

NAME OF SCHOOL: _____
PARISH: _____
SCHOOL CODE: _____
ENROLLMENT: B _____ G _____ T _____
WHOLE DAY SHIFT

**MINISTRY OF EDUCATION
AND CULTURE**

INSTRUMENT FOR EVALUATION
of
Standards
For
Primary Education

**Instrument Developed by Programme Monitoring & Evaluation Unit
For Educational Services Division**

September 2000

INSTRUCTIONS FOR USE OF STANDARDS INSTRUMENT

The instrument is divided into **five sections**:

INPUT STANDARDS, CONTEXT STANDARDS, PROCESS STANDARDS, OUTPUT STANDARDS, CURRICULUM CONTENT STANDARDS

Each section should be treated in a similar fashion as follows:

1. Please indicate with a tick in the appropriate box, in the column with heading **Actual Performance**, whether the performance indicators relevant to the particular standard are **present** or **absent**.
2. Under **Explanation** please describe what you have observed about the actual performance indicator.
3. Under **Value Rating**, please rate the observed performance indicator on a scale of 0-3 with **0 denoting complete absence of the item**. The degree of presence is rated by allotting **1 = Poor, 2 = Fair, 3 = Good**.
4. For **Yes/No** answers tick yes or no and give an explanation. **No rating is required**.
5. Please **rate each individual item**. Do not give one number e.g. a large 2 to rate several items.

Example

| INPUT STANDARD 1. | | | |
|---|-------------------------------------|-------------------------------------|--|
| There should be buildings that provide adequate accommodation for teachers and students and that facilitate the teaching/learning process. | | | |
| PERFORMANCE INDICATORS | Actual Performance | | Explanation |
| | Present | Absent | Value Rating Absent Poor Fair Good 0 1 2 3 |
| • Ventilated | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Poor ventilation, hot – more windows needed to let in air. |
| • A sick bay for staff. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | There is no sick bay for staff. |

INPUT STANDARD 1.**There should be buildings that provide adequate accommodation for teachers and students and that facilitate the teaching/ learning process**

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|---|--|---------------------------------------|-------------|------------------------------|
| | Present | Absent | | |
| Buildings that are: | | | | |
| • a) Ventilated | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • b) Well lit, by natural means where possible. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • A sick bay for staff. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • A principal's office of at least 132 sq. ft. (12 m ² .) (T/R) | <u>Yes</u> <input type="checkbox"/> | <u>No</u> <input type="checkbox"/> | | No rating for yes/no answers |
| • A staffroom that provides at least 12 sq. ft. (1.1m ²) of space per teacher | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • Classrooms that provide at least 14.4 sq. ft. (1.3 m ²) of space per pupil. (T/R) | <input type="checkbox"/> | <input type="checkbox"/> | | |

INPUT STANDARD 1 CONTINUED

There should be buildings that provide adequate accommodation for teachers and students and that facilitate the teaching/ learning process

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|--|--------------------------|--------------------------|-----------------------------|------------------------------|
| <ul style="list-style-type: none"> • Pit latrines for students, at least 1 per 40 pupils. • At least 1 flush toilet (water closet) per 40 pupils • At least two showers for pupils. | <u>Yes</u> | <u>No</u> | (Give detailed explanation) | No rating for yes/no answers |
| <ul style="list-style-type: none"> • Student drinking fountains: at least 1 Tap per 40 pupils. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • Staff toilets for males • Staff toilets for females • Showers for staff. | <u>Present</u> | <u>Absent</u> | | Please rate |
| <ul style="list-style-type: none"> • A general purpose area • A dining area | <input type="checkbox"/> | <input type="checkbox"/> | | |

INPUT STANDARD 1 CONTINUED**There should be buildings that provide adequate accommodation for teachers and students and that facilitate the teaching/ learning process.**

