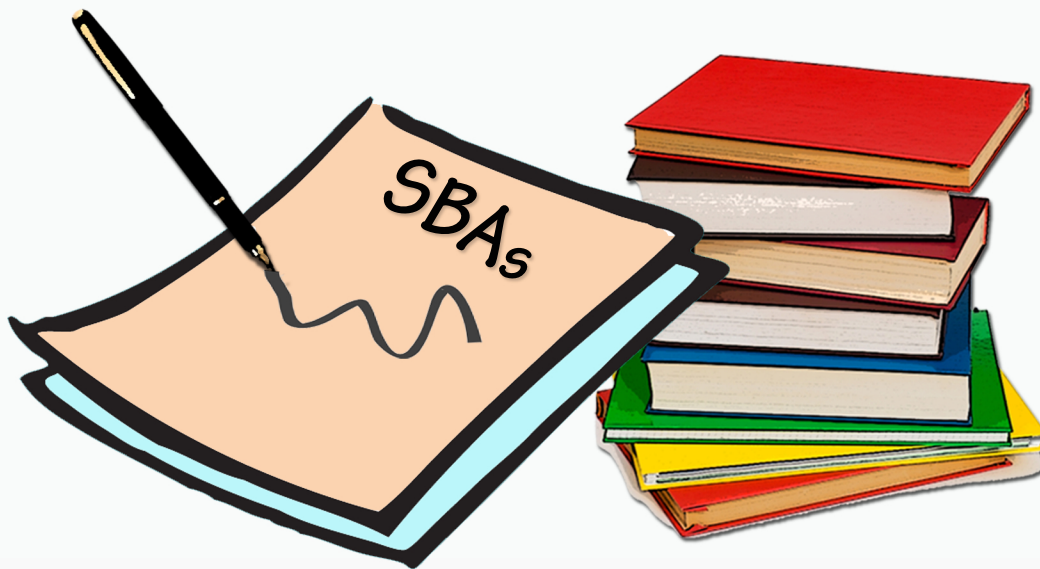




Government of the Republic of Trinidad and Tobago
MINISTRY OF EDUCATION

Curriculum Planning and Development Division

Guidelines for Managing School-Based Assessments (SBAs) In Trinidad and Tobago



Standards for and Expectations of Various Stakeholders

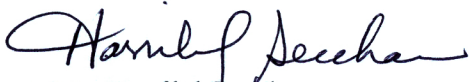
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FOREWORD

In any education system, the forms in which assessments are administered, are widely recognised as determinants of educational practice. School – Based Assessment (SBA), is an assessment strategy which is embedded in the teaching and learning process and allows for constructive feedback to improve students’ learning abilities. The SBA empowers teachers to be an ongoing part of the assessment mechanism. The SBA tasks are developed by teachers and are required to meet the stipulations of the existing syllabi. In keeping with the outlined Ministerial Priorities of the Ministry of Education, specifically to, *‘Ensure that our school curriculum and teaching methods are relevant and continuously updated and lead to innovation, entrepreneurship and wealth creation.’*, it has become necessary to articulate and communicate distinct, accurate guidelines for managing SBAs that represent the standards for and expectations of the various stakeholders.

This document, developed by the Curriculum Planning and Development Division (CPDD), contains guidelines that indicate the standards for production, administration and monitoring of SBAs. It also provides overall guiding principles for the establishment of SBA management systems in schools. It is expected that these guidelines will help to minimize the threats and lack of conformity which reduce the efficacy of SBAs as a valid and reliable tool in the examination regime of the Caribbean Examinations Council (CXC). It is also anticipated that these guidelines will allow all stakeholders (students, teachers, Heads of Departments, parents, Principals, Vice Principals, Curriculum Officers, School Supervisors, and the CXC Local Registrar) to recognize the purpose and value of SBAs as an integral part of the school curriculum.



Mr. Harrilal Seecharan
Chief Education Officer.

