



FPLNS

Guidelines for the implementation of the assessment
framework

ABSTRACT

This document provides the guidelines for the implementation of the assessment for students in Grades 7, 8 and 9 of the Foundation Programme in Literacy, Numeracy and Skills.

Ministry of Education & Human Resource
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Guidelines for Evaluation of Students in the Foundation Programme in Literacy, Numeracy and Skills (FPLNS)

Introduction

These guidelines have been developed to assist Heads of Schools in conducting the evaluation of students enrolled in the Foundation Programme in Literacy, Numeracy and Skills at Grades 7, 8 and 9. The purpose of this framework is to provide a consistent, fair and activity-based assessment process that supports student learning throughout the school year.

The evaluation process places strong emphasis on Continuous Assessment (CA), which enables teachers to gather evidence of students' progress over time and to build a comprehensive portfolio for each learner. The continuous assessment should be seamlessly integrated in the teaching and learning process. While students should be made aware that a particular task will be used as assessment as will contribute to the portfolio, strict exam conditions are not required. The assessment is competency based and the skills and competencies acquired should be evaluated.

The Continuous Assessment is supplemented by an End-of-Year Assessment (EYA), which is designed to cover learning objectives that were not previously assessed.

Grading is performance-based, focusing on three levels:

- Basic
- Intermediate
- Proficient

which reflect students' progress in acquiring and applying foundational competencies. The guidelines also outline the roles and responsibilities of teachers, students, and Heads of Schools, as well as processes for moderation and reporting.

Students who have successfully completed the FPLNS programme and have met the award rules will be awarded the National Foundation Certificate of Education pitched at the National Qualification Level 2.

1. Purpose of Evaluation

The evaluation framework for the FPLNS aims to:

- Support student learning and progress in literacy, numeracy and skills.
- Provide continuous feedback to students.
- Encourage activity-based, oral, practical and applied learning approaches.
- Ensure fair and performance-based grading using three levels:
 - Basic
 - Intermediate
 - Proficient

2. Components of the Evaluation

A. Continuous Assessment (CA) – Throughout the Year

The resource materials prepared by the MIE provide several tasks that can be used as normal classroom activities but also as assessment. When these tasks are used as assessment, students should be clearly informed about the assessment objectives. Educators can also devise their own tasks as assessment.

Nature of Tasks:

- Short oral activities (e.g., reading aloud, mental maths, role play, discussions)
- Practical tasks (e.g., measurements, problem-solving, group projects, practical tasks in the development of skills)
- Activity-based assignments (e.g., creating posters, presenting findings, demonstrating skills)
- Short writing tasks (when appropriate – e.g sentence writing in languages, maths calculations, briefs, etc..)

Portfolio Development:

- Each student will compile a portfolio of completed tasks throughout the year.
- The portfolio should show evidence of progress in literacy, numeracy and transversal skills.
- Portfolios should include the task set by the Educator and the work of the student and may also include photos, checklists, rubrics and Educator's observations

Educators should provide constructive feedback on each task.

Frequency:

- Minimum of two assessed tasks per term per subject
- Tasks should cover a range of learning objectives and different modes of assessment.

B. End-of-Year Assessment (EYA)**Purpose:**

- To assess learning objectives not yet covered in continuous assessment.
- To give students an additional opportunity to demonstrate their progress and to complete their tasks.

Timing:

- Conducted alongside the official end-of-year assessment for other students.

Nature of Tasks:

- Short, manageable activities such as oral presentations, practical exercises, or short written responses.
- Should remain activity-based and skill-oriented, not traditional pen-and-paper assessment as far as possible.

3. Grading and Reporting

Performance criteria have been developed in each subject. These performance criteria contains descriptors that will help the Educators to grade the students in each task set.

Performance Levels:

There are 3 broads performance levels which are as follows:

- Basic – demonstrates limited achievement; requires further support.
- Intermediate – demonstrates satisfactory achievement; progressing steadily.
- Proficient – demonstrates steady achievement; applies knowledge and skills satisfactorily

Grading Approach:

- The final grading at the end of the year is based on the evidence collected from the portfolio and the end-of-year assessment (if applicable).
- Both CA and EYA contribute to the final performance grade.

4. Roles and Responsibilities

Educators:

- Plan and conduct activity-based assessments.
- Provide feedback and keep records.
- Support students in building their portfolios.

Heads of Schools:

- Oversee the implementation of guidelines.
- Ensure standardisation and fairness in grading across classes.
- Organise the end-of-year assessments.
- Provide professional support and moderation where necessary.

Students:

- Actively participate in tasks.
- Maintain and update their portfolios.
- Reflect on their progress and learning journey.
- Ensure their regular attendance at school.

5. Monitoring and Quality Assurance

The FPLNS committee at the level of the schools should ensure a monitoring and moderation process to ensure consistency in the implementation of the assessment framework and the grading.

- Schools should implement a moderation process to ensure consistency.
- Samples of student portfolios at each level (Basic, Intermediate, Proficient) should be reviewed internally.
- Heads of Schools may organise peer review among Educators for fairness and alignment.

6. Sample Performance Criteria

A Scientific Literacy

Criteria	Basic	Intermediate	Proficient
Understanding scientific concepts	Identifies simple facts or terms with help	Explains simple concepts in own words, may have some inaccuracies.	Explains basic science ideas clearly and links them to real-life situations.
Observation and data Collection	Makes simple observations when guided	Records observations with some independence using words or basic drawings, tables.	Collects accurate observations using appropriate formats with minimal support.
Using scientific terminology	Uses everyday language; rarely uses science terms without prompting	Uses simple science terms in context with help.	Uses key science vocabulary correctly in speaking or writing.
Answering Questions	Answers direct questions with short or one-word responses	Responds to 'why' or 'how' questions with brief explanations.	Gives thoughtful and complete answers; even asks meaningful questions.
Applying knowledge	Recognizes familiar situations but struggles to apply knowledge	Applies known ideas to slightly different contexts with support.	Independently applies basic knowledge to real-life situations.