Government of the Republic of Trinidad and Tobago
Ministry of Education

C.A.C.

CONTINUOUS ASSESSMENT COMPONENT (CAC) OF THE SEA

ADMINISTRATOR'S MANUAL

Guidance for the Administration and Management of the CAC



2026

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Continuous Assessment Component (CAC) of the Secondary Entrance Assessment (SEA)
Administrator's Manual

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About This Manual

Purpose of the Manual

The *CAC Administrator's Manual* establishes the common national operational requirements for the administration, oversight, monitoring and quality assurance of the Continuous Assessment Component (CAC) of the SEA.

It provides the framework within which schools and relevant Ministry of Education divisions and units are expected to plan, administer, monitor and support the CAC. It addresses requirements relating to:

- annual implementation, leadership and school readiness;
- cognate task design, curriculum alignment and implementation;
- professional development and training;
- communication and liaison with staff, students and parents/guardians;
- Online Recording System and technological support;
- administration of CAC tasks;
- assessment, scoring and submission of CAC marks;
- record-keeping, security, data management and submission;
- student participation, accommodations and candidate-specific arrangements;
- standardisation, moderation and quality assurance;
- academic integrity, malpractice and assessment irregularities.

This manual is the primary reference for CAC administrative and operational requirements and is intended to support consistent implementation across Trinidad and Tobago.

Who Should Use This Manual?

Level / Role	Primary Users
School	Principals and other school administrators, CAC Leads or other designated school-level coordinators, where applicable.
District and Ministry	School Supervisors, Curriculum Officers and other designated monitors, officers of relevant Ministry divisions and units.
Specialised functions	Personnel responsible for student support, assessment administration, data management, moderation and other formally assigned CAC responsibilities.

Detailed guidance for teachers is provided in the *CAC Teacher's Manual* and the relevant Cognate Instructional Guides. Teachers, however, should be familiar with the requirements of this manual that affect classroom implementation and assessment.

Relationship Among CAC Publications

This manual forms part of a suite of CAC publications. Each publication has a distinct function and audience.

CAC Publication Suite

Publication	Primary Purpose
CAC Administrator's Manual	National administrative and operational requirements for CAC implementation, oversight and quality assurance.
CAC Guidelines and Quality Assurance Manual	National framework for assuring the quality, integrity and credibility of CAC implementation, assessment and results.
CAC Teacher's Manual	Common professional and classroom practices required for CAC implementation.
Cognate Instructional Guides	Detailed guidance for teaching and implementing learning and assessment associated with each cognate group.
CAC Manual for Private Candidates (including Home-Schooled Candidates)	Specialised administrative and assessment arrangements for candidates outside the regular Government and Government-Assisted school setting.
CAC Parent Manual	Concise information for parents and guardians on the CAC, student participation and appropriate support.
Public information materials	General information about the CAC and its phased introduction.

Where a specialised CAC publication addresses a particular audience or context, it should be used alongside this manual. Where administrative or operational requirements are concerned, the provisions established in this manual and subsequent official Ministry directives apply.

How to Use This Manual

This manual is designed for both sequential reading and quick reference.

If you need information about...	Go to...
CAC framework, governance and accountability	Sections 1-2
Annual planning and school readiness	Section 3
Task administration, assessment, records and student participation	Sections 4-7
Standardisation, moderation and quality assurance	Section 8
Academic integrity, malpractice and irregularities	Section 9
ORS submission, user guidance and support	Section 5 and separate ORS guidance
Checklists, procedures and operational tools	Appendices

CAC at a Glance

The Continuous Assessment Component of the SEA — the whole shape, in one page

1. HOW CAC AND THE WRITTEN SEA COMBINE (AT FULL IMPLEMENTATION)

CAC — 30%	Written SEA Examination — 70%

2. THE FOUR COGNATE CLUSTERS (STANDARDS 4–5)

1 **Physical Education and Life Skills**
Personal Development and Well-being

2 **Visual and Performing Arts and ELA Writing**
Creative Communication

3 **Agricultural Science and Science**
Scientific Inquiry

4 **Mathematics and Digital Skills**
Problem Solving and Innovation

3. THE PATHWAY ACROSS STANDARDS 3 TO 5

Standard 3
Preparation and sensitisation
No CAC mark contributes to SEA

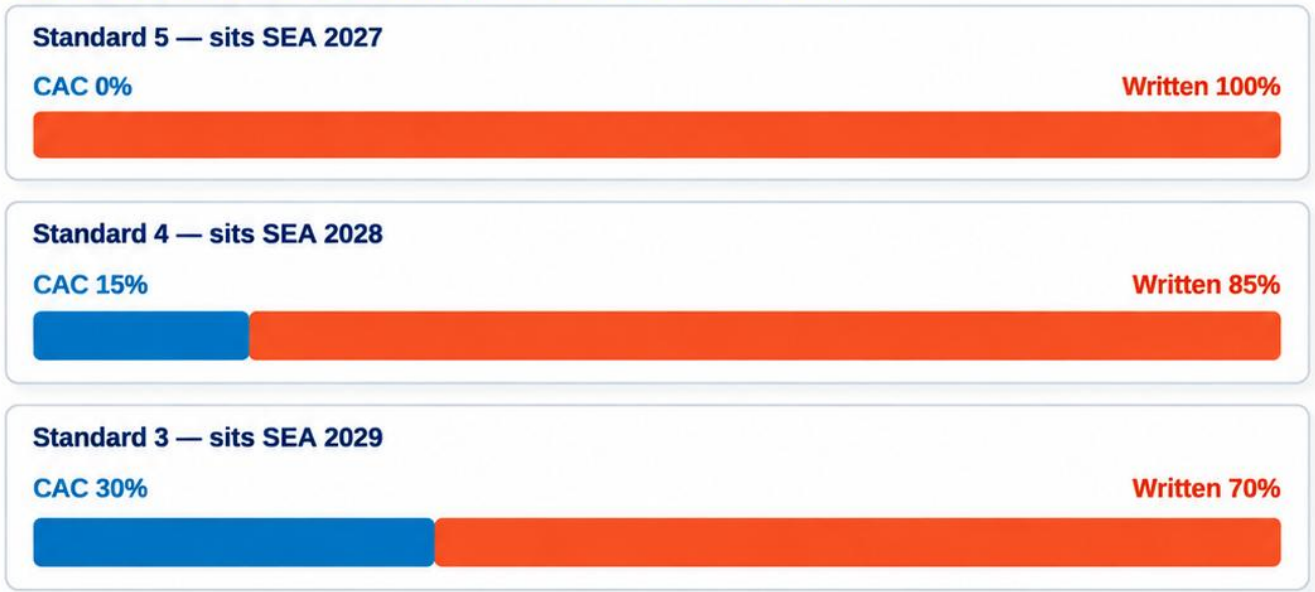
→

Standard 4
Cognates 1, 2 and 3 assessed
One per term

→

Standard 5
Cognate 4 (Term 1) + Written SEA (Term 2)

4. PHASED WEIGHTING BY COHORT (CLASS IN SEPTEMBER 2026)



Full detail for each element above is provided in Section 1 and Table 3 of this manual.

Section 1: The CAC Framework

1.1 What Is the CAC?

The Continuous Assessment Component (CAC) is the performance-based component of the Secondary Entrance Assessment (SEA). When fully implemented, the CAC contributes 30% of a student's final SEA score, while the written SEA examination in English Language Arts, ELA Writing and Mathematics contributes the remaining 70%.

The CAC broadens the evidence used to assess student achievement by allowing students to demonstrate learning through integrated, authentic tasks undertaken during Standards 4 and 5. These tasks provide opportunities for students to apply knowledge and skills in meaningful contexts and demonstrate competencies that are not readily captured through a single written examination.

The CAC complements the written SEA examination; it does not replace it. Together, the two components provide a broader basis for assessing student achievement.