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|--|---|--|--------------------|---------------------|
| | <u>Present</u> | <u>Absent</u> | | |
| <ul style="list-style-type: none">• A sick bay for pupils.• A library | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none">• A resource centre• Reference books for teachers. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none">• Accommodation to seat at least 10 percent of the pupils at any one time, in the library or resource centre.• At least 5 books per pupil in the library. | <u>Yes</u> <input type="checkbox"/> | <u>No</u> <input type="checkbox"/> | | |

INPUT STANDARD 1 CONTINUED**There should be buildings that provide adequate accommodation for teachers and students and that facilitate the teaching/ learning process**

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|---|---------------------------|--------------------------|--------------------|---------------------|
| <ul style="list-style-type: none"> • Kitchen • Canteen • Storage area. | <u>Present</u> | <u>Absent</u> | | |
| <ul style="list-style-type: none"> • Changing room for ancillary staff. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • Play field at least 60 x 45 sq. metres. | <u>Yes</u> | <u>No</u> | | |
| <ul style="list-style-type: none"> • Annual preventative maintenance of the school plant • Major refurbishing every 10 years. | <input type="checkbox"/> | <input type="checkbox"/> | | |

INPUT STANDARD 1 CONTINUED**There should be buildings that provide adequate accommodation for teachers and students and that facilitate the teaching/ learning process**

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|---|---------------------------|--------------------------|--------------------|---------------------|
| | Present | Absent | | |
| • Principal's housing for schools. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • Teachers' housing for schools in remote areas. (Do not answer if not applicable) | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • An area of cultivated greenery and flowers. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • Enclosed premises. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • A smooth access road leading from the public road to the main building of the school. | <input type="checkbox"/> | <input type="checkbox"/> | | |

INPUT STANDARD 1 CONTINUED**There should be buildings that provide adequate accommodation for teachers and students and that facilitate the teaching/ learning process**

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|--|--|--|--------------------|---------------------|
| | <u>Present</u> | <u>Absent</u> | | |
| <ul style="list-style-type: none">• Electricity in each classroom. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none">• Running water from public supply• Running water from storage tanks at the school. | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | | |
| <ul style="list-style-type: none">• One general office. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none">• Building accessible to wheel chair bound pupils. | <input type="checkbox"/> | <input type="checkbox"/> | | |

INPUT STANDARD 2.**The school should have and maintain plants and systems of work that are, so far as it is possible, safe and without risk to health.**

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|--|---------------------------|--------------------------|--------------------|---------------------|
| Arrangements are in place for ensuring, as far as it is possible, safety and absence of risk to health in connection with: <ul style="list-style-type: none"> • handling • storage • Transportation of articles and substances that are hazardous. | <u>Present</u> | <u>Absent</u> | | |
| The following have been built according to specifications approved by the Ministry: <ul style="list-style-type: none"> • all buildings • additions | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • sewage • drainage systems | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • walk ways • stair wells | <input type="checkbox"/> | <input type="checkbox"/> | | |

INPUT STANDARD 2 CONTINUED

The school should have and maintain plants and systems of work that are, so far as it is possible, safe and without risk to health.

| PERFORMANCE INDICATORS | Actual Performance | Explanation | Value Rating |
|---|---|--------------------|---------------------|
| <p>Workable plans and systems are in place for the evacuation of the buildings as a result of:</p> <ul style="list-style-type: none">• disasters – floods, earthquakes• critical incidents – fires, hold-ups, shootings. | <p><u>Present</u> <u>Absent</u></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> | | |

INPUT STANDARDS 3.**There should be an adequate provision of furniture and equipment that facilitates and enhances teaching and learning and the administration of the school.**

| PERFORMANCE INDICATORS | Actual Performance | | Explanation |
|---|--------------------------|--------------------------|-------------|
| | Yes | No | |
| <ul style="list-style-type: none"> • One seat for each pupil • One desk for each pupil | <input type="checkbox"/> | <input type="checkbox"/> | |
| In the case of combination desks and benches: <ul style="list-style-type: none"> • 2 pupils to a desk and bench | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> • One seat for each teacher • One desk for each teacher. | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> • One radio with audio cassette per 200 students • One television per 500 students. • One video per 500 students. | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> • At least one telephone. • At least one storage cupboard per classroom. | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> • One chalkboard per classroom • At least one wall available for visual display. | <input type="checkbox"/> | <input type="checkbox"/> | |