RATIONALE

School Based Assessments (SBAs) should be seen as one source of collecting objective, verifiable evidence of learning by candidates using approved, standardized instruments. This method of assessing learning was introduced by the Caribbean Examination Council (CXC) and it is seen as a critical element in their suite of examinations at the Caribbean Secondary Education Certificate (CSEC) level, at the Caribbean Vocational Qualifications (CVQ) areas and at the Caribbean Advanced Proficiency Examinations (CAPE). These examination regimes utilize a range of item types in making a contribution to candidate scores. Unfortunately, over the years, there have been many proven and alleged instances of fraudulent or inept behaviours on the part of candidates and administrators among others in Trinidad and Tobago. These behaviours include:

- Incomplete and poor quality submissions by students to teachers and by schools as samples to the CXC.
- Plagiarism demonstrated through uncited or poorly cited quotations.
- Unacceptable sources for research information.
- Unclear or incorrect instructions, directions and guidance of students.
- Inadequate material and pedagogical support for students.
- Poor or inaccurate marking practices through use of old documents or misunderstanding of rubrics that leave room for individual judgment.
- Malpractice through collusion between students or overly extensive help provided by teachers.
- Fabrication and falsification of interview responses or experimental results.
- Absence of clear guidelines for procedures for a quality, unbiased, ethical and universally understood SBA system in one's Department or school.

- Signing-off on documents without ensuring that they are accurate and verified.

WHAT IS SCHOOL-BASED ASSESSMENT?

A School-Based Assessment (SBA) is a project or assignment which is done by an examination candidate as a contribution to his or her final exit grade. If approached in the right spirit by the candidate, it demonstrates a good understanding of subject content and a proficient application of useful skills and competencies developed and refined during study of the subject. Projects and assignments include research papers on quantitative and qualitative studies, reports after actual events, reports after simulated events, reports after interviews of appropriate persons, reports from observations, demonstrations of skills, performances, pieces to be done in-school and out-of-school settings, visual art pieces, reports after laboratory experiments, portfolios, teacher-made tests and oral examinations. Most subject examinations offered by the CXC require that in-school candidates complete an SBA. The CXC continues to devise ways and means of assessing candidates via SBAs.

SUBMISSION OF MARKS AND SAMPLES

As indicated by the CXC, SBA marks are to be submitted on specific forms or electronic web-based databases. Beginning 2016, the submission of SBA samples in specified subject areas can be made either through the online modality or as hard copy submissions.

WHICH CSEC SUBJECTS HAVE AN SBA COMPONENT?

- Additional Mathematics
- Agricultural Science
- Biology
- Caribbean History
- Chemistry
- Clothing and Textiles
- Economics
- English A and English B (effective 2018)
- Electronic Document Preparation and Management
- Food and Nutrition
- Geography
- Home Economics Management
- Industrial Technology
- Information Technology
- Integrated Science
- Music
- Office Administration
- Physical Education and Sport
- Physics
- Principles of Accounts
- Principles of Business
- Religious Education
- Social Studies
- Technical Drawing
- Theatre Arts
- Visual Arts

WHICH CAPE SUBJECTS HAVE AN SBA COMPONENT?

- Accounting
- Agricultural Science
- Applied Mathematics
- Arts and Design
- Biology
- Building Mechanical and Engineering Drawing
- Caribbean Studies
- Chemistry
- Communication Studies
- Computer Science
- Digital Media
- Economics
- Electrical and Electronic Technology
- Entrepreneurship
- Environmental Science
- French
- Food and Nutrition
- Geography
- History
- Information Technology
- Law
- Literatures in English
- Logistics and Supply Chain Operations
- Management of Business
- Performing Arts
- Physics
- Pure Mathematics
- Sociology
- Spanish
- Tourism

HOW DO STUDENTS BENEFIT FROM SBAs?

An SBA may contribute as much as 70% towards a student's final grade in some of the Caribbean Secondary Examination Certificate (CSEC) and Caribbean Advanced Proficiency Examinations (CAPE). In other cases, SBAs still contribute a significant 20%. Since SBAs generally allow opportunities for self-paced production and comprehensive feedback from teachers, it can be viewed as an excellent method for effective integration of teaching and learning with assessment.