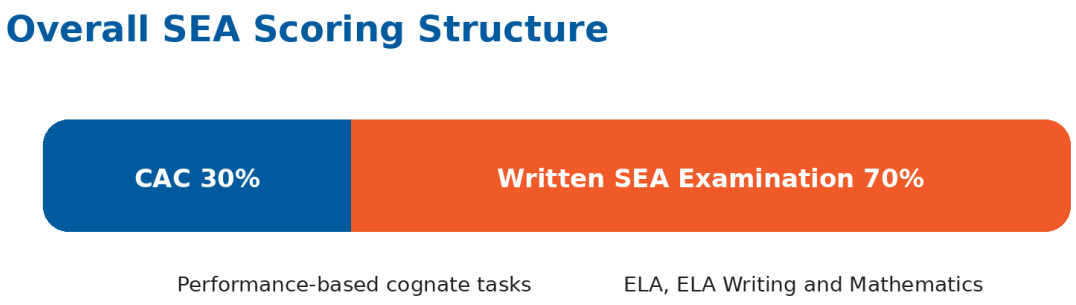


Figure 1: Overall SEA Scoring Structure

1.2 Purpose of the CAC

The CAC is designed to:

1. broaden the range of knowledge, skills and competencies assessed within the SEA framework, including critical thinking, creativity, communication, collaboration and problem-solving;
2. provide students with opportunities to demonstrate learning through authentic and applied tasks and recognise a wider range of student strengths and abilities;
3. provide a more comprehensive picture of student achievement than can be obtained through a single written examination;

4. generate assessment evidence that can support teaching, learning and timely intervention; and
5. support fairness and national comparability through common tasks, Ministry-issued assessment criteria and quality-assurance processes.

1.3 Principles of the CAC

Table 1: Principles Guiding CAC Implementation

Principle	Operational Meaning
Fairness	Students must have equitable opportunities to demonstrate achievement against common national expectations.
Validity	Assessment tasks and criteria should measure the knowledge, skills and competencies they are intended to assess.
Reliability	Assessment decisions should be sufficiently consistent across teachers, schools and assessment periods to support confidence in the results.
Authenticity	Assessment evidence must represent the student's own knowledge, skills and performance.
Equity and Inclusion	Accommodations must support access without compromising assessment integrity.
Transparency	Students, parents, teachers and other stakeholders should receive clear information about CAC requirements and procedures.
National Comparability	Common tasks, assessment criteria, training, standardisation and moderation processes support comparable assessment decisions across schools.
Integrity	All persons involved in CAC implementation are responsible for protecting the security, credibility and fairness of the assessment process.

1.4 Rationale for the CAC

The written SEA examination provides an important measure of student performance in selected areas of the curriculum. However, a single written examination cannot, by itself, capture the full range of knowledge, skills, competencies, and dispositions developed through primary education.

The CAC broadens the evidence used within the SEA by providing structured opportunities for students to apply knowledge in authentic contexts; investigate and solve problems; communicate ideas in different ways; create and evaluate products or solutions; collaborate where required; and reflect on their learning and decision-making.

1.5 The Four Cognate Groups

The CAC organises related curriculum areas into four cognate groups. Each group is implemented through an integrated task based on a common overarching theme.

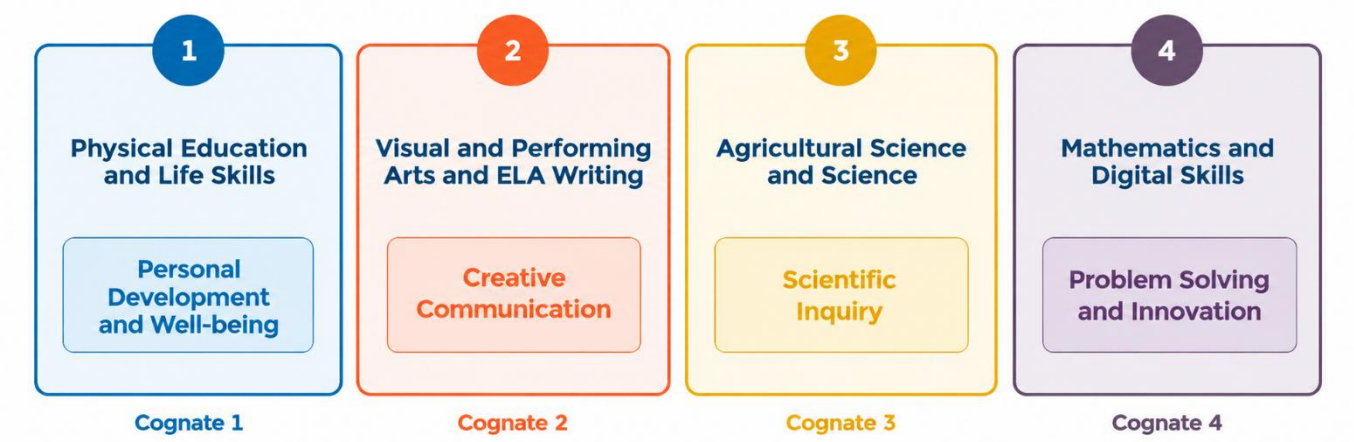


Figure 2: Four CAC Cognate Groups

Table 2: Cognate Group Framework

Cognate	Curriculum Areas	Theme
Cognate 1	Physical Education and Life Skills, incorporating relevant Social Studies and Values, Character and Citizenship Education (VCCE) curriculum connections	Personal Development and Well-being
Cognate 2	Visual and Performing Arts (VAPA) and ELA Writing	Creative Communication
Cognate 3	Agricultural Science and Science	Scientific Inquiry
Cognate 4	Mathematics and Digital Skills	Problem-solving and Innovation

Through a cognate task, students draw on related curriculum knowledge and skills within a single integrated learning and assessment experience rather than through a series of disconnected subject assessments. Detailed curriculum outcomes, instructional sequences, supporting curriculum connections, resources and cognate-specific assessment requirements are provided in the relevant Cognate Instructional Guide.

1.6 Characteristics of CAC Tasks

CAC tasks are:

- integrated across the curriculum areas within the relevant cognate;
- rooted in inquiry-based learning, which includes elements of Problem-based and Project-based Learning approaches;

- based on authentic problems, situations or contexts;
- embedded within normal teaching and learning;
- generally implemented over an instructional period of approximately four to six weeks;
- formatively assessed to mediate student learning;
- supported by Ministry-issued instructional and assessment materials;
- assessed using Ministry-issued criteria and rubrics; and
- subject to national and regional quality-assurance processes.

Depending on the cognate and task, students may produce different forms of evidence of learning (artefacts), including written products, investigations, performances, practical products, designs, logs, reflections or other approved products.

1.7 Implementation Across Standards 3, 4 and 5

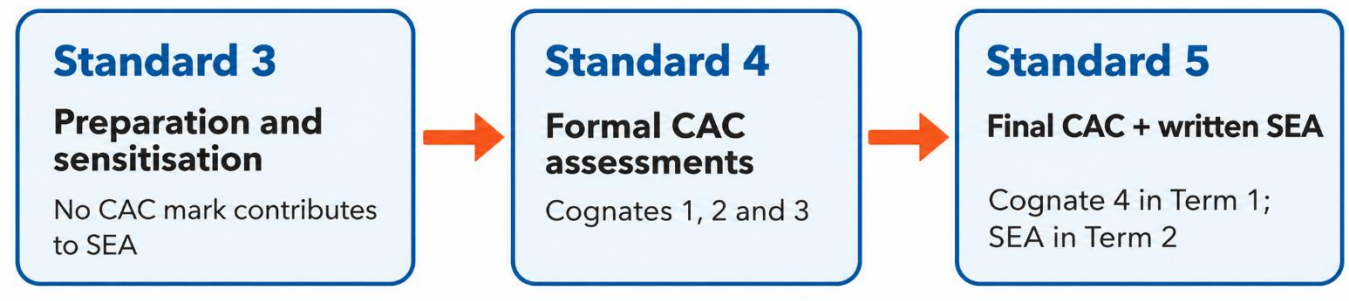


Figure 3: CAC Pathway Across Standards 3 to 5

Standard 3 - Preparation and Sensitisation

Standard 3 is a preparatory year. Students engage in age-appropriate CAC-style learning experiences to develop familiarity with integrated tasks, inquiry, collaboration, reflection and the use of assessment criteria. Teachers use this period to strengthen their capacity to facilitate CAC-style learning and apply assessment criteria.