INPUT STANDARDS 3 CONTINUED

There should be an adequate provision of furniture and equipment that facilitates and enhances teaching and learning and the administration of the school.

| PERFORMANCE INDICATORS | Actual Performance | | Explanation |
|--|--|--|--------------------|
| | Yes | No | |
| <ul style="list-style-type: none">• One computer for administrative purposes. | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none">• At least one duplicator• One slide projector• One filing cabinet. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |
| <ul style="list-style-type: none">• One computer per school, with internet access• software for research purposes.• One photocopier. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | |

INPUT STANDARD 4.

The school should have permanently appointed and qualified principals and vice principals or teachers with special responsibilities who are effective managers and instructional leaders.

| PERFORMANCE INDICATORS | Actual Performance | Explanation | Value Rating | | | | | | |
|--|---|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|--|---|
| Record of permanent appointment of: <ul style="list-style-type: none"> • Principal • Vice principal (If not applicable do not answer) | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;"><u>Present</u></th> <th style="text-align: left; padding: 2px;"><u>Absent</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> </tbody> </table> | <u>Present</u> | <u>Absent</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | No rating necessary for this item. |
| <u>Present</u> | <u>Absent</u> | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| <ul style="list-style-type: none"> • School managers and instructional leaders (e.g. senior teachers) in possession of a teacher's certificate or diploma from the Joint Board of Teacher Education, • or other recognized certifying authority. | <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> </tbody> </table> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| <ul style="list-style-type: none"> • Participation in formal training programme (including in-service) for school managers. • Successful completion of formal training programme for school managers | <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> </tbody> </table> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| <ul style="list-style-type: none"> • Participation in formal training programme (including in-service) for instructional leaders. • Successful completion of formal training programme for instructional leaders. | <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> </tbody> </table> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |
| <ul style="list-style-type: none"> • Written report of the Territorial Education Officer, concerning the effective management of the school. | <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 5px;"><input type="checkbox"/></td> </tr> </tbody> </table> | <input type="checkbox"/> | <input type="checkbox"/> | (Indicate PRESENT or ABSENT only) | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |

INPUT STANDARD 6.**Schools should be appropriately and adequately staffed.**

| PERFORMANCE INDICATORS | Actual Performance | | Explanation |
|--|--------------------------|--------------------------|-------------|
| | Yes | No | |
| <ul style="list-style-type: none"> • The maximum school enrollment is equal to or less than 1500 students. • The school exceeds its rated accommodation by no more than 10%. | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> • The teacher/ pupil ratio is no more than 1:35. • The teacher/pupil ratio for Special Education is 1:8 • or 1:5 for children with multiple exceptionalities. | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> • There is one clerk per 500 pupils • There are a maximum of two clerks per school. | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> • There is one guidance counsellor per school or cluster of schools. (The number of schools being determined from time to time but no more than 1500 pupils). | <input type="checkbox"/> | <input type="checkbox"/> | |

INPUT STANDARD 7.**The teaching/learning process should be supported by an adequate supply of curriculum and teaching materials.**

| PERFORMANCE INDICATORS | Actual Performance | | Explanation |
|--|---------------------------|--------------------------|--------------------|
| | Yes | No | |
| <ul style="list-style-type: none">• Grants are based on a basket of basic curriculum and teaching materials• Grants are indexed to current price levels | <input type="checkbox"/> | <input type="checkbox"/> | |
| Grants are based on a basket of basic curriculum and teaching materials to include: <ul style="list-style-type: none">• Paper• Chalk | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none">• Dusters• Cartridge paper | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none">• Markers• Paints | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none">• Posters• charts | <input type="checkbox"/> | <input type="checkbox"/> | |