After the teacher has taught through discussion and demonstration, students, individually or in groups, can attempt to demonstrate what they have learnt and have it subjected to standardized and known appraisal rubrics. As students and teachers gain an understanding of the students' strengths and weaknesses, the SBA, and indeed the other assessment papers, can be approached more thoroughly with confidence, a sense of independence and an increased motivation to improve one's performance as student and teacher.

SBA SYSTEM REQUIREMENTS

A successful SBA system requires both general and specific actions in order to be carried out efficiently and effectively. These include:

- Demonstrating candidate skills and competencies.
- Contributing to overall grade award.
- Providing information to the national education profile.

Generally, the SBA programme requires ongoing commitment to collaborative behaviours and efforts among key stakeholders, who know, accept and perform their individual tasks and actions to the best of their ability. There is a need for persons to use a systematic

approach to the production, administration and monitoring of the SBA programme at all levels of the system, including, the classroom, the school and the Ministry of Education.

ROLES AND RESPONSIBILITIES

The following information outlines the key actions and competencies expected from the major stakeholders in the system, beginning with the classroom (students, parents and teachers) and moving out to school administrators (Heads of Department and Principals) and concluding with system level officials, in particular, monitoring personnel such as Curriculum Officers and School Supervisors (SS IIs), assessment personnel such as Moderators and External Verifiers and the CXC Local Registrar (CXC-LR).

STUDENTS

Students should treat SBAs as instruments that place them in positions of power. The right approach to the production of SBAs can help to determine the quality of the head-start with which they enter the remaining examinations in any one subject. In order to complete SBAs of exceptional quality, they should employ the effective strategies outlined below.

Students should:

- Obtain the latest copy of the relevant syllabus and be clear about the task requirements and rubrics for each SBA they are required to do.
- Obtain a copy and be clear about their school's regulations, procedures, timelines, critical dates and deadlines for completion and submission of interim assignments.
- Aim to achieve the highest possible marks for their completed SBAs.
- Make an early start. Ask teachers for requirements as soon as possible and/or seek information from the CXC website (www.cxc.org).

- Plan for completion of big tasks by chunking each one into manageable mini-actions with dates, resources and expected outcomes identified. (Link the dates with class schedules/deadlines).
- Keep records in folders and maintain back-up files (e.g. email to self and/or save on removable devices) all SBA-related work including, brainstormed ideas, planning documents and researched information.
- Request and make use of detailed feedback to improve subsequent submissions.
- Ensure that the work submitted is ultimately their personal and best effort.
- Acknowledge sources and resources properly in their work.
- Complete and submit assignments on time, neatly and in the form required.
- Have access to marks earned prior to exam.

STUDENTS WITH SPECIAL NEEDS

The Student Support Services Division (SSSD), of the Ministry of Education, stands ready to ensure reasonable accommodation, such as additional time and resources are provided for the completion of SBAs by students with special needs. Their mandate includes assessment of students from the time they enter primary schools, and case by case information is followed up as students transition to secondary schools. Schools are required to put procedures in place to meet the additional necessities required for students with special needs to conduct SBAs, including requests for acceptance of SBAs submitted in other formats such as in Braille or as oral submissions. Information can be obtained from the following document: *'The Ministry of Education: Policy Guidelines for the Provision of Alternative Arrangements (Special Concessions) for Students Writing Local Examinations.'*

PARENTS

Parents' interest in their children's success should encourage an understanding of the role of the SBAs in formative assessment *for* learning and summative assessment *of* learning. They must play a crucial supporting role which ensures that their children are confident and motivated to complete all SBAs to the best of their ability.