Standard 4 - CAC Assessment

Under the fully implemented model, students complete three CAC assessments in Standard 4:

- Term 1 - Cognate 1 – Physical Education/Life Skills
- Term 2 - Cognate 2 – VAPA/ELA Writing
- Term 3 - Cognate 3 – Agricultural Science/Science

Standard 5 - CAC Assessment and SEA

- Term 1 – Cognate 4 – Mathematics/Digital Skills
- Term 2 – Written SEA

Phased Implementation

Table 3: Phased Implementation and Weighting

Class in September 2026	SEA Year	CAC Tasks	CAC Contribution	Written SEA Contribution
Standard 5	SEA 2027	0	0%	100%
Standard 4	SEA 2028	2	15%	85%
Standard 3	SEA 2029	4	30%	70%

Section 2: Governance, Roles and Accountability

2.1 Governance of the CAC

The CAC is implemented through coordinated national, district and school-level responsibilities that establish accountability and provide the oversight and support needed for consistent implementation.

Relevant Ministry divisions and units contribute within their established mandates, including assessment and curriculum development, school supervision, student support, professional development, data and examination administration, monitoring and quality assurance.

At the school level, the principal is ultimately responsible for CAC implementation. The principal is supported by the CAC Lead or other designated school-level staff member, and by relevant Ministry personnel.

2.2 Levels of Responsibility

Table 4: CAC Levels of Responsibility

Level	Core Responsibilities
National	Policy and assessment oversight; assessment framework; curriculum and task development; professional development; student support; data and examination administration; national quality assurance; and coordination of external moderation arrangements.
District/Tobago	Implementation oversight; professional and operational support to schools; monitoring; communication and liaison between schools and central Ministry divisions; and other assigned administrative functions.
School	Implementation under the principal's overall accountability, supported by the CAC Lead or other designated coordinator, teachers and relevant Ministry personnel.

CAC Governance and Support Structure for Public Schools

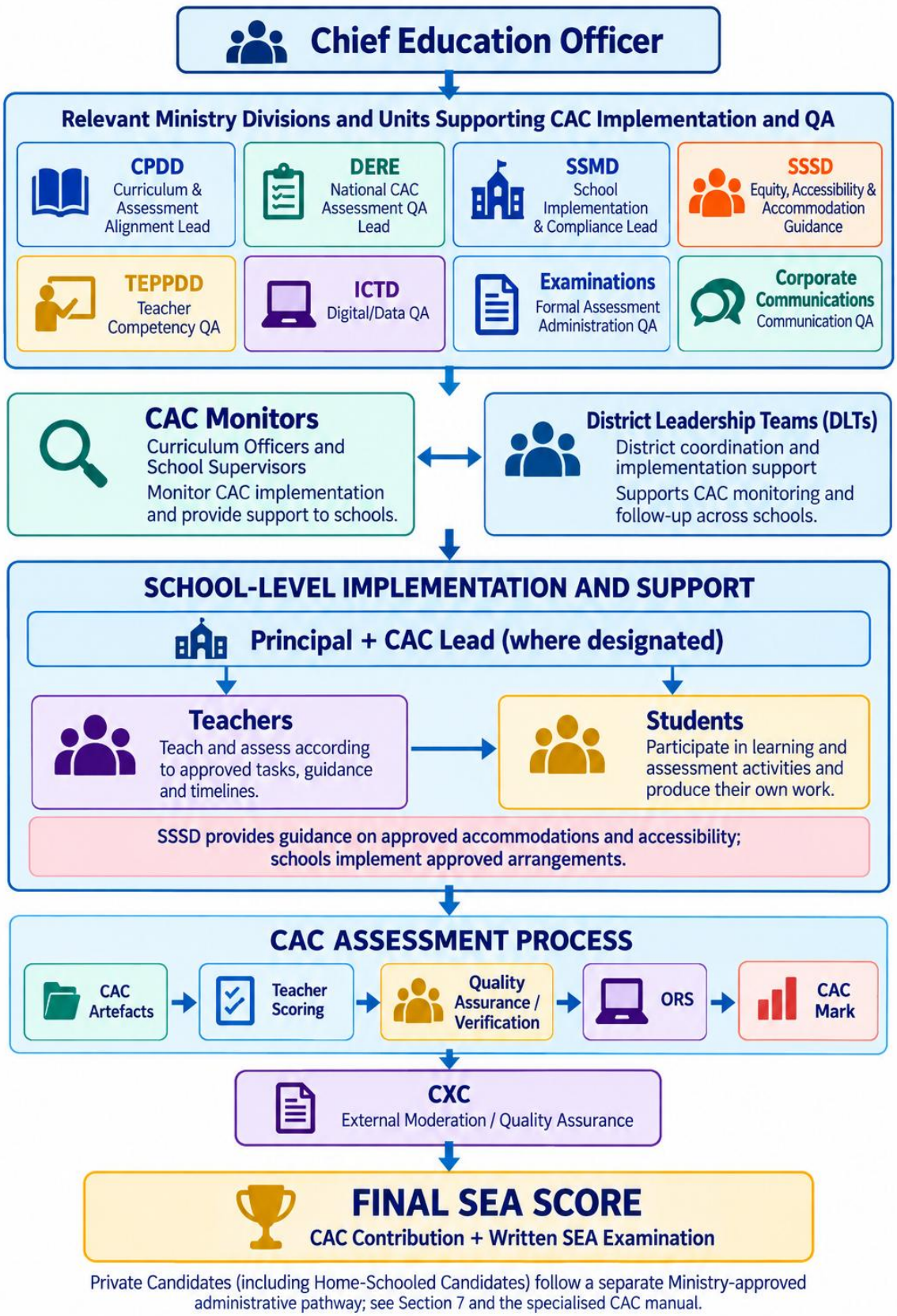


Figure 4: CAC Governance and Support Structure for Public Schools

2.3 Responsibility for Key CAC Functions

Table 5: Responsibility for Key CAC Functions

Department / Division	CAC Quality Assurance Role	Key Responsibilities
Chief Education Officer	Professional and educational oversight	• Provide overall professional leadership; • Ensure alignment among curriculum, instruction, assessment and supervision; • Coordinate the work of technical Divisions; • Resolve significant implementation and quality issues.
Division of Educational Research and Evaluation (DERE)	National CAC Assessment QA Lead	• Oversee assessment design and validation; • Analyse CAC data; • Prepare national QA reports and recommendations.
Curriculum Planning and Development Division (CPDD)	Curriculum and Assessment Alignment Lead	• Ensure CAC tasks are aligned with curriculum outcomes, competencies and standards; • Develop curriculum-linked exemplars and resources; • Ensure assessment promotes meaningful learning; • Monitor implementation of CAC in schools; • Conduct school visits and compliance checks • Participate in task validation and moderation; • Report implementation risks and follow up on corrective action
School Supervision and Management Division (SSMD)	School Implementation and Compliance Lead	• Monitor implementation of CAC in schools; • Conduct school visits and compliance checks • Report implementation risks and follow up on corrective action.
Education Districts/District Leadership Teams (DLTs)	District-Level QA	• Coordinate school monitoring; • Review implementation across schools; • Identify district trends; • Provide technical assistance as required.
Teacher Education Performance and Professional Development Division (TEPPDD)	Teacher Competency QA	• Facilitating CAC training; • Monitor training completion and competency; • Provide targeted professional development based on QA findings.
Student Support Services Division (SSSD)	Equity and Accessibility QA	• Ensure CAC accommodates diverse learners; establish guidance for reasonable accommodations; • Monitor fairness for students with special educational needs; • Advise schools on differentiated assessment and accessibility.
Information and Communication Technology Division	Digital/Data QA and Security	• Manage the Online Registration System (ORS). • Liaise with CXC to resolve issues regarding the ORS. • Ensure that Schools can access the ORS to upload the scores. • Generate reports regarding uploading the scores and outstanding scores for candidates
Division of Education Services (DES) -Examinations Unit	Formal Assessment Administration QA	• Ensure secure administration and processing of formal assessments;