INPUT STANDARD 7 CONTINUED**The teaching/learning process should be supported by an adequate supply of curriculum and teaching materials.**

| PERFORMANCE INDICATOR: | Actual Performance | | Explanation | Value Rating |
|---|---------------------------|--------------------------|--------------------|---------------------|
| | Present | Absent | | |
| <ul style="list-style-type: none">• One set of Science kits is provided per six students in each class in grades 4 to 6• One class set is provided per other grades. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none">• The school has the National Curriculum• The school is implementing the National Curriculum. | <input type="checkbox"/> | <input type="checkbox"/> | | |

| INPUT STANDARD 8. | | | |
|---|---------------------------|--------------------------|--------------------|
| Every child should have access to books prescribed for the core areas of the curriculum: Language Arts, Mathematics, Science and Social Studies. | | | |
| PERFORMANCE INDICATORS | Actual Performance | | Explanation |
| | Yes | No | |
| <ul style="list-style-type: none"> Every child in the school is in possession of books prescribed for at least the four core areas. | <input type="checkbox"/> | <input type="checkbox"/> | |

| INPUT STANDARD 9. | | | |
|--|---------------------------|--------------------------|--------------------|
| Schools should be adequately funded in a timely manner in order to carry out their normal functions and should account, in a timely manner, for the funds provided. | | | |
| PERFORMANCE INDICATORS | Actual Performance | | Explanation |
| | Yes | No | |
| Records of expenditure: | | | |
| <ul style="list-style-type: none"> are kept by school | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> are returned to the Ministry as required by the Code and financial regulations. | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> Grants are paid in advance. | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> Grants subsidize each child to be taken on an educational tour or field trip once per year. | <input type="checkbox"/> | <input type="checkbox"/> | |

CONTEXT STANDARD 1.**Schools should have functioning Boards comprised as constituted by the Code of Regulations.**

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|--|---------------------------|--------------------------|--------------------|---------------------|
| | <u>Absent</u> | <u>Present</u> | | |
| • Duly constituted Board meets at least three times per year. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • Members of the Board represent a cross section of persons. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • Board members include persons drawn from the local community served by the school. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • Board members participate in workshops or courses on the Code of Regulations | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • Minutes of the Board meetings are kept, including the decisions made and actions taken | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • Minutes of Board meetings are up-to-date. | <input type="checkbox"/> | <input type="checkbox"/> | | |

CONTEXT STANDARD 2.

Schools should be secure within their communities and should enjoy the protection of their communities.

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|---|---------------------------|--------------------------|-------------------------------|---------------------|
| | <u>Present</u> | <u>Absent</u> | | |
| <ul style="list-style-type: none"> Students and teachers have freedom of movement in the community in getting in and out of school. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> The school premises is free from burglaries | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> The school premises is free from vandalism. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <p>The school tries to ensure that its pupils and staff are safe from:</p> <ul style="list-style-type: none"> external intrusions threats | <input type="checkbox"/> | <input type="checkbox"/> | (Please give examples) | |
| <ul style="list-style-type: none"> noise | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> regular disruption. | <input type="checkbox"/> | <input type="checkbox"/> | | |

CONTEXT STANDARD 3.**The relationship between the community and the school support and enhance learning and the administration of the school.**

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|---|--------------------------|--------------------------|-------------|--------------|
| | Present | Absent | | |
| <ul style="list-style-type: none"> There is a functioning parent teachers' association that meets at least once per term. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> There is at least one consultation per year between teachers and parents about the students' academic performance. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> The school premises are made available to the community Are used by community groups in a responsible way. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> There are regular planned visits by community members to participate in school activities. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> Teachers use the community as a resource in their teaching, through field trips and visits to local places and events. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> The principal and staff participate in legitimate community activities and organizations. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> The community supports school projects and activities in the form of: Financial assistance Material support | <input type="checkbox"/> | <input type="checkbox"/> | | |

| CONTEXT STANDARD 4. | | | | |
|--|---------------------------|--------------------------|--------------------|---------------------|
| Students should come to school reasonably healthy, adequately nourished presentable and properly attired. | | | | |
| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
| | Present | Absent | | |
| <ul style="list-style-type: none"> • Children are inoculated against the common preventable diseases that afflict children in Jamaica. (Health cards must be inspected by the school) | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • *Children are within the weight to height ratios for: • boys of their age group • girls of their age group. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • *Children classified as adequately nourished by Ministry of Health standards. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • Children in their school uniform. | <input type="checkbox"/> | <input type="checkbox"/> | | |

