered to sit the examinations.

**Table 1: 2022 PEP Statistical Summaries**

<b>Registration Statistics</b>	<b>2022</b>			
	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>% to the nearest whole</b>
Number registered	18,495	17,583	36,078	-
Number absent	459	327	786	<b>2%</b>
Number sitting	18,036	17,256	<b>35,292</b>	<b>98%</b>

## **STUDENT PLACEMENT**

Of the **35,292** students who sat the examination, **35,272** were placed in a school at the secondary level. Twenty students were not placed in a public school at the secondary level based on their requests.

Of the **35,272** students who were placed using the results of the PEP examination, **99%** were placed in High schools and less than **1%** was placed in a Special Needs School. No student was placed in a Primary Junior High School, as the junior high school departments of these schools have been phased out.

Additionally, **30,778 (87%)** 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 students' primary level attending schools.

These two additional choices are factored in as the sixth and seventh preferred schools for placement. Of the total number, 4,078 (**12%**) students were placed in secondary level schools that are in proximity to the schools they currently attending (secondary placement/proximity placement). A further **416 (1%)** were placed manually in secondary level schools. Factors taken into consideration for manual placement included: proximity of secondary school to the home address the students submitted and whether or not students are PATH beneficiaries.

We want to underscore that the Ministry of Education continues to employ strategies to increase the quality of secondary school places. Some of these strategies include:

- increase in financial allocation to schools for resources
- phasing out of schools on shift system by providing additional places
- refurbishment of existing facilities

- development of partnerships where necessary for students with special needs
- School Improvement Support and Monitoring

It must be noted that 100% of our schools are now a school of choice, in that students are now selecting a variety of schools as their preferred school for placement even though there is still a high demand for the traditional high schools.

### **PLACEMENT of PATH BENEFICIARIES FOR PEP 2022**

This year, six thousand eight hundred and thirteen (6,813) students who are PATH beneficiaries sat the PEP 2022 Examination. Of this number 3,423 were boys and 3,390 were girls. Six thousand one hundred and sixty-four (90%) were placed by preference (choice) and five hundred and sixty-two (9%) students were placed by proximity, also eighty-seven (1%) were manually placed. This shows that a significant number of PATH beneficiaries are getting their preferred school of choice.

### **STUDENT ACHIEVEMENT**

The Primary Exit Profile represents a new approach in the reporting of the scores while ensuring that the scores are aligned to the Competence Based Transition Policy and the Alternate Pathways for Secondary Education. One of the major goals of the National Standards Curriculum is to enable students to become critical-reflective thinkers, creative problem solvers, effective communicators and natural collaborators. The Primary Exit Profile aims to assess these skills and competencies as outlined by the National Standards Curriculum.

In reporting students' achievement of the National Standards Curriculum at Grade 6, the following four categories were used for all four subjects:

**1. Beginning** – Students at this level demonstrate **limited or no evidence of the required competence** necessary at Grade 6, as specified in the National Standards Curriculum (NSC). These students will need intensive on-going academic support at Grade 7.

**2. Developing** – Students at this level demonstrate **partial evidence of the required competence** necessary at Grade 6 level, as specified in the National Standards Curriculum (NSC). These students will need targeted academic support at Grade 7

**3. Proficient** – Student at this level demonstrate **adequate evidence of the required competence** necessary at Grade 6, as specified in the National Standards Curriculum (NSC). These students *may* need minimal academic support and/or extended learning activities at Grade 7.

**4. Highly Proficient** – Students at this level demonstrate an **advanced level of competence** necessary at Grade 6, as specified in the National Standards Curriculum (NSC). They *may* need extended learning activities at Grade 7.

**Placement Score** is the score used to place students in a high school. This score is derived by:

- determining the number of questions, a student answered correctly on each test
- convert scores to standard scores
- combining these standard scores and using them to rank and place the students

It is important to note that the higher the placement score, the better the student performed.

**Scaled Scores** are used to report students' achievement of the National Standards Curriculum (NSC). The report will show students' scaled scores in four subjects. Scaled scores are derived by taking the number of questions the

student answered correctly on each test, then converting these to a common scale that range from 200 – 400.