Parents should:

- Demonstrate a keen interest in their children's work by asking regularly about what they are doing and what is expected of the SBAs.
- Obtain a copy and be clear about the school's regulations, procedures, timelines, critical dates and deadlines for completion and submission of interim assignments.
- Prepare to finance and accommodate the acquisition of necessary resources such as art supplies, cooking supplies, Information Communication Technology (ICT) devices, field trip expenses and stationery supplies.
- Monitor and urge their children towards responsible and honest completion of assignments and final SBA products in accordance with the school's timelines and stipulated requirements.
- Examine the feedback on returned assignments and discuss how this will be used to inform subsequent submissions.
- Respond to alerts and concerns about delinquency, or fraudulent submissions in a collaborative, proactive and positive manner.
- Refrain from doing the work or organizing for someone to do the work for their child.
- Have access to marks earned by students prior to exam.

TEACHERS

The teacher's role is central in assessing the students' achievement and the SBA provides opportunities for teachers to take that responsibility seriously. All SBAs, some more than others, require teacher input in shaping the assessment instrument that will be submitted. Some SBAs require teachers to create (and submit to the CXC), teacher-made table of specifications, test questions, keys, mark schemes and rubrics. Practical elements require that teachers observe and assess manipulative skills, general work habits and products over a period of time, as skill levels and competencies increase. Other SBAs are set by teaching groups and coordinated by a national subject coordinator for the particular jurisdiction. Some subjects have topics sent in advance by the CXC examination panels.

Teachers are expected to provide feedback from early attempts and draft submissions from students and to revise their approaches to learning and production of the SBAs. Teacher may also rethink their selected teaching strategies, instructional materials and revision methods. Teachers should embrace the main advantage provided to curriculum delivery by the SBA requirement of their subject. It is expected that the assessor should be able to produce documentary and tangible evidence of the planning process such as a timetable of SBA activities, mark schemes, outline of SBA tasks and the conditions under which they are to be performed.

Teachers should:

- Demonstrate subject content mastery, assessment literacy knowledge and skills, (especially in research/task design), skills in data collection instrument design and data analysis, using both basic quantitative and qualitative techniques, and reporting formats.

- Review the relevant CSEC, CVQ and CAPE syllabi thoroughly and plan the assessment tasks needed to meet the requirements of the SBA.
- Submit to their Head of Department, at the start of the school year, or in a timely fashion, a written scheme of work for the two or five terms, detailing the tasks and actions proposed for the support to be provided to students. The scheme of work should include timetables and milestones such as number of draft submissions and dates for submission agreed upon for or with students.
- Communicate the approved work-plan/scheme of work to students.
- Share specific requirements with students in a timely fashion. (reports, teacher-made tests and relevant rubrics.)
- Maintain accurate records of student work submissions using a special notebook and/or folder or digital data files for SBA work.
- Schedule SBA tasks concurrently with relevant topics taught.
- Mark and return drafts with detailed and timely feedback to students before the next is due.
- Provide feedback to Heads of Departments and parents.
- Alert parents to concerns about delinquency, or fraudulent submissions and invite them in for student-parent-teacher conferences. These conferences should be carefully documented and reports sent to administration and parent/s.
- Prepare students for external moderation and quality assurance visits.
- Calculate grades accurately and submit for relaying to the CXC in a timely manner.

HEADS OF DEPARTMENTS

Heads of Departments have the responsibility to ensure that the SBA system in their Departments is operationalized and the products and behaviours of teachers are acceptable, efficient and effective.

Heads of Departments should:

- Receive, evaluate, provide feedback and approve written schemes of work from teachers, detailing the tasks and actions proposed for support to be provided to students.
- Monitor all members of the Department to ensure instruction and guidance to students are relevant and timely.
- Arrange opportunities for the collaboration of teachers with responsibility for the same subject area, to ensure standardization of approaches to task development and assessment.
- Conduct research on, and arrange for teachers to attend SBA training conferences and meetings with officers of the Curriculum Planning and Development Division and CXC personnel.
- Maintain ongoing communication with officers of the Curriculum Planning and Development Division, to ensure that implementation of SBAs is proceeding smoothly and on target.
- Familiarize themselves with general and specific SBA requirements of subjects that form part of their Department and check for adherence to requirements.
- Assess the quality and timeliness of feedback given to students by teachers in their Department and provide their teachers with comments.