* Criteria for these two items are being developed by the Ministry of Health, and will be sent to principals as soon as they are available..Please do not answer these items until the criteria have been received.

| CONTEXT STANDARD 5. | | | |
|--|---------------------------|--------------------------|---------------------|
| Students enter grade one ready to learn the grade one curriculum. | | | |
| PERFORMANCE INDICATORS | Actual Performance | | Explanation |
| | Present | Absent | Value Rating |
| <ul style="list-style-type: none"> • Children entering grade one (1) master at least five (5) skills on the grade one inventory. | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> • There is a carefully structured programme that meets the needs of students that are not ready to learn the grade one (1) curriculum. | <input type="checkbox"/> | <input type="checkbox"/> | |

PROCESS STANDARD 1.**Students should be given the maximum opportunity to learn the curriculum prescribed for primary education.**

| PERFORMANCE INDICATORS | Actual Performance | | Explanation |
|---|--------------------------|--------------------------|-------------|
| | Yes | No | |
| <ul style="list-style-type: none"> The school year is at least 195 days 180 of these days are spent in active instruction of the students. | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> Each school day includes no less than five hours of classroom instruction. (Breaks, lunchtime and devotion are not in the calculated five hours). | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> 70% of the time allocated for instruction each week is devoted to the four core subjects of Language Arts, Mathematics, Science and Social Studies. | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> Teachers are present for at least 94% of the school days for each school year Teachers are normally present for all five hours of instruction. | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> Students are present for at least 90% of the school days in each school year. | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> From grade three upwards each class has a functioning homework programme. | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none"> Where information and communication technologies exist, students use them to master the curriculum. | <input type="checkbox"/> | <input type="checkbox"/> | |

| PROCESS STANDARD 2. The National Curriculum for Primary Education is interpreted and adjusted to the local context in which school is situated. | | | | |
|---|---------------------------|--------------------------|--------------------|---------------------|
| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
| | Present | Absent | | |
| <ul style="list-style-type: none"> • Two-weekly schemes of work are produced by each teacher. • Schemes of work are vetted and approved by the principal or vice principal. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • Lesson plans are developed by each teacher that show the adjustments of the National Curriculum to suit the local context. | <input type="checkbox"/> | <input type="checkbox"/> | | |

PROCESS STANDARD 3.**The instruction of pupils related to the adjusted curriculum should be through a variety of methods of presentation, materials and media.**

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|--|---------------------------|--------------------------|--------------------|---------------------|
| | Present | Absent | | |
| <ul style="list-style-type: none"> Teaching materials provided, are used. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> Equipment provided to aid instruction, is used. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> There is 90% utilization of the school library/ resource room for independent study. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> Lesson plans are inspected to indicate the use of: <ul style="list-style-type: none"> materials equipment methods of presentation. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> Resources located within the community are used. | <input type="checkbox"/> | <input type="checkbox"/> | | |

PROCESS STANDARD 4.