The scaled scores are directly aligned to achievement level descriptors (beginning, developing, proficient and highly proficient), which detail how well a student has achieved the required knowledge, skills and competencies as outlined in the NSC for each subject. They also capture and document the level of support students may need at each level and their overall readiness for Grade 7. The score in each subject should be aligned to the appropriate achievement level in order to identify exactly where on the learning continuum the student may be located.

**Percentile Rank** - The Ability Test is reported as a percentile rank. This percentile rank tells how well a student performs on the Ability Test compared to all other students that sat the test. For example, a student who is in the 95<sup>th</sup> percentile would have performed better than 95% of all test takers on the Ability Test.

### **Alternative Pathway to Secondary Education**

Another feature of the PEP Individual Summary Report is the specified pathway that each student is placed at the secondary level. There are three pathways at the secondary level:

**Pathway I:** A curriculum-based 7- year programme that will access the National Standards Curriculum at Grades 7 – 9, the Career Pathways at Grades 10-11 and the Sixth Form Pathways at Grades 12-13.

**Pathway II:** A curriculum-based 2-year transitional programme. Students will be provided with targeted intervention and support to enable their transition to Pathway I after two years. The students will then access the Career Pathways at Grades 10-11 and the Sixth Form Pathways at Grades 12-13.

**Pathway III:** Students will be instructed using a modified curriculum in the core subject areas. They will be provided with targeted instructional and assessment support throughout their 7-year programme of study. Based on their learning progress, students may transition to either pathways I or II during the period of Grades 7-9 and then access the Career Pathways at Grades 10-11 and the Sixth Form Pathways at Grades 12-13.

**UNDERSTANDING THE STUDENT’S SCORE**

The Ministry of Education and Youth has established a reporting system for PEP which is based on a series of performance levels and descriptors supported by a range of scores for each subject assessed. The levels range from Beginning to Highly Proficient and describe students’ achievement of the National Standards Curriculum. The table below provides the description of the each of achievement levels to be utilized for reporting student performance.

<p><b>BEGINNING</b> Student demonstrates limited or no evidence of required competence necessary at this grade level, as specified in the National Standards Curriculum and will need intensive, on-going academic support at grade 7.</p>	<p><b>DEVELOPING</b> Student demonstrates partial evidence of required competence necessary at this grade level, as specified in the National Standards Curriculum and will need targeted academic support at grade 7.</p>	<p><b>PROFICIENT</b> Student demonstrates adequate evidence of required competence necessary at this grade level, as specified in the National Standards Curriculum and may need minimal academic support and or extended learning activities at grade 7.</p>	<p><b>HIGHLY PROFICIENT</b> Student demonstrates an advanced level of competence necessary at this grade level, as specified in the National Standards Curriculum and may need extended learning activities at grade 7.</p>
--	--	---	---

Each subject has a corresponding range of scores. The range of score for each subject is based on scaled scores derived from the students' raw scores.

<b>Score Ranges by Subject</b>				
<b>Subject</b>	<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>	<b>Highly Proficient</b>
<b>Language Arts</b>	< 251	251 – 276	277 – 326	> 326
<b>Mathematics</b>	< 267	267– 293	294 – 347	> 347
<b>Science</b>	< 257	257 – 293	294 – 323	> 323
<b>Social Studies</b>	< 265	265 – 292	293 – 327	> 327

*Table 3. Table showing student achievement in the various subject areas*

Tests	<b>Beginning</b>		<b>Developing</b>		<b>Proficient</b>		<b>Highly Proficient</b>	
	% of Students	Number of Students	% of Students	Number of Students	% of Students	Number of Students	% of Students	Number of Students
Mathematics	5.7	1,995	43.5	15,312	45.9	16,149	4.9	1,731
Science	1.2	415	45.0	15,834	33.8	11,891	20.0	7,042
Social Studies	4.8	1,672	41.9	14,729	37.2	13,108	16.1	5,681
Language Arts	0.9	322	22.0	7,741	62.7	22,060	14.4	5,052

Information gleaned from students' performance in the various subject areas shows that less than 6% of all students are at the Beginning Level. This means that less than 6% of the students who sat the examination demonstrated limited



or no evidence of the required competencies and skills for readiness in Grade 7 in all subject areas.

The students who are categorized as “Beginning” will need intensive on-going academic support at Grade 7. At the other end of the spectrum, over 50% of students are categorized as Proficient or Highly Proficient in all four subjects.