- Communicate with Principal/Vice Principal to arrange for moderation and quality assurance visits in a timely manner and communicate this to teachers.
- Ensure that all requests for requirements such as space and consumables are made in a timely manner and both teachers and students are ready on the date agreed upon for moderation/external verification.
- Act as CVQ Internal Verifiers of the work of members of appropriate Departments.
- Coordinate the reporting of marks and submission of samples.
- Report any difficulties or irregularities in the implementation of the SBA to administrators.
- Participate in student-teacher-parent conferences as necessary.
- Prepare to recommend sanctions where necessary.

PRINCIPALS/VICE PRINCIPALS

The Principals/Vice Principals have the responsibility to ensure that the SBA system in their schools is operationalized. The products of all subject units should be endorsed by the Principals/Vice Principals as having met all quantity and quality requirements when they sign covering documents on submission.

Principals/Vice Principals should:

- Familiarize themselves with relevant documents from the CXC such as the *CXC School Based Assessment Manual for Principals* (2012), as well as general requirements of subjects that form part of their school's curriculum.

- Establish appropriate regulations and procedures for the proper administration of SBA within the school in maintaining a quality assurance system. Some key arrangements include:
 - Documenting SBA practices and principles.
 - Posting clear timelines for each subject area in prominent places for the information of all relevant persons.
 - Clarifying action to be taken for late or non-submission of SBAs.
 - Communicating school procedures to prevent and mitigate malpractice.
 - Communicating school arrangements for security for students' work and confidentiality of the process. Some of these arrangements are detailed in sub-sections below.
- Endorse submission of documents to the CXC and ensure that a satisfactory system of verification is in place.
- Encourage and arrange for teachers to attend SBA training conferences and meetings with officers of the Curriculum Planning and Development Division and CXC personnel.
- Monitor, evaluate and review students' performance in the SBAs to be informed about teacher reflection, instructional practices and the curricular programme, and advise on restructuring of programme.
- Communicate with teachers, students and parents and emphasize the seriousness with which the SBA requirements should be approached.
- Develop and implement an internal moderation plan.
- Develop a risk plan.

OVERALL GUIDING PRINCIPLES

School's SBA System

- The school's SBA Guidelines outlining the school's policy and procedures should include and follow the CXC's guidelines.
- Copies should be made available to all stakeholders. For example, at the beginning of the two-year (CSEC and CVQ) courses of study, students and their parents should be given formal, written and oral notification, along with guidelines for each subject being pursued which has an SBA component.
- SBA guidelines should be subject to periodic review after soliciting feedback from teachers, students and parents.
- SBA Guidelines should include:
 - Clear descriptions of the roles and responsibilities of all stakeholders who play a part in completing SBAs.
 - Clear timelines for measurement of key performance indicators for internal stakeholders.
 - Systems to be used for quality assurance of the process including orientation of staff, moderation processes and feedback methodologies at various levels.
 - Security procedures for collection and storage of SBAs.
 - Systems and sanctions to manage infractions.

POLICY ON LATE OR NON-SUBMISSION OF THE SBA

Each school should develop a written policy for students for effective management of submission of drafts and final copies of SBAs. This will enable principals and teachers to account for student practices, including timely submission, non- submission, compliance with stipulated SBA guidelines and student performance. Such a policy can include:

- Formal communication from schools to students and parents outlining all SBA requirements, including numbers of drafts and due dates for submission.
- Procedures for recording of the dates of all submissions of SBAs. (draft and final.).
- Teachers and students are advised that the first draft will not be accepted as the final SBA. The SBA is to be implemented as formative assessment under the guidance of the teacher.
- Procedures for addressing the following:
 - Non-compliance with stipulated dates and guidelines.
 - Guidelines outlining the acceptable extent of parental involvement.
 - Stated repercussions for failure to submit drafts and final SBAs.