Class teaching should employ grouping and teaching strategies appropriate to performance levels of the students, the varying needs, and the teaching of the particular content:

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|--|--------------------------|--------------------------|-------------|--------------|
| | Present | Absent | | |
| Some of the following are used: | | | | |
| • Team teaching strategies. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • Small groups within the class | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • Assistance from resource teachers. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • Modular materials | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • Multi-level teaching strategies. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • Programmed learning materials e.g. Reading Lab | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • Computer assisted instruction | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • Other independent learning strategies | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • Projects done by small groups. | <input type="checkbox"/> | <input type="checkbox"/> | | |

PROCESS STANDARD 5.**Teachers should share their professional experiences with colleagues inside and outside of the school.**

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|--|---------------------------|--------------------------|--------------------|---------------------|
| | <u>Present</u> | <u>Absent</u> | | |
| <ul style="list-style-type: none">• Staff development workshops are held in the schools. (Please state number held per year). | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none">• Teachers conduct and participate in these workshops. (Please state percentage of teachers per year). | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none">• Teachers are active members of professional organizations. (Please state percentage of teachers) | <input type="checkbox"/> | <input type="checkbox"/> | | |

PROCESS STANDARD 6.**Schools should provide a variety of enrichment activities in which teachers and students should participate.**

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|--|---------------------------|--------------------------|--------------------|---------------------|
| | <u>Present</u> | <u>Absent</u> | | |
| <ul style="list-style-type: none"> Functioning clubs, societies and uniformed groups operate in the school. (Please state how many). | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> Field trips, excursions, visits to events are undertaken during the school year. (Please state how many). | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> A vibrant sports programme exists in the school. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> The school participates in inter-school competitions in various fields. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> Teachers participate in these activities. Students participate in these activities. (Please state the percentage of participating students and teachers). | <input type="checkbox"/> | <input type="checkbox"/> | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | | |

PROCESS STANDARD 7.**Schools should keep appropriate records related to their governance, teachers, students and operations.**

| PERFORMANCE INDICATORS | Actual Performance | | Explanation |
|---|---------------------------|--------------------------|--------------------|
| <ul style="list-style-type: none">Up-to-date registers are kept of :<ul style="list-style-type: none">teacher attendancestudent attendance | Yes | No | |
| <ul style="list-style-type: none">Up-to-date minutes of the staff meetings and decisions taken are kept.Up-to-date personal files for teachers are kept. | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none">Up-to-date individual cumulative records of student achievement are kept.An up-to-date Log Book is kept. | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none">Up-to-date financial statements related to government grants or other contributions to the school are kept.Up-to-date enrollment records are kept. | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none">An up-to-date inventory of furniture and equipment is kept.An up-to-date file of Ministry circulars is kept | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none">A current timetable is available. | <input type="checkbox"/> | <input type="checkbox"/> | |

PROCESS STANDARD 8

Schools should continuously assess the progress of their students towards mastering the educational objectives prescribed by the curriculum at each grade level and use these assessments in the instruction of the students.

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|--|--------------------------|--------------------------|-------------|--------------|
| | Present | Absent | | |
| <ul style="list-style-type: none"> • A functioning coordinator of continuous assessment is operating in the school. • The National Curriculum is used to identify the curriculum objectives. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <p>The following are used to assess the various objectives:</p> <ul style="list-style-type: none"> • paper and pencil tests • quizzes | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • games • oral work | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • performance tests • projects | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • compositions • other written assignments | <input type="checkbox"/> | <input type="checkbox"/> | | |

PROCESS STANDARD 8 CONTINUED

Schools should continuously assess the progress of their students towards mastering the educational objectives prescribed by the curriculum at each grade level and use these assessments in the instruction of the students.

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|--|--------------------------|--------------------------|-------------|--------------|
| | Present | Absent | | |
| • Twice yearly school examinations. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • Twice yearly written reports to parents on the progress of their children in school. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • Staff meetings to discuss the results of the assessment procedures | <input type="checkbox"/> | <input type="checkbox"/> | | |
| • Adjustments made in the instructional programme as necessary. | <input type="checkbox"/> | <input type="checkbox"/> | | |

PROCESS STANDARD 9.

The school should ensure that all members of its staff apply fairness, confidentiality and integrity in preparing and executing internal assessment and external examinations.