This means that these students demonstrate an advanced level of the required skills and competencies for readiness in Grade 7.

Based on the students’ performance it is evident that the education system at the Primary Level is moving in the right direction.

### ***Analysis of Student Performance in Mathematics***

Based on the results shown in Table above, 45% of male students who sat the test have demonstrated Proficiency or High Proficiency in the concepts, procedures and application of skills required by the NSC in Mathematics while 56% of female students achieved proficiency or high proficiency.

Twice the number of male students are at the beginning level in Mathematics when compared to the female students. 46.8% of the male students are at the Developing level while 40% of female students are the Developing level.

These students are considered to be “borderline” students and with some targeted support, will develop the skills that will enable them to become proficient in Mathematics.

**Table showing 2022 Performance in Mathematics – M/F**

<b>Achievement Level</b>	<b>Male</b>		<b>Female</b>	
<b>Beginning</b>	1,426	7.9%	569	3.3%
<b>Developing</b>	8,414	46.8%	6,898	40.0%
<b>Proficient</b>	7,362	41.0%	8,787	51.0%
<b>Highly Proficient</b>	760	4.2%	971	5.6%

### ***Analysis of Student Performance in Science***

46.6% of male students who sat the test have demonstrated Proficiency or High Proficiency in the concepts and skills required by the NSC in Science while 61.4% of female students achieved proficiency or high proficiency. Twice the number of male students are at the beginning level in Science when compared to the female students.

The data show that 51.8% of the male students are at the Developing level while 38% of female students are the Developing level. These students are considered to be “borderline” students and with some targeted support, will develop the skills that will enable them to become proficient in Science.

### ***Analysis of Student Performance in Social Studies***

Based on the results shown in Table below, 44.7% of male students who sat the test have demonstrated Proficiency or High Proficiency in the knowledge, skills and competencies required by the NSC in Social Studies while 62.5% of female

students achieved proficiency or high proficiency. 48.5% of the male students are at the Developing level while 35% of female students are the Developing level. These students are considered to be “borderline” students and with some targeted support, will develop the skills that will enable them to become proficient in Social Studies.

<b>Table showing 2022 Performance in Social Studies – M/F</b>				
<b>Achievement Level</b>	<b>Male</b>		<b>Female</b>	
<b>Beginning</b>	1,225	6.8%	447	2.6%
<b>Developing</b>	8,707	48.5%	6,022	35.0%
<b>Proficient</b>	5,692	31.7%	7,416	43.1%
<b>Highly Proficient</b>	2,342	13.0%	3,339	19.4%

***Analysis of Student Performance in Language Arts***

Language Arts had the most students attaining proficiency or high proficiency when compared to the other subjects. This is commendable as a great emphasis of the Language Arts curriculum is students’ application of reading and research skills. Based on the results shown in Table above, 68.5% of male students who sat the test have demonstrated Proficiency or High Proficiency in in reading, writing and research skills required by the NSC in Language Arts while 86% of the female students achieved proficiency or high proficiency.

**Table showing 2022 Performance in Language Arts – M/F**

Achievement Level	Male		Female	
	Count	Percentage	Count	Percentage
<b>Beginning</b>	254	1.4%	68	0.4%
<b>Developing</b>	5,405	30.1%	2,336	13.6%
<b>Proficient</b>	10,181	56.7%	11,879	69.0%
<b>Highly Proficient</b>	2,119	11.8%	2,933	17.0%

**Conclusion**

In conclusion it must be noted that this form of assessment has several benefits such as:

- ✓ More accurate claims will be made about students
- ✓ Students’ achievement of the curriculum and their progress will be monitored more regularly
- ✓ More opportunities will be provided for teachers to identify students’ strengths and weaknesses and therefore plan lessons to meet the specific needs of students
- ✓ Students can monitor their own learning

The methods used to report students’ performance in the Primary Exit Profile provide a more holistic overview of what each child knows and can do as they transition from the primary level of education to the secondary level. The data gathered from the Primary Exit Profile will serve several purposes:

- Placement at the secondary level

- A measure of the Achievement of the National Standards Curriculum (Mathematics, Language Arts and Science) as well as the students Ability.

The results will be available online at the parent portal as of 2:00 p.m. 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.

-0-