PREVENTION OR MITIGATION OF MALPRACTICE

Incidents of malpractice can be greatly reduced by ensuring that all work submitted by the student is validated and verified as being his/her own efforts. Some measures that can be used to authenticate students' work and validate teacher integrity include:

- Careful supervision and guidance of students' participation in performance tasks, practicals and field exercises. For example, verifying that results and observations

obtained during the conduct of laboratory experiments are reflected in the laboratory report.

- Maintenance by students and teacher, of a log of activities towards the final SBA submissions.
- Student submission of drafts before final submission. Evidence of written feedback from the teacher should be placed on drafts. Such ongoing monitoring and support of SBA activities determine genuine participation by students.
- Varying the selection of topics from which the SBAs are developed, while maintaining the requirements of the CXC syllabi. This will ensure that new tasks/experiments are developed to prevent overuse or demotivation.
- Conduct quizzes, questions, corridor conferences and in-class individual or group work on SBAs under the teacher's purview.
- Provide ongoing internal monitoring by Heads of Departments and line supervisors of conduct of SBAs.
- Completion of declaration documents by teachers and administrators upon submission of SBA scores, indicating the authenticity of the work as being that of the student (to the best of their knowledge) in keeping with CXC requirements.

SECURITY ARRANGEMENTS FOR SBA DOCUMENTS

SBAs contribute significantly to students' final grades. It is therefore necessary to secure all SBA documents to limit the possibility of accidental or deliberate mishandling and also to maintain the confidentiality of such documents. Schools should create and enforce policies regarding the handling of all SBA documents. Security arrangements should take into consideration:

- Publishing of all protocols and standards guiding the security of SBA documents.
- Limiting the number of persons who have access to SBA documents.
- Provision of safe storage for all SBA documents including lab books.
- Maintenance of careful records to indicate:
 - Date of receipt of SBAs from students, including drafts.
 - Dates and times access by teachers, Heads of Departments or other authorized persons including, the times of removal and time of return of documents.
- Issuance of receipt to students by the school upon collection of SBAs.
- Maintenance of a log to track students' requests for use of the SBAs for exam preparations.

Responsibilities, including the chain of custody, for all areas of the SBA production and document management system, should be clearly defined and documented, along with the consequences for breaches in the protocols or standards.

THE SYSTEM FOR MONITORING AND SUPPORT OF SBAs

Officers of the Curriculum Planning and Development Division and School Supervision and Management Division (SSMD), support and monitor the SBA process in the schools of Trinidad and Tobago.

Monitoring includes:

- Being aware of the general and specific requirements for production and administration of SBAs in schools under purview.

- Inspecting, evaluating and approving the quality assurance documents and processes developed by the school for the production and administration of the SBA system.
- Making recommendations for revision of procedures as needed.
- Conducting regular school visits during which the progress and quality of the SBA system implementation is evaluated. This includes adherence to timelines, examination of student products and oversight of the quality of teacher feedback.
- Supporting the CXC-Local Registrar (LR) by encouraging schools to submit marks and samples in a timely fashion.
- Supporting the CXC-LR in investigation of infractions.
- Publicizing deadline dates for submission of SBA marks and samples.

Support includes:

- Liaising closely with the CXC-LR and the Examinations Unit to ensure that information on SBA requirements and revisions is communicated to schools in a timely fashion.
- Facilitating the moderation process through the recommendation of suitable persons.
- Facilitating the acquisition of suitable spaces and required resources especially when challenges are presented.
- Sponsoring and organizing teacher professional development courses/workshops on assessment with particular references to SBAs.
- Evaluating quality assurance processes of school assessments including those for SBA.

THE SYSTEM OF MODERATION

The SBA regime is a key contributor to the success of thousands of our students in their Secondary school exit examinations. Moderation is part of the assurance system of the CXC that ensures the SBA results are valid and reliable. Moderation is to be conducted at all schools nationally across all subject areas, to ensure conformance with guidelines and standards as outlined by the CXC.

Moderation is necessary to:

- Ensure that the assessment tasks are achievable, fair, unbiased and valid.
- Verify the consistency and fairness of assessment scores and the use of suitable scoring criteria.
- Provide useful feedback on student performance and teacher conduct of the SBAs for improvement in the quality and execution of the SBAs.
- Provide information on the internal systems governing the conduct of SBAs including record keeping and all submission requirements, to effect improvement.
- Ensure that the skills and knowledge acquired are in keeping with syllabus requirements.

INTERNAL MODERATION/VERIFICATION FOR CSEC AND CAPE

A system of internal moderation is to be effected in all schools with input from fellow teachers, Heads of Departments, Vice Principals and Principals. All assessment tasks, including research projects, laboratory experiments, projects and field work, in addition to scoring criteria, are to be reviewed by an appropriate subject-specific School Based Assessment Review Team at each school prior to conduct. Ongoing monitoring should

continue to ensure that suitable timelines are met, regular and useful feedback is provided to students and necessary information is communicated to additional stakeholders. The role of the School Based Assessment Review Team will be to ensure that:

- The tasks selected are aligned to the syllabus and are free of bias, unambiguous and feasible.
- Suitable assessment criteria are being utilized.
- Suitable information is provided for students to understand the task required.
- The tasks allow for achievement of skills and knowledge in keeping with syllabi requirements.
- The language of the tasks is suitable for the level of the learners for whom it is intended.
- Systems are put in place to address all issues that may negatively impact the completion and submission of the SBAs.
- All records of internal moderation, including written reports must be shared with the Principal and Vice Principal for appropriate dissemination where necessary.

EXTERNAL MODERATION/VERIFICATION FOR CSEC AND CAPE

The Examinations Unit is responsible for coordinating external moderation of assessment tasks and works closely with the Curriculum Planning and Development Division in carrying out the tasks involved in External Moderation for CSEC and CAPE. Persons are recommended by the Curriculum Planning and Development Division to the Local Registrar. Persons selected are trained by the Curriculum Planning and Development

Division, and marks awarded are submitted to the Examinations Unit for communication to the CXC.

INTERNAL VERIFICATION FOR CVQ

CXC supports the requirement for Internal Verification that is an integral part of the CVQ programme. Internal Verification is carried out by the Head of Department or designated persons who ensure that both teachers/assessors and students are completing required paperwork. Forms are sent as soft copy and hard copy by the National Training Agency (NTA), which maintains a standard approach to completion of submissions.

EXTERNAL VERIFICATION FOR CVQ

The tasks of external verification of the CVQ are coordinated by the National Training Agency (NTA), a partnering agency in this exercise. The NTA selects persons with experience in the industry to examine the work submitted by students and conduct interviews in order to provide evidence of attainment of competency in the particular Regional Occupational Standard (ROS). External verification occurs on the invitation of the school when it is believed that candidates for the CVQ are ready.

ROLE OF THE LOCAL REGISTRAR AND THE EXAMINATIONS UNIT

The office of the Local Registrar (LR), the position established by the CXC as the head administrator of its examinations in a member territory, is located at the Ministry of Education Head Office. That office utilizes the human and physical resources of the Examinations Unit and works closely with the Examinations Supervisor, the Head of the Examinations Unit, for the purpose of administering the SBA system.

The functions of the CXC-LR include:

- Receipt and dissemination of current information on requirements for SBAs annually from the CXC, including timelines and deadlines.
- Communication of the requirements for submission of SBA marks and samples for CSEC and CAPE examinations in a particular year.
- Recommendations of personnel for moderation to the CXC.
- Verification that marks have been submitted by all schools for all relevant subjects according to a predetermined schedule.
- Receipt and communication of a list of schools required to submit samples of SBAs.
- Maintenance of a log of samples submitted and ongoing follow up with schools regarding outstanding documents.
- Investigation and reporting cases of irregularities.
- Resolving queries regarding SBAs from the CXC and reporting in a timely manner.

It is hoped that these guidelines for managing the SBA process will prove helpful to all stakeholders in the regime of examinations offered by the Caribbean Examinations Council.