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|--|--------------------------|--------------------------|-------------|--------------|
| <ul style="list-style-type: none"> • The school has a set procedure for the following: • Storage of examination papers • delivery of examination papers | <u>Present</u> | <u>Absent</u> | | |
| <ul style="list-style-type: none"> • marking of examination papers • marking of assessment papers • This procedure is followed by all concerned. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <p>All members of staff apply fairness, integrity and confidentiality in:</p> <ul style="list-style-type: none"> • the preparation of examinations • the assessment of papers • the execution of examinations and assessment tests. | <input type="checkbox"/> | <input type="checkbox"/> | | |

| PROCESS STANDARD 10. | | | | |
|---|---------------------------|--------------------------|--------------------|---------------------|
| Schools should maintain environs that reflect sound environmental educational practices. | | | | |
| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
| | <u>Present</u> | <u>Absent</u> | | |
| Surroundings that are: <ul style="list-style-type: none"> • Clean • safe • aesthetically pleasing. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • Evidence of: • energy conservation • recycling of waste. | <input type="checkbox"/> | <input type="checkbox"/> | | |

PROCESS STANDARD 11.

Schools should maintain conditions conducive to learning, good discipline and supportive inter-personal relationships between and among pupils, teachers, principals and vice principals.

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|---|--------------------------|--------------------------|-------------|--------------|
| | <u>Present</u> | <u>Absent</u> | | |
| Orderly transaction of all aspects o the school's operations: <ul style="list-style-type: none"> • Bell rings at regular intervals to signal start/end of school activities • A time-table that regulates changes in activities | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • Orderly movement of students around the school to and from various activities • Teachers in class at the right time | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • Children on task during classes • Orderly lines in the canteen | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • Staff/students monitoring behaviour in the canteen, at playtime • Administrative staff working effectively • Ancillary staff carrying out duties in an organized fashion. | <input type="checkbox"/> | <input type="checkbox"/> | | |

PROCESS STANDARD 11 CONTINUED.

Schools should maintain conditions conducive to learning, good discipline and supportive inter- personal relationships between and among pupils, teachers, principals and teachers, principals and vice principals.

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|--|---------------------------|--------------------------|--------------------|---------------------|
| | Present | Absent | | |
| <ul style="list-style-type: none">Civil and courteous exchanges between and among:<ul style="list-style-type: none">• teachers• students• school administrators. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none">• Respect shown to one another• Tolerance in the expression of differences. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none">• Evidence of conflict mediation work to resolve conflicts.• High morale among teachers and students. | <input type="checkbox"/> | <input type="checkbox"/> | | |

PROCESS STANDARD 12.

Schools should recognize, reinforce and reward desirable behaviour, and discourage and sanction within the law, anti-social crude behaviour.

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|---|---------------------------|--------------------------|-------------------------------|---------------------|
| <ul style="list-style-type: none"> • A well developed system for recognizing and reinforcing desirable behaviour. • A well developed system for identifying and discouraging undesirable behaviours | <u>Present</u> | <u>Absent</u> | (Please give examples) | |
| <p>Opportunities for students:</p> <ul style="list-style-type: none"> • to develop leadership skills • to take responsibility for their behaviour • to take responsibility for the behaviour of their peers. | <input type="checkbox"/> | <input type="checkbox"/> | | |

OUTPUT STANDARD 1.**Schools should enable students to master the National Curriculum and especially so in the core areas.**

| PERFORMANCE INDICATORS | Actual Performance | | Explanation |
|--|--|--|--------------------|
| | Yes | No | |
| <ul style="list-style-type: none">• 70% of the students performing at or above the minimum competency level in all subjects on the Grade Six Assessment Test (GSAT). | <input type="checkbox"/> | <input type="checkbox"/> | |
| <ul style="list-style-type: none">• Students have experienced problem solving techniques• Are able to use problem solving techniques. | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | |
| <ul style="list-style-type: none">• Students have experienced critical thinking techniques and learning strategies• Are able to use critical thinking techniques and learning strategies. | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | |
| <ul style="list-style-type: none">• Students have performed at or above the lowest cut off points used for the related parish in the GSAT | <input type="checkbox"/> | <input type="checkbox"/> | |

OUTPUT STANDARDS 2.