Department / Division	CAC Quality Assurance Role	Key Responsibilities
		• Maintain confidentiality; • Establish procedures for storage, submission and processing of assessment evidence;
Corporate Communications	Communication QA	• Ensure that all information issued by the CAC to teachers, parents, students, and the wider public is accurate, consistent, and timely. • Ensure that all CAC communication materials and resources comply with the Ministry of Education's approved branding guidelines and standards. • Coordinate the communication of organisational changes, updates, and clarifications to relevant stakeholders in a timely and consistent manner.
Principals / School Assessment Teams	First-Level Institutional QA	• Establish school-level QA procedures; • Ensure teachers comply with CAC standards; • Coordinate within-school standardisation; • Verify samples of student work; • Maintain records; • Address discrepancies and report concerns.
Teachers	First-Line Assessment QA	• Administer approved assessment tasks; • Apply rubrics consistently; • Maintain authentic student evidence; • Provide feedback; • Maintain accurate records; • Participate in within-school standardisation and other required quality assurance activities; • Report irregularities and seek clarification where required.
SSMD/CPDD CAC School Monitors	Monitor Implementation	• Review implementation; • Provide support for Teachers and schools; • Monitor student work and score accuracy
Parents/Guardians	Provide support	• Support student participation and engage with appropriate information and procedures
Students	Demonstrate their own achievement	• Complete authentic assessment tasks and submit required documents and artefacts.

2.4 School-Level Accountability

Principal

Table 6: Principal's CAC Accountability

Area	Principal's Responsibility
Leadership and readiness	• Leads school implementation • Ensures teacher readiness • Confirms resources, timelines and administrative arrangements
Student participation and inclusion	• Confirms eligible students are enrolled/registered • Identifies repeaters, re-sit candidates and students requiring accommodations Oversees transfers and approved accommodations

Area	Principal's Responsibility
Assessment oversight and quality assurance	• Ensures assessment requirements are followed • Ensures that within-school standardisation occurs where required • Supports required verification and moderation arrangements • Confirms assessment documentation
Records, security and submission	• Ensures secure storage of CAC artefacts and records • Oversees required records and samples • Confirms that marks are verified and submitted accurately and on time
Communication and liaison	• Communicates CAC requirements to staff, students and parents/guardians • Serves as the school liaison with the Ministry • Escalates matters through the appropriate channels

NOTE

The designation of a CAC Lead or other school-level coordinator does not transfer the principal's overall accountability for CAC implementation.

CAC Lead

Where staffing and school circumstances permit, the principal may designate a CAC Lead to assist with coordination, communication, records and implementation monitoring. In smaller schools, these responsibilities may be incorporated into the duties of an existing staff member.

Teachers

Teachers implement and assess school-based CAC cognate tasks. They use the relevant Cognate Instructional Guide; facilitate teaching and learning; provide feedback; apply the approved rubrics; maintain records; upload CAC marks; participate in standardisation and other quality-assurance activities; protect confidentiality and assessment security; and report suspected irregularities through approved procedures.

REFER TO

Detailed guidance on classroom implementation, formative feedback, assessment boundaries and teacher record-keeping is provided in the *CAC Teacher's Manual.*

2.5 Monitoring of CAC Implementation

CAC implementation will be monitored through Ministry arrangements to support compliance, identify implementation challenges and inform appropriate follow-up and support.

REFER TO

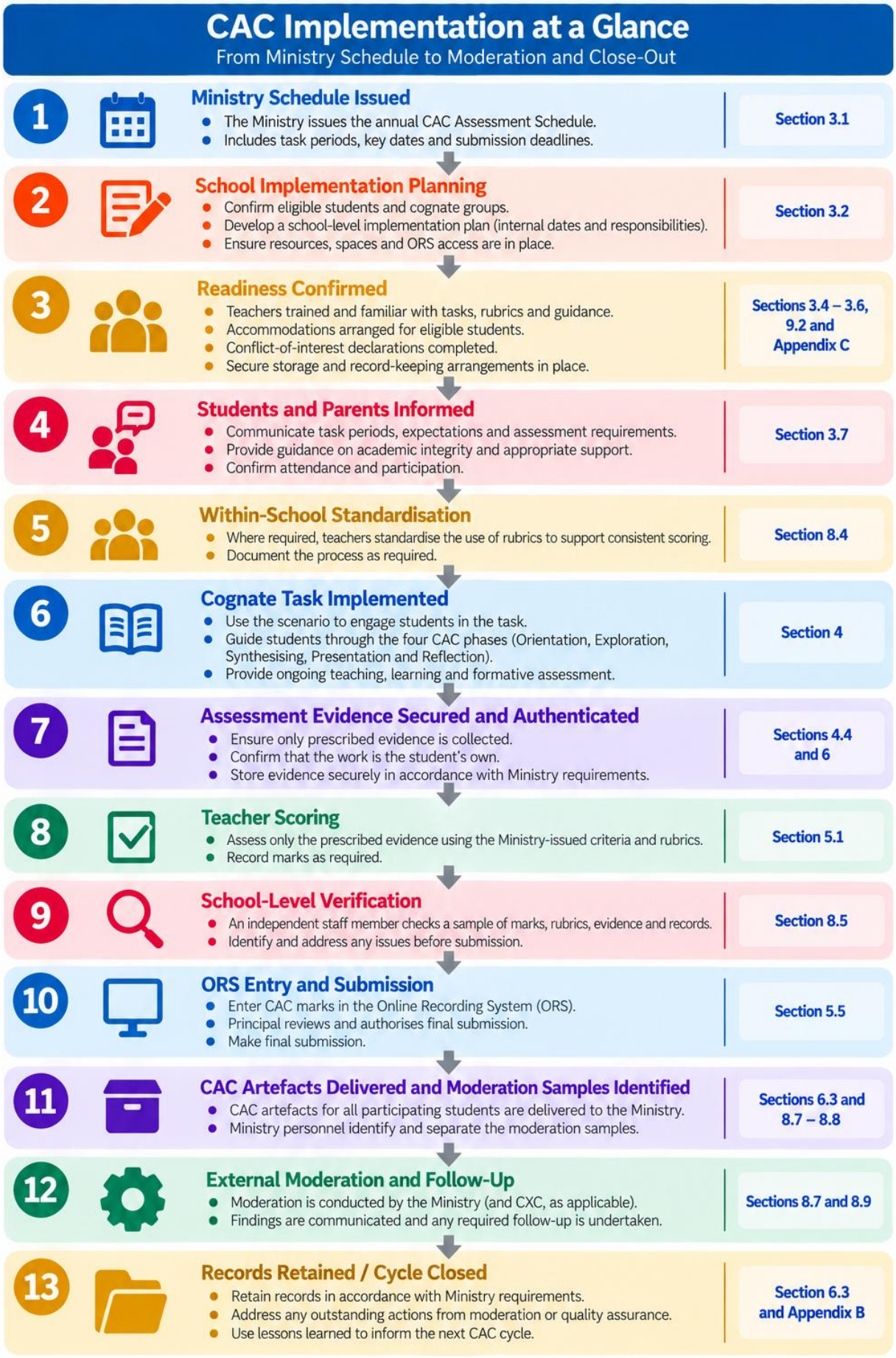
Section 8 sets out the detailed monitoring function and explains how it differs from standardisation, verification and moderation.

2.6 External Quality Assurance

The Caribbean Examinations Council (CXC) provides external quality assurance and moderation for the CAC. Moderation arrangements are set out in Section 8.

CAC Implementation at a Glance

From Ministry Schedule to Moderation and Close-Out



Section 3: Annual Implementation and School Readiness

This section sets out the arrangements that schools must establish to prepare for CAC implementation each academic year and before each cognate assessment.

3.1 Annual CAC Assessment Schedule

The Ministry of Education will issue a CAC Assessment Schedule for each academic year. The schedule will specify:

- the cognate to be implemented;
- the Standard and term in which it will be conducted;
- the assessment period;
- key administrative dates;
- deadlines for CAC mark submission; and
- any additional requirements applicable to the assessment cycle.

REQUIREMENT

Schools must use the Ministry-issued CAC Assessment Schedule as the basis for school-level planning. Ministry submission deadlines are final; schools should establish earlier internal deadlines to allow sufficient time for verification and error correction.

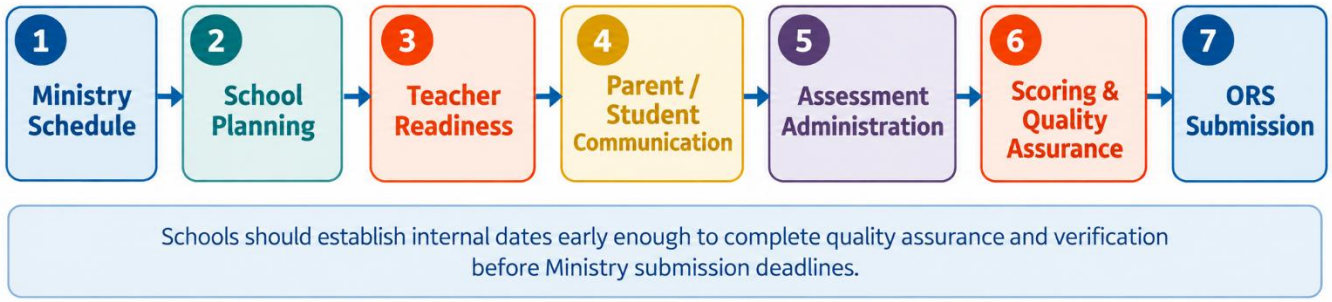


Figure 5: Annual CAC Planning Process

3.2 School-Level CAC Implementation Plan

Each school shall establish and maintain arrangements for implementing the Continuous Assessment Component (CAC) in accordance with the Ministry-issued annual CAC Assessment Schedule.

CAC implementation planning shall be integrated into the school's existing planning, monitoring and evaluation processes, including the AFIRM Curriculum Action Plan (CAP), where applicable, to promote coherence, accountability and effective use of resources.

Principals shall maintain a CAC Implementation and Monitoring Schedule, using the Ministry-approved template, identifying key activities, responsible officers, timelines, resources, quality-assurance requirements and evidence of completion.

3.3 Timetabling and Instructional Planning

CAC cognate tasks are implemented as part of the school's regular teaching and learning programme. Schools must make timetable arrangements that allow the cognate task to be implemented within the period identified by the Ministry.

Cognate tasks are generally implemented over an instructional period of approximately four to six weeks. Timetabling should provide sufficient opportunities for instruction, investigation, and planning; development and refinement of student work; appropriate formative feedback; production of required assessment evidence; and completion of scoring, record-keeping, and other required administrative processes. Table 7 provides the recommended phases for implementing the tasks. A recommended implementation schedule will be placed in the respective Cognate Instructional Guides.

NOTE

A cognate task must be integrated into normal teaching and learning. It must not be treated as an additional project conducted outside the regular curriculum programme. Implementation of the cognate task does not suspend instruction in other areas of the curriculum.

Table 7: Recommended Phases of Implementation for the CAC Tasks

CAC Phase	Suggested Timing	Typical Focus
Orientation	Week 1	Introduce the task/challenge, activate prior knowledge, clarify expectations and ensure students have access to required resources.
Exploration	Weeks 1–3	Teaching, inquiry, investigation, practice and student planning.
Synthesising	Weeks 3–5	Students connect and apply learning, develop and refine required CAC artefacts, and receive feedback within the limits of the task guidance.
Presentation & Reflection	Week 6	Students complete/present the required assessment artefacts and reflect on learning; teachers score and prepare for the required quality-assurance processes.

Formative Assessment occurs throughout the implementation phase

3.4 Staffing, Teacher Readiness and Professional Support

Before implementation of a CAC task, the principal must ensure that the relevant teachers:

- have access to the current CAC Teacher's Manual, relevant Cognate Instructional Guide and other required materials;
- participate in the CAC training and professional-support arrangements provided for implementation;
- participate in internal quality assurance activities;
- understand the task, assessment evidence, rubric and assessment criteria;
- understand the boundary between appropriate instructional support and undue assistance;
- understand applicable record-keeping, security and authenticity requirements; and
- are aware of the school's internal schedule and deadlines.

Where more than one teacher assesses students within the same year level, the principal must also ensure that arrangements are in place for within-school standardisation as set out in Section 8.

CAC implementation is supported through Ministry-coordinated professional development. This may include assessment literacy, Problem-Based and Project-Based Learning, integrated curriculum implementation, use of CAC rubrics, formative feedback, standardisation, moderation and record-keeping.

Principals are responsible for facilitating teachers' participation in required professional development and supporting appropriate school-based professional collaboration.

3.5 Resources and the Learning and Assessment Environment

Before a cognate task begins, the school must identify the resources, materials and environmental arrangements required for implementation. Arrangements should be made for:

- receipt, management and use of Ministry-provided CAC resources and materials;
- availability of ordinary classroom consumables required for implementation through the school's normal resource arrangements;
- equitable access to required resources by participating students;
- safe handling and storage of materials and equipment;
- management of reusable resources;
- appropriate classroom organisation and access to required working areas;
- supervision of practical, performance or other specialised activities;
- accessibility for students with accommodation; and
- any task-specific environmental, safety or facility requirements.

The learning and assessment environment must support effective teaching and learning while protecting the integrity of assessment activities and evidence.

3.6 Students Requiring Accommodations

Schools should identify students who may require accommodations as early as possible.

The principal must ensure that:

- relevant referrals are initiated within required timelines;
- required documentation is submitted through the approved process;
- approved arrangements are confirmed before the relevant assessment;
- teachers responsible for the student are informed of the accommodations and understand how they are to be implemented; and
- support provided during assessment is documented where required.

REFER TO
Detailed requirements relating to accommodations and student participation are provided in Section 7.

3.7 Student and Parent Communication

Students and parents/guardians must receive clear and timely information about the CAC and the requirements relevant to the student's participation.

School communication should include:

- the purpose of the CAC;
- the cognate being implemented;
- the assessment period and important dates;
- attendance expectations;
- what students are expected to do;
- the appropriate role of parents and guardians;
- expectations relating to authentic student work;
- approved accommodation arrangements, where applicable; and
- the school channels through which questions or concerns should be raised.

The *CAC Parent Manual* should be used as the principal parent-facing reference document. Schools should ensure that their communication is consistent with official CAC guidance.

REFER TO
Before implementation, the principal may use Appendix A: School Readiness Checklist to confirm that the required school-level arrangements are in place.

Section 4: Administration of CAC Tasks

This section establishes the common requirements for administering CAC tasks in schools. Detailed instructional guidance is provided in the *CAC Teacher's Manual* and the relevant Cognate Instructional Guide. Requirements relating to scoring, records, accommodations, moderation and malpractice are addressed in later sections of this manual.

4.1 Use of CAC Tasks and Assessment Materials

CAC assessments must be implemented using the task, assessment criteria, rubrics and other materials issued or approved by the Ministry of Education for the relevant cognate and assessment cycle.

Schools and teachers must not:

- substitute independently developed tasks for the official CAC task;
- alter the assessment criteria, rubrics, scoring requirements or weightings;
- introduce additional criteria into the official CAC mark; or
- disclose materials identified by the Ministry as restricted or confidential outside authorised conditions.

4.2 Conduct of CAC Tasks

CAC tasks are embedded within regular teaching and learning and are generally implemented over approximately four to six weeks. During this period, students may:

- receive instruction;
- explore the task context;
- undertake investigation, research or practical activity;
- develop and refine their thinking and work;
- receive appropriate formative feedback;
- engage in peer- or self-assessment where permitted; and
- produce the evidence required for assessment.

Not every activity undertaken during the cognate period is assessed. The relevant Cognate Instructional Guide and assessment materials identify what is assessed, when evidence is produced, the feedback or revision permitted, the applicable conditions, and the records or evidence to be retained.

NOTE

CAC assessment evidence must be completed under the school-controlled conditions specified for the task. Students or parents/guardians must not complete, edit or improve assessed work outside those conditions.

4.3 Teacher Support and Assessment Boundaries

Teachers may support students' learning and thinking, but must not determine the content, response, solution or product submitted for assessment. The principal is responsible for ensuring that staff understand and observe the boundaries between appropriate instructional support and undue assistance.

REFER TO

Detailed guidance on teacher support, formative feedback and undue assistance is provided in the *CAC Teacher's Manual* and the relevant Cognate Instructional Guide.

4.4 Authentication and Control of Assessment Evidence

Schools must take reasonable measures to ensure that evidence submitted for CAC scoring represents the student's own knowledge, skills and achievement.

Authentication measures should include, as applicable:

- completion of assessed work under the school-controlled conditions specified for the task;
- teacher observation of work as it develops;
- retention of drafts, process evidence or other records where required;
- documentation of accommodations or additional authorised assistance; and
- secure control of assessment evidence.

CAC assessment artefacts and records must remain under school control and must not be taken home by students or parents/guardians.

Section 5: Assessment, Scoring and Feedback

This section establishes the requirements for scoring CAC evidence, recording and verifying results, providing feedback and submitting official CAC marks.

5.1 Scoring CAC Evidence Using CAC Rubrics

Each cognate task is accompanied by assessment criteria and rubric(s) specifying the evidence to be assessed and how performance is to be judged.

Teachers must:

- assess only the evidence identified for scoring;
- use only the rubric(s) provided for the task;
- judge student evidence against the rubric descriptors rather than against other students or independently developed standards;
- apply the criteria consistently;
- complete scoring within required timelines; and
- complete and maintain the required assessment records.

Before and during implementation, students should be familiar with the criteria against which their assessment evidence will be judged. Teachers may explain assessment criteria in language appropriate to students, but must not supply the content, solution or response required to satisfy those criteria.

5.2 Recording of CAC Marks

Teachers are responsible for recording CAC marks accurately in the required assessment records. Marks should be recorded promptly and must correspond with the completed rubric and the student evidence on which the assessment decision was based.

Where required, teachers must also complete any comments, identifiers or supporting documentation associated with the assessment record.

5.3 Within-School Quality Assurance

Before CAC marks are submitted, schools must complete the applicable within-school quality-assurance and verification processes. Detailed requirements are set out in Section 8.

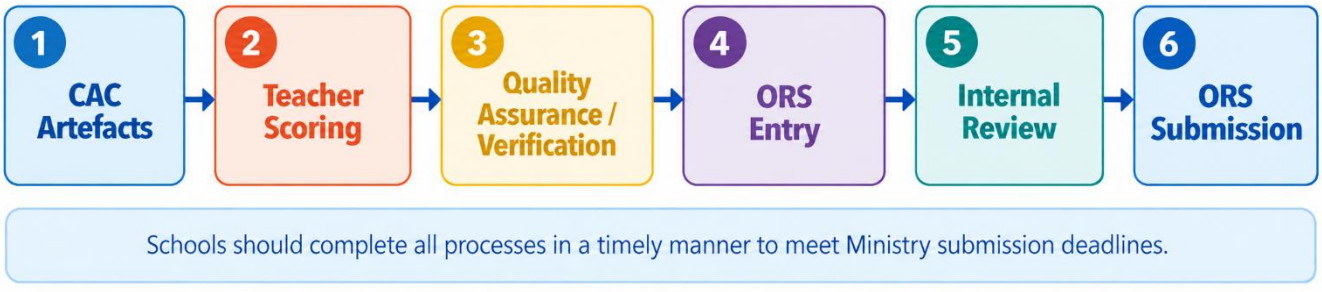


Figure 6: From CAC Artefacts to ORS Submission

5.4 Feedback Following Assessment

Following scoring, students should receive appropriate feedback on their CAC performance. Feedback should:

- relate to the assessment criteria;
- identify demonstrated strengths;
- identify areas for further development; and
- support subsequent teaching and learning.

The completed rubric forms part of the student's official CAC assessment record and must be retained in accordance with the records requirements in Section 6.

5.5 Submission of CAC Marks

All CAC marks must be submitted through the CAC Online Recording System (ORS) by the deadline in the published assessment schedule.

Before final submission, the principal must ensure that:

- only verified marks are submitted;
- marks entered in the ORS correspond with the school's verified assessment records;
- missing or incomplete data have been addressed;
- ORS access is restricted to authorised personnel;
- submission is completed by the Ministry deadline; and
- the corresponding assessment records and evidence are retained as required in Section 6.

REFER TO
At the end of each CAC assessment period, the principal should use Appendix B: Principal's CAC Close-Out Checklist to confirm completion of the required school-level actions.

Section 6: Records, CAC Artefacts and Data Management

Accurate, secure and retrievable records are essential to the administration, verification and quality assurance of the CAC. This section establishes the records schools must maintain and the requirements for organising, storing and retaining CAC assessment evidence.



Figure 7: The CAC Artefact Handling and Submission Process

6.1 CAC Records that Must be Maintained

Table 8: CAC Records and Artefacts

Record / Evidence	Requirement
Teaching and learning records	Required instructional records aligned with the curriculum, cognate task and implementation period.
CAC artefacts and assessment evidence	Required student artefacts and assessment evidence associated with CAC tasks, organised and stored securely so that they can be linked to the correct student and assessment.
Assessment records	Completed rubrics, mark records and other required assessment documentation maintained securely and available for verification and moderation.
Attendance records	Records needed to establish student participation and to support referral of prolonged absence cases through the approved process, where applicable.
Accommodation/assistance records	Documentation of approved accommodations and any additional authorised assistance, where required.
Quality-assurance records	Records of within-school standardisation, verification and required follow-up.
Monitoring and irregularity records	Relevant records of assessment irregularities or other matters requiring official documentation.

6.2 Organisation, Identification and Secure Storage

CAC evidence and records must be organised so that they can be reliably linked to the correct student, cognate task and assessment cycle.

Schools must ensure that:

- student evidence and assessment records are appropriately identified and labelled;
- completed rubrics and other assessment documentation correspond to the correct student and task;
- records remain organised and readily retrievable for authorised monitoring, verification or moderation;
- missing, incomplete or incorrectly identified records are addressed promptly;
- physical CAC artefacts and records are stored in a secure, lockable location;
- electronic records are stored through approved arrangements and protected against unauthorised access or alteration; and
- CAC assessment evidence remains under school control and is not taken home by students or parents/guardians.

6.3 Retention of CAC Records and Evidence

Schools retain and control artefacts until they are transferred to the Ministry; thereafter, schools retain the required school records, rubrics, score documentation and QA records, while the Ministry retains the transferred physical artefacts.

REQUIREMENT
CAC records and evidence must not be destroyed, deleted or otherwise disposed of while they are required for verification, moderation, investigation or another authorised Ministry process.

6.4 CAC Records and the ORS

The CAC Online Recording System (ORS) provides the Ministry's official electronic record of CAC marks submitted by schools.

The existence of an ORS record does not remove the school's responsibility to maintain the corresponding rubrics, assessment evidence and other required school records for the required retention period.

Section 7: Participation, Accommodations and Special Arrangements

7.1 Participation in the CAC

Eligible candidates participating in the SEA pathway must complete the CAC requirements applicable to their cohort. Participation requirements are determined by the student's SEA cohort and candidate status, not simply by the class in which the student is enrolled. The number and timing of CAC assessments are set out in Section 1.

Schools are responsible for ensuring that eligible students are appropriately identified, registered where required and provided with reasonable access to the approved CAC arrangements.

7.2 Students Requiring Authorised Accommodations

Students who require accommodations must be supported through the Ministry's authorised accommodation process. The Student Support Services Division (SSSD) receives the referral and the identified diagnoses for each student requiring accommodations.

Schools should identify potential needs as early as practicable and initiate the required referral and authorised accommodation process within prescribed timelines. The principal is

responsible for ensuring that approved accommodations are communicated to relevant teachers and implemented as authorised.

Stage	Planning Expectation
Standard 3	Identify possible needs and initiate the referral process and the authorised accommodation process as early as practicable.
Before CAC assessment	Ensure applicable accommodations and school arrangements are confirmed.
Standard 5 / SEA	Implement authorised accommodations applicable to the CAC and special assessment arrangements for the written SEA in accordance with the approval issued.

7.3 Private Candidates (including Home-Schooled Candidates)

Private Candidates (including Home-Schooled Candidates) who are eligible for the SEA participate in the CAC through specialised Ministry arrangements, including registration by the Examinations Unit. They are assessed against the same national CAC standards as school-based candidates, although the administrative pathway differs.

CAC assessments for these candidates are administered through the approved Ministry pathway led by the Curriculum Planning and Development Division (CPDD) and may involve approved assessment centres and authorised Ministry personnel.

Requirements relating to registration, preparation, assessment venues, authorised assessors, authentication, accommodations, scoring, records, moderation and communication are set out in the CAC Manual for Private Candidates.

7.4 Repeaters and Re-Sit Candidates

Repeaters are students who re-enrol in Standard 4 only to complete their programme of work for a second consecutive year. When a student repeats Standard 4, s/he will participate in all CAC activities with the Standard 4 class. Previous scores will not contribute to the final SEA score. Instead, the new scores earned during the repeat year will be uploaded to the ORS as the official record.

Re-Sit candidates are students repeating Standard 5 in consecutive years. They must be re-registered for the appropriate SEA session. In this regard:

- **Standard 4 scores:** Retained and carried forward to contribute to the final CAC total.

- **Standard 5 scores:** New CAC assessments completed; updated scores combined with existing Standard 4 marks to complete the student's SEA profile.

Table 9: Treatment of Repeaters and Re-Sit Candidates

Candidate Type	CAC Treatment
Repeater - repeats Standard 4	Previous Standard 4 CAC marks are reset. Marks earned during the repeat year become the student's official Standard 4 CAC record.
Re-sit candidate - repeats Standard 5	Standard 4 CAC marks are retained and carried forward. The applicable Standard 5 CAC mark is replaced by the mark earned during the new Standard 5 assessment cycle.

NB Both repeaters and resit candidates will be guided by the appropriate circular memoranda.

7.5 Student Transfers

When a student transfers between schools during the CAC cycle, all student records, including the student's completed CAC assessments, must remain continuous and traceable. The transferring and receiving schools, together with the relevant Ministry personnel, must ensure that:

- students have received official approval for transfer from the Ministry of Education;
- students are officially enrolled at the receiving school;
- the principal of the receiving school requests the transfer of all records;
- the transfer is processed through SSMD, Examinations Unit and ICTD;
- completed CAC assessments and verified marks are identified;
- the receiving school confirms receipt and identifies any outstanding CAC requirements;
- the student's ORS/candidate record is updated where required; and
- a record of the transfer and chain of custody is maintained.



Figure 8: Student Transfer and Chain of Custody

Section 8: CAC Quality Assurance

8.1 Purpose of Quality Assurance

CAC quality assurance supports assessment decisions that are fair, consistent and based on common national expectations. It also helps to ensure that CAC implementation is carried out in accordance with Ministry requirements and that assessment decisions are sufficiently comparable across teachers, classes, schools and assessment periods.

The CAC quality-assurance system comprises **national standardisation, within-school standardisation, verification, monitoring and external moderation**.

8.2 Understanding the CAC Quality-Assurance Processes

Table 10: Key CAC Quality-Assurance Processes

Process	What It Does	Primary Focus
National Standardisation	Establishes the common national basis for CAC assessment through Ministry-issued tasks, rubrics, guidance, training and quality-assurance requirements.	Common national expectations
Within-School Standardisation	Aligns teachers' interpretation and application of the Ministry-issued rubric where more than one teacher assesses the same school cohort.	Consistency of teacher judgement within the school
Verification	Checks that marks, rubrics, records and required documentation are complete, accurate and consistent before submission.	Accuracy and completeness
Monitoring	Reviews CAC implementation against Ministry requirements and identifies areas requiring support, follow-up or corrective action.	Quality of implementation
External Moderation	Independently reviews school-based assessment judgements against the national standard.	Comparability across schools

These processes are related but perform different functions. One process does not replace another. The following subsections explain how each process operates within the CAC quality-assurance system.

8.3 National Standardisation

National standardisation is established through common Ministry requirements and materials that provide a consistent basis for CAC implementation and assessment across Trinidad and Tobago.

These include:

- Ministry-issued cognate tasks;
- common assessment criteria and rubrics;
- Ministry-issued instructional and assessment guidance;
- common implementation and quality-assurance procedures;
- teacher preparation and professional development; and
- provision of essential CAC task resources, where applicable.

Together, these provide the national reference point for teaching, scoring, within-school standardisation, verification and external moderation.

8.4 Within-School Standardisation

For CAC assessment purposes, students within the same school cohort should be treated as a single assessment unit, even where they are taught or assessed by different teachers.

Where more than one teacher assesses students within the same cohort, the school must conduct within-school standardisation to support consistent interpretation and application of the Ministry-issued rubric.

Table 11: Within-School Standardisation in Practice

Activity	Purpose
Review the rubric together	Establish a shared understanding of the criteria and performance descriptors.
Compare selected student evidence	Check whether teachers are applying the criteria consistently.
Cross-mark selected samples where appropriate	Identify significant differences in interpretation or scoring.
Discuss differences using evidence and rubric language	Resolve differences on the basis of assessment criteria rather than personal preference.
Apply agreed interpretations consistently	Support comparable assessment decisions across the cohort.
Record the activity and any required follow-up	Provide evidence that the required standardisation process was completed.

Where only one teacher assesses the cohort, formal within-school standardisation is not required. The school must still ensure that the Ministry-issued rubric is applied correctly and that the required verification processes are completed. Any additional standardisation support directed by the Ministry must also be followed.

8.5 School-Level Verification

Verification is completed after scoring and any required within-school standardisation and before CAC marks are submitted through the ORS. Its purpose is to confirm that the school's assessment records and marks are complete and accurate. Verification is **not a second marking or standardisation exercise**.

The principal must ensure that verification is completed. Aspects of the checking process may be assigned to an appropriate staff member.

Verification should confirm that:

- required student assessment evidence is present;
- completed rubrics correspond with the correct students and assessment evidence;
- recorded marks correspond with the completed rubrics;
- required standardisation has been completed and documented, where applicable;
- missing, incomplete or inconsistent records have been addressed;
- marks prepared for entry into the ORS correspond with the school's verified records; and
- any documentation required for subsequent moderation is complete and correctly identified.

8.6 Monitoring

Monitoring examines whether the CAC is being implemented in accordance with Ministry requirements and identifies areas where schools may require support, follow-up or corrective action.

Monitoring may include:

- school visits;
- observation of teaching, learning and assessment processes;
- review of implementation, assessment and quality-assurance records;
- checks on timelines, accommodations, security and storage arrangements;
- discussion with principals, teachers and other relevant personnel;
- identification of implementation challenges and support needs; and
- feedback, follow-up and reporting through the appropriate Ministry channels.

8.7 External Moderation

External moderation provides an independent quality-assurance review of school-based CAC assessment against the national standard.

The CXC performs the external moderation function. Its role includes reviewing assessment evidence against national assessment criteria, examining the consistency of school-based scoring and providing moderation findings and recommendations.

Moderation sampling

For each CAC task, moderation samples will be generated through the ORS after CAC scores have been uploaded.

8.8 Collection, Storage and Preparation of CAC Artefacts for External Moderation

Preparing moderation samples

Following completion of each CAC cognate task, schools must complete scoring, verification and submission of CAC marks through the ORS within the required timelines. The principal must verify the ORS-generated score sheet before submitting the CAC artefacts to the Ministry.

Schools must deliver the CAC artefacts for all students who completed the relevant cognate task, together with the verified ORS score sheet, to the Ministry-designated moderation facility within the stipulated collection period.

At the Collection Centre, authorised Ministry personnel will:

- verify the CAC artefacts against the ORS score sheet;
- confirm that the required artefacts have been submitted;
- identify and record any discrepancies;
- ensure that the artefacts are appropriately packaged and identified by school or centre number; and
- issue the school with a receipt recording the number of artefacts collected, any discrepancies identified and the date of collection.

Storage and Preparation for Moderation

Following collection and audit, CAC artefacts will be transferred to the Ministry's approved storage arrangements and maintained securely pending external moderation.

The moderation sample list will be generated in accordance with the approved sampling procedure set out in Section 8.7. Authorised Ministry personnel will use the sample list to identify and separate the selected moderation samples from the remaining CAC artefacts.

Selected moderation samples will be organised and packaged for the external moderation exercise. Sample artefacts will be sorted by student number and grouped and labelled by centre number.

REQUIREMENT

CAC artefacts and associated assessment records must be handled in a manner that protects their security, authenticity, integrity and traceability throughout collection, audit, storage, preparation and external moderation.

8.9 Moderation Findings and Follow-Up

Following the external moderation exercise, findings will be documented through the approved moderation reporting process. The Moderation Report will summarise relevant findings from the exercise and include recommendations arising from the moderation process.

Moderation findings will be communicated through the Ministry's approved process. Where moderation identifies significant inconsistencies, missing evidence or other matters requiring action, the school must respond within the required timeframe and provide any additional evidence, records or clarification requested.

Section 9: Academic Integrity, Conflict of Interest, Malpractice and Irregularities

9.1 Academic Integrity

Academic integrity is essential to the fairness, validity and credibility of the CAC. All persons involved in CAC implementation are responsible for protecting the authenticity of student work, the integrity of assessment decisions, and the accuracy and security of assessment records.

Schools must ensure that CAC requirements regarding student authorship, authorised assistance, assessment security, accommodations, scoring, and record-keeping are met.

9.2 Conflict of Interest and Declaration Requirements

Principals, teachers and other persons involved in CAC assessment must disclose any personal or family relationship, or other circumstance, that may create an actual or perceived conflict of interest in relation to a student's assessment.

A potential conflict must be declared as soon as it becomes known and, wherever possible, before the affected assessment responsibility is carried out. Appropriate safeguards will be

determined through the approved Ministry process to protect the fairness and integrity of the assessment.

REFER TO
Appendix C provides the conflict-of-interest declaration procedure.

9.3 Malpractice and Assessment Irregularities

Malpractice and assessment irregularities may both affect the integrity of the CAC, but they are distinguished by the nature of the event or conduct.

Matter	Meaning
Malpractice	Deliberate conduct that compromises the integrity, validity or fairness of a CAC assessment or provides an unfair advantage.
Assessment Irregularity	An unintended event or circumstance that may affect the administration, fairness, authenticity, security or recording of a CAC assessment.

Malpractice may include:

- submitting work that is not the student's own;
- unauthorised assistance from a teacher, parent/guardian or third party;
- deliberate disclosure or misuse of restricted assessment materials; or
- deliberate falsification of marks or assessment records.

Appendix A: School Readiness Checklist

Part A - Annual CAC Readiness

Readiness Item	Confirmed	Action Required / Notes
Ministry CAC Assessment Schedule received and reviewed	☐	
Eligible students are registered for the SEA	☐	
CAC Implementation and Monitoring Schedule established and aligned to the school planning arrangements.	☐	
Internal CAC calendar and deadlines established	☐	
Responsible teachers identified	☐	
Current CAC manuals and guides are available	☐	
Teacher training and professional support arrangements confirmed	☐	
ORS access and administrative arrangements confirmed	☐	
Secure storage arrangements identified	☐	
Parent/student communication arrangements planned	☐	

Part B - Before Each Cognate Task

Readiness Item	Confirmed	Action Required / Notes
Relevant cognate task and assessment materials received	☐	
Timetable arrangements completed	☐	
Required CAC resources and ordinary classroom consumables are available	☐	
Learning/assessment spaces and equipment are ready	☐	
Students requiring approved accommodations are identified, and arrangements confirmed	☐	
Teachers understand the task, rubric and assessment conditions	☐	
Within-school standardisation arrangements were established where required	☐	
Internal scoring, verification and submission deadlines confirmed	☐	
Secure storage ready for assessment evidence	☐	
Parent/student communication for the assessment period completed	☐	

Appendix B: Principal's CAC Close-Out Checklist

Close-Out Item	Confirmed	Action Required / Notes
Required assessment activities completed	☐	
Required assessment evidence scored using the official rubric	☐	
Within-school standardisation was completed where required	☐	
Marks and supporting records verified	☐	
Principal's final verification/confirmation completed	☐	
ORS submission completed	☐	
Any ORS/submission issues reported and documented	☐	
Student assessment evidence and completed rubrics secured	☐	
All CAC artefacts prepared for delivery to the Ministry-designated Collection Centre	☐	
Irregularities or suspected malpractice are reported and documented	☐	
Records organised for the required retention period	☐	
Significant implementation issues recorded for follow-up	☐	

Appendix C: Conflict-of-Interest Declaration Procedure

The purpose of this procedure is to ensure that any actual or perceived conflict of interest is promptly declared and that an appropriate safeguard is put in place before the affected assessment responsibility is exercised.

1. Identify - A staff member identifies a relationship or circumstance that may create an actual or perceived conflict in relation to a student's CAC assessment.
2. Declare - The staff member informs the principal promptly and completes the required declaration.
3. Submit - The declaration is submitted through the approved Ministry route.
4. Safeguard Determined - The authorised Ministry unit determines or advises the required safeguard.
5. Safeguard Implemented - The school implements and documents the approved safeguard.
6. Record Retained - The declaration and safeguard record are retained with the appropriate CAC administrative records.

Declaration Field	Information
Staff member name	
Position / CAC responsibility	
School	
Student name / ID	
Nature of the relationship or potential conflict	
Assessment responsibility affected	
Date conflict identified	
Date declared	
Date submitted through approved route	
Safeguard advised/approved	
Safeguard implemented	
Principal acknowledgement	
Date	

Glossary of CAC Terms

Term	Definition
Assessment Evidence	Student work, artefacts, products, records or other material identified for CAC assessment, authentication, verification or moderation.
Assessment Irregularity	An unintended event or circumstance that may affect the administration, fairness, authenticity, security or recording of a CAC assessment but does not initially indicate deliberate misconduct.
Authentication	Measures used to confirm that assessment evidence represents the student's own knowledge, skills and achievement.
CAC Lead	A staff member who may be designated by the principal to assist with school-level CAC coordination. The role is not required in every school, and overall accountability remains with the principal.
CAC Mark	The official numerical result obtained from scoring the required CAC assessment evidence using the approved rubric.
Cognate Group	A grouping of related curriculum areas addressed through an integrated CAC task.
Cognate Instructional Guide	The Ministry-issued guide provides task-specific curriculum outcomes, instructional guidance, resources and assessment requirements for a cognate cluster.
Cognate Task	A structured, integrated learning and performance-based assessment experience through which students apply knowledge and skills associated with a cognate cluster.
Accommodation	An approved arrangement that supports a student's access to the assessment without supplying the assessed response or compromising what is being assessed.
External Moderation	An independent quality-assurance review of school-based assessment judgements against the national standard.
Malpractice	Deliberate conduct that compromises the integrity, validity or fairness of the assessment or provides an unfair advantage.
Monitoring	Review of CAC implementation against Ministry requirements, including identification of implementation challenges and support needs.
National Standardisation	The common national basis for CAC assessment is established through Ministry-issued tasks, rubrics, guidance, training and quality-assurance requirements.
ORS	Online Recording System used for the official electronic submission and management of CAC marks.
Rubric	The Ministry-issued scoring tool containing the criteria, performance levels and descriptors used to judge CAC assessment evidence.
Scoring	The process of applying the Ministry-issued rubric to assessment evidence to determine a CAC mark.
Verification	The school-level check that CAC marks, rubrics, records and documentation are complete and accurate.
Within-School Standardisation	The process through which teachers who assess the same school cohort aligns their interpretation and application of the Ministry-issued rubric.
Private Candidate	A candidate who participates in the SEA through the Ministry-approved Private Candidate pathway, including a Home-Schooled Candidate. Detailed categories and registration status remain subject to Ministry confirmation.