Schools should foster and encourage participation in community events and National activities in the wider society.

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|---|--|--|-------------|--------------|
| | Present | Absent | | |
| Students and teachers engaged in: <ul style="list-style-type: none"> • Festival • Other cultural events | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | | |
| Students and teachers engaged in: <ul style="list-style-type: none"> • inter-schools competitions • sports | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • drama • dance | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • Evidence that students and teachers are engaged in community activities e.g. church, youth clubs or other youth groups. | <input type="checkbox"/> | <input type="checkbox"/> | | |

OUTPUT STANDARD 3.**Schools should foster and inculcate wholesome attitudes and values.**

| PERFORMANCE INDICATORS | Actual Performance | | Explanation (Give examples to support your answer) | Value Rating |
|--|---------------------------|--------------------------|---|---------------------|
| | Present | Absent | | |
| <ul style="list-style-type: none"> • Students holding to the belief that life is a most valued possession • That life should be nurtured and protected at all times. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • Students respect the property of others. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • Students respect the national symbols. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • Students respect rules. • Students respect law and order. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • Students display self-confidence. • Students possess a sense of self worth. | <input type="checkbox"/> | <input type="checkbox"/> | | |

| OUTPUT STANDARD 4. | | | | |
|---|---------------------------|--------------------------|---|---------------------|
| Schools should require, promote and encourage students to develop desirable and responsible behaviour appropriate for maintaining good community relationships and solidarity in society. | | | | |
| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
| | Present | Absent | | |
| <ul style="list-style-type: none"> • Students display proper deportment • Students dress appropriately . | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • Students drug free • Students alcohol free. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none"> • Students display punctuality for school, and appointments. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <p>The school has a health education policy that:</p> <ul style="list-style-type: none"> • informs • promotes in students a lifestyle that enhances physical well-being • enhances emotional well-being. | <input type="checkbox"/> | <input type="checkbox"/> | (Give examples to support your answer) | |
| <ul style="list-style-type: none"> • Students maintain honesty and integrity in relationships. | <input type="checkbox"/> | <input type="checkbox"/> | | |

OUTPUT STANDARD 5.**The school fosters and promotes the spiritual development of its students.**

| PERFORMANCE INDICATORS | Actual Performance | | Explanation | Value Rating |
|--|---------------------------|--------------------------|---|---------------------|
| | <u>Present</u> | <u>Absent</u> | (Give examples to support your answer) | |
| <ul style="list-style-type: none">• The school has clear aims about how it is going to promote the spiritual and moral development of its pupils | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none">• Students demonstrate a sense of respect and reverence during the opportunities they get for Worship. | <input type="checkbox"/> | <input type="checkbox"/> | | |
| <ul style="list-style-type: none">• Students have a clear view of what is expected of them in relation to the principles and values for which the school stands. | <input type="checkbox"/> | <input type="checkbox"/> | | |

| CURRICULUM CONTENT STANDARDS | Actual Performance | | Explanation | Value Rating |
|---|--|--|-------------|--------------|
| | Yes | No | | |
| <p><u>Language Arts</u></p> <ul style="list-style-type: none"> • 70% or more of the students achieved at least 80% of the objectives (Advanced Level) • 50% to 69% of the students achieved at least 80% of the objectives (Intermediate Level) • 40% to 49% of the students achieved at least 80% of the objectives (Minimum Level) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | |
| <p><u>Science</u></p> <ul style="list-style-type: none"> • 70% or more of the students achieved at least 80% of the objectives (Advanced Level) • 50% to 69% of the students achieved at least 80% of the objectives (Intermediate Level) • 40% to 49% of the students achieved at least 80% of the objectives (Minimum Level) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | |
| <p><u>Mathematics</u></p> <ul style="list-style-type: none"> • 70% or more of the students achieved at least 80% of the objectives (Advanced Level) • 50% to 69% of the students achieved at least 80% of the objectives (Intermediate Level) • 40% to 49% of the students achieved at least 80% of the objectives (Minimum Level) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | |