



Sultanate of Oman

Ministry of Education

Directorate - General of Educational Evaluation

A large circular graphic featuring a map of Oman in the center, colored in shades of red, orange, and yellow. The map is set against a background of a globe with a rainbow gradient. Surrounding the globe are numerous 3D blocks, each with the letters 'BA' and a star on its face.

STUDENT ASSESSMENT DOCUMENT FOR ENGLISH GRADES 5-10

2013/2014

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GLOSSARY

<i>Learning Outcomes</i>	Statements which describe what students should <i>know</i> , <i>understand</i> and, especially, <i>be able to do</i> . Outcomes can be grouped together into ‘ <i>elements</i> ’ (e.g. ‘Writing’).
<i>Assessment</i>	A range of techniques designed to gather useful information about students’ achievement of learning outcomes.
<i>Summative Assessment</i>	Assessment <u>of</u> student learning. Its purpose is to <i>measure</i> and report on standards of learning. Typically done by awarding marks & grades. Also involves reporting to the Ministry and to parents.
<i>Formative Assessment</i>	Assessment <u>for</u> student learning. Its purpose is to <i>improve</i> students’ learning. Typically done through adaptation of teaching, giving feedback, student self-assessment, etc.
<i>Continuous Assessment</i>	Assessment that is conducted — in schools, by teachers — <i>throughout</i> the school year, rather than just at the end. Provides a fairer, more balanced picture of students’ attainment. Also allows the inclusion of skills (e.g. Speaking) which are difficult (practically) to assess by means of formal testing. Can be used for both Formative and Summative purposes.
<i>Self-Assessment</i>	Assessment by students of their own strengths and weaknesses, their own learning strategies, and the quality of their own work.
<i>Self-Monitoring</i>	A particular kind of self-assessment, in which students assess the quality of their own work <i>while they are actually doing it</i> .
<i>Peer-Assessment</i>	Assessment by students of each other’s work. A useful bridge to self-assessment.
<i>Washback Effect</i>	The impact that assessment has on what happens in the classroom, i.e. on the strategies that teachers and students adopt for language-learning. This impact can be either ‘positive’ or ‘negative’ or ‘neutral’.
<i>Moderation</i>	A range of procedures designed to ensure that marks awarded to all students are fair and consistent in all schools throughout the country.
<i>Stakeholders</i>	Individuals and institutions which are affected by — and so have an interest in — the education system and its procedures and outputs. These include everyone employed by the Ministry, as well as students, parents, employers, the wider community, etc.
<i>Feedback</i>	Comments from the teacher (or other students) about the quality of work — either completed or still in progress — with the aim of improving it (and other future work).

<i>Evaluative Writing</i>	Writing in which personal opinions are expressed and justified. Typical contexts include: magazine articles, giving advice, complaining, etc.
<i>Informative Writing</i>	Writing in which the main purpose is to communicate information. Typically includes a wide variety of texts, such as descriptions, reports, notices, instructions, forms, questionnaires, etc.
<i>Interactive Writing</i>	Writing which is intended to communicate directly with other individuals, usually as part of an <i>exchange</i> . This includes letters, e-mails, messages, invitations, etc, as well as replies to these texts.
<i>Narrative Writing</i>	Writing which tells a story (in the past tense). Typical texts include: works of fiction, real-life experiences or events, biographies, historical accounts, etc.
<i>Class-based Reading</i>	Reading done by the whole class, as part of teacher-led development of reading skills.
<i>Independent Reading</i>	Reading done by individual students on their own initiative and with a minimum of outside support.
<i>Generic Tasks</i>	Various types of (reading) task which can be carried out with <i>any</i> (written) text, as opposed to tasks which are specifically prepared for a <i>particular</i> text.
<i>Portfolio</i>	An on-going collection of work done by the student. It provides concrete evidence of the student's learning, and of the type and level of work that he/she has done.
<i>Project</i>	An activity which, within a given time-frame, aims at producing some kind of end-product. It is usually longer and more complex than the usual kind of classroom activity.
<i>Presentation</i>	An activity in which a speaker addresses a larger audience (typically, the rest of the class) for an extended time. He/She can present information, ideas and/or opinions, after which he/she is expected to answer questions from the audience.
<i>Test/ Exam Specifications</i>	A formal set of instructions for test-writers, providing information about various features of a particular test: duration, elements to be tested, formats & materials to be used, types of student response, marks to be awarded, etc.
<i>Quality Assurance</i>	Procedures intended to <i>guarantee</i> the quality of a product (being made or about to be made) <i>in advance</i> : typically, by means of planning, training, specifications, guidelines, etc.
<i>Quality Control</i>	Procedures intended to <i>check</i> the quality of a finished product before it is finally distributed and used: typically, by means of inspection, sampling, spot-checking, etc.

GENERAL INTRODUCTION

A. BACKGROUND

- This '**Student Assessment Handbook' (SAH)** is based on the official guidelines for assessment issued by the Directorate-General of Educational Evaluation (DGEE) of the Ministry of Education.
- Its purpose is to provide information and guidance for teachers, Senior Teachers (SETs), Regional Supervisors (RSs) and Regional Teacher Trainers (RTTs) on the assessment of students of English in **Grades 5 to 10**.
- It replaces all previously-issued student assessment documents for English and will be implemented **from September 2013**.

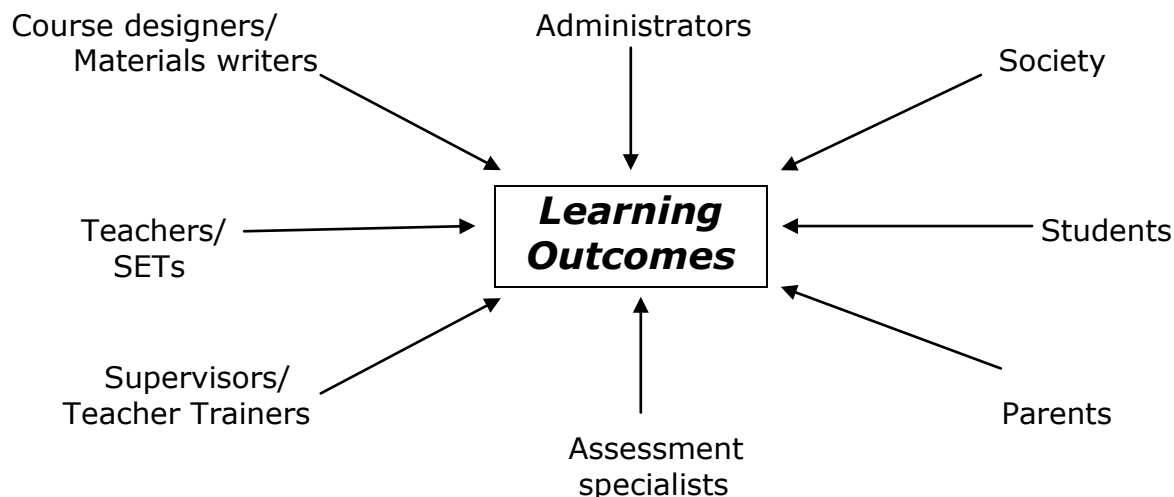
B. ASSESSMENT PRINCIPLES

(Jessup, 1991): *"The measure of success for any education system should be what people actually learn from it, and how effectively."*

- The aim of assessment is to provide **useful information about students' learning**.
- Assessment therefore focuses on the **learning outcomes** which students are expected to achieve.

- **Learning Outcomes** are statements which describe what students should know, understand and be able to do.
- In a skill like language-learning, the most important thing is what students are actually able to **do**. So outcome statements typically begin with: "**Can...**". [However, knowledge, understanding and awareness also play an important role in supporting and enabling these skills.]
- There are different levels of outcomes. 'Larger' (target) outcomes (e.g. '*Can interact with others*') contain 'smaller' outcomes (e.g. '*Can ask questions*'), which in turn contain a number of even 'smaller' outcomes (e.g. '*Can use appropriate intonation for questions*').
- Learning outcomes go hand in hand with assessment because they focus:
 - (i) not on *what the teacher does*, but on **what the student learns**.
 - (ii) not on what happens in the classroom (activities, tasks, teaching materials) but on the **impact** that this has **on student achievement**.
- Two other features of learning outcomes are relevant to assessment:
 - (i) '**Transfer**': '*an important quality of learning, i.e. a crucial indicator of whether a student understands (and can do) something is whether he or she is able to apply it in different circumstances.*' (Gipps, 1994)
 - (ii) Language learning as '**cumulative**': in order to be useful, recently-learnt skills must be combined and integrated with previously-learnt skills.

- However, learning outcomes are not only for assessment. **Clear, explicit outcome statements** play a central role as the focus for the contributions of all the various participants in the educational process. They are also essential for **transparency** and **accountability**. This role can be pictured as follows:



- Assessment of students' achievement of these learning outcomes is based on the conscious, systematic **gathering of information**.
- A wide variety of **sources of information** are available. Teachers should make use of as many different sources as possible.
- Teachers can **use** the assessment information which has been gathered for **two** main purposes:
 - **Summatively**: to measure (and report on) students' learning. Typically, this involves awarding marks and grades. This information is then passed on, as appropriate, to the Ministry, parents and other stakeholders.
 - **Formatively**: to improve students' learning. Typically, this involves adapting lessons, giving feedback to students, encouraging self-assessment, etc.
- Both Formative and Summative Assessment are **necessary** and **important**; neither should be neglected.
- Outside the classroom, other important **decisions** are also made on the basis of assessment information, sometimes with a major impact on the future of individual students and other stakeholders.
- For all these reasons, the **quality** (truthfulness and reliability) of the information provided by assessment is crucial.
- The whole way in which assessment is conducted can also have an important impact on teaching and learning practice. This impact on what happens in the classroom is known as '**washback effect**'. This effect can be either 'positive' or 'negative'. Assessment procedures and practices should, of course, aim for the former, and avoid the latter.

C. LEARNING OUTCOMES for GRADES 5 to 10

- In Grades 5 to 10, the learning outcomes for English are grouped into **five elements**:

Listening Speaking Reading Writing Grammar & Vocabulary

- However, as students progress through the grades, there is a shift in the particular learning outcomes within these elements.
- In **Grades 5 & 6**, a total of **eight** key learning outcomes have been identified:

Elements	Key Learning Outcomes
LST	Can understand spoken texts.
SPK	Can give (short) presentations.
	Can interact with others.
RDG	Can understand written texts.
	Can read independently.
WRT	Can write sentences.
	Can write short texts.
GRM/ VCB	Can understand and use grammar and vocabulary.

- In **Grades 7 to 10**, however, there are a total of **ten** key learning outcomes, including several that are either new or re-worded:

Elements	Key Learning Outcomes
LST	Can understand a variety of spoken texts.
SPK	Can give (longer) presentations.
	Can interact with others.
RDG	Can understand a variety of written texts.
	Can read independently.
WRT	Can write and respond to letters and e-mails. (<i>Interactive</i>)
	Can write texts with the purpose of providing information. (<i>Informative</i>)
	Can write stories and narrate events in the past. (<i>Narrative</i>)
	Can write texts which express and justify opinions. (<i>Evaluative</i>)
GRM/ VCB	Can understand and use grammar and vocabulary.

- Marks are awarded for these outcomes on the basis of three methods of assessment: Continuous Assessment (CA), Class Tests (CLTs) and End-of-Semester Tests (SMTs).

- Different elements are assessed in different ways, using different combinations of these methods. The weightings for each element at each grade-level are as follows:

Elements	Grades 5 to 9				Grade 10		
	CA	CLTs	SMTs	Total	CA	SMTs	Total
Listening	##	5%	10%	15%	##	15%	15%
Speaking	15%	##	##	15%	20%	##	20%
Reading	10%	5%	10%	25%	5%	20%	25%
Writing	10%	5%	10%	25%	10%	15%	25%
Grm/Vcb	5%	5%	10%	20%	5%	10%	15%
TOTAL	40%	20%	40%	100%	40%	60%	100%

Note: These weightings reflect the content/ priorities of the relevant course materials.

D. PLANNING FOR ASSESSMENT

Planning for assessment involves four main groups of educators working at a local level: *English teachers, Senior Teachers (SETs), Regional Supervisors (RSs) and Regional Teacher Trainers (RTTs).*

ENGLISH TEACHERS: *At the **start** of the school year, they should do the following:*

- Make themselves thoroughly familiar with the contents of the Student Assessment Handbook.
- Pay special attention to the relevant:
 - Strategies for Conducting Formative and Summative Assessment (*throughout the main document*)
 - Learning Outcomes (*in the Appendices*)
 - Rating Scales (*in the Appendices*)
 - Semester Test Specifications (*in the Appendices*)
 - Generic Tasks for Independent Reading (*in the Appendices*)
- Prepare the necessary blank documents for formal record-keeping.
- Make a note of important dates and deadlines during the year and include them in their scheme-of-work for the year.

- Make sure students know:
 - how assessment will be conducted and what rules will be applied
 - the criteria for awarding marks (i.e. Rating Scales)
 - the formats used in the Semester Tests (i.e. Specifications)
 - the framework for Independent Reading (i.e. Generic Tasks)
- Take part in assessment-related meetings and workshops organised by the SET.

During the school year, they should:

- Consistently apply the principles of good assessment practice outlined in the SAH.
- Be systematic and efficient in conducting assessment and in meeting deadlines.
- When preparing lessons, anticipate opportunities for both Formative and Summative Assessment; when teaching, take full advantage of these opportunities.
- Work together with the SET and other teachers, especially by taking part in 'Informal Moderation' activities organised at the school.
- Regularly reflect on and evaluate the professional quality of their own assessment work and take steps to improve it.

SENIOR TEACHERS (SETs): *At the **start** of the school year, they should do the following:*

- Make sure that copies of the latest Student Assessment Handbook (dated 2013/2014) are available at the school.
- Make themselves thoroughly familiar with the contents of this document.
- Organise an initial meeting with all the English teachers at their school.
- At this meeting:
 - Focus on the SAH and emphasise its importance.
 - Arrange for everyone to have easy access to the document.
 - Make sure that everyone is aware of any changes from the previous year's document.
 - Make sure that everyone is ready to 'get started', has the correct recording sheets and knows how to fill them in.
 - Agree on a plan for a series of workshops based on the SAH.
 - Explain their own role in relation to ensuring the quality of the assessment conducted at the school (e.g. Informal Moderation, etc.).

During the school year, they should:

- Check that all the formal procedures (e.g. completion of mark sheets) are being carried out punctually and correctly.
- Pass on to teachers any new information, clarifications and documents received from DGEE.
- As agreed at the initial meeting, organise and lead a series of workshops focusing on the contents of the SAH.
(These workshops should not try to cover the whole SAH 'at one go', but should look, in turn, at key sections of the document. Topics should be prioritised according to their urgency and importance.)
- Conduct regular Informal Moderation activities, selecting from the options outlined in Section 3.2.3 of this document.
(These activities should involve all teachers, but especially those who are new to the system or who are having difficulties.)
- Coordinate the preparation of Class Tests, encouraging appropriate cooperation and mutual support between teachers.

REGIONAL SUPERVISORS (RSs) should:

- Make themselves thoroughly familiar with the contents of the latest Student Assessment Handbook (dated 2013/2014).
- Support and promote the principles of good assessment practice outlined in the document.
- Pass on to Senior Teacher any new information, clarifications and documents received from DGEE.
- Check that the SET is carrying out the tasks listed on page 9, especially in relation to:
 - SAH-related meetings and workshops for teachers,
 - formal record-keeping,
 - informal moderation activities,
 - test-writing
- Provide appropriate advice and assistance for the SET in carrying out these tasks.
- Be able to provide well-informed answers to any questions from teachers regarding assessment.
- If there is no Senior Teacher at the school, carry out (as far as possible) the SET tasks listed on page 9.

- On the basis of school visits, lesson observations and conversations with teachers, report to the Senior Supervisor on any queries or issues concerning the conduct of assessment in schools.

REGIONAL TEACHER TRAINERS (RTTs) should:

- Make themselves thoroughly familiar with the contents of the latest Student Assessment Handbook (dated 2013/2014).
- In their training activities, support and promote the principles of good assessment practice outlined in the document.
- Be able to provide well-informed answers to any questions from teachers regarding assessment.

E. STRUCTURE of the HANDBOOK

The Student Assessment Handbook (SAH) is structured so as to reflect the key stages of 'the assessment process', i.e.

- 1) the ***gathering*** of assessment information
- 2) the ***recording*** of this information
- 3) the ***use*** of this information for different purposes (Formative and Summative)

Each of these stages is covered, in sequence, in the main document, with information and guidelines for users, as well as descriptions of the options available.

The Handbook concludes with a set of ***five Appendices***. These include sections with:

- Learning Outcomes
- Rating Scales for Awarding Marks
- Record-keeping Sheets
- Test Specifications
- Generic Tasks for Independent Reading

Further details are available on the ***Contents*** page at the beginning of the SAH. This page is followed by a ***Glossary*** giving definitions of key terminology used.

Note: To help teachers to navigate their way around the Student Assessment Handbook each section and sub-section has been given its own reference number (e.g. **2.1.4**). Page numbers are also provided, mainly for the purpose of sorting out the pages of any hard copy of the document.

PART ONE
**GATHERING
INFORMATION**

Section One
**DURING
EVERYDAY TEACHING**

INTRODUCTION TO PART ONE

- *Part One of the Student Assessment Handbook is divided into two sections, which deal with ways of gathering information about students' learning.*
- *Both sections have the same overall aim: to provide information and guidance which will help teachers to maximize the quantity and quality of the assessment information that they gather.*
- *The second section deals with tests, i.e. instruments and procedures which are designed specifically for assessing student learning.*
- *The first section deals with seven tools for gathering assessment information while the main focus is actually on teaching.*
- *Five of these tools — Presentations, Written Work, Projects, Portfolios and Independent Reading — are essentially teaching strategies, but also provide excellent opportunities for assessment of learning.*
- *The other two — Day-to-Day Observation and Classroom Questioning — are examples of assessment as **an integral part of teaching**. In other words, the teacher needs to conduct constant, on-going assessment of both individuals and the whole class, so that he/she can note progress and identify problems and solutions. This kind of assessment makes an essential contribution to successful teaching and learning.*

1.1.1 DAY-TO-DAY OBSERVATION

1.1.1.1 Day-to-day Observation: Definition

To 'observe' is '**to watch (and listen to) someone or something carefully**'.

Teachers should observe not only individuals, but also groups and the whole class. In doing this, they should pay close attention to:

- what students say
- what students write
- what students do
- which strategies students use to carry out tasks
- how students react to new input
- how students interact with each other
- what is revealed by their facial expressions and body language
- what is revealed by their self-assessments

None of these 'indicators' is perfectly reliable. However, combined together, they provide a very rich source of (diagnostic) information about student learning.

1.1.1.2 Day-to-day Observation: Teacher Qualities

In order to observe well, teachers need to possess (and/or try to develop) the following combination of qualities:

Teachers need to be:	Requirements
1) aware	<i>Know what they are looking for; be fully familiar with the learning outcomes; be able to recognise valid indicators.</i>
2) alert	<i>Keep their eyes (and ears) open; notice what is going on in the classroom.</i>
3) well-organised	<i>Manage the classroom efficiently, so that they can create and take full advantage of opportunities for observation.</i>
4) tactful	<i>Observe in a discreet, inconspicuous way, so that students are not disturbed or distracted from what they are doing.</i>
5) objective	<i>See clearly what is actually happening, without pre-conceptions (positive or negative) about the class or about individual students.</i>
6) genuinely interested	<i>Care about and stay focused on student learning; think about and try to understand what has been observed.</i>
7) pro-active	<i>Take conscious, active steps to investigate and find out what students actually know, understand and can do.</i>

1.1.2 CLASSROOM QUESTIONING

1.1.2.1 Classroom Questioning: Content

In the table above, **Item 7** requires the teacher to take the initiative in investigating student learning. One of the most important ways of doing this is by means of *Classroom Questioning*.

Note: For convenience, 'classroom questioning' is here given a very broad definition, including not only actual questions, but also other kinds of cues from the teacher, such as pictures, flashcards, spoken cue-words, instructions, gestures, etc.

For assessment purposes, the aim of all these 'questions' is to supply the teacher with reliable, useful information. In order to do this, questions need to be well-chosen and appropriate. So, what is asked — its content and exact form — is very important.

When deciding on the form or wording of any particular question, the teacher must first have a clear idea of what exactly she wants to know. If, for example, he/she is interested in a particular vocabulary-item, what is the actual focus of the question? Is it pronunciation, spelling, meaning, or something else? **Each different focus requires a differently-worded question.**

Having done this, the teacher should consider the following points:

• Relevance	<i>Is the question directly related to the specific point that I am interested in? (Or is it not actually relevant?)</i>
• Clarity	<i>Will (all) the students understand the question? Is it concise, simple and clear? (Or is it complicated and confusing?)</i>
• Response Validity	<i>Will students' responses to the question actually <u>tell</u> me anything? Will they provide me with reliable information? (Or is the question likely to produce responses which are misleading?)</i>

This evaluation will need to be made again after the question has been asked. On hearing students' actual responses, the teacher may decide that he/she needs to re-word (re-formulate) the question or to ask a further (follow-up) question.

Note: One of the advantages of classroom questioning — compared with a written test — is that it allows the teacher to 'try again' if the first question does not work as expected.

1.1.2.2 Classroom Questioning: Strategies

However, just as important as **what** the teacher asks is **how** he/she asks it.

It is not unusual to see classroom questioning conducted according to the following sequence:

- 1) Teacher asks the class a question — typically, a question with a single correct answer.
- 2) Some of the students volunteer to respond by raising their hands (and possibly also by calling out).
- 3) Teacher selects one of these volunteering students.
- 4) The selected student responds to the question.
- 5) Teacher either: (i) indicates that the response is correct, and praises the student.
or : (ii) indicates that the response is wrong, and corrects the student.

This sequence (known as 'Initiation-Response-Feedback' or 'IRF') has its advantages. For example, it meets with traditional expectations and it keeps the lesson moving along efficiently. However, if whole lessons are conducted in this way *without any variation*, the limitations of 'IRF' become clear.

In particular, 'IRF' can often have a negative impact on the information that the teacher gathers about student learning. This information may be affected by three main problems: **limited quantity**, **limited spread** and **limited quality**.

Here is a brief description of each problem, followed by a list of some of the strategies which educational researchers have suggested as possible solutions:

- 1) **LIMITED QUANTITY:** Problem: The teacher is doing most of the talking, so he/she does not get to hear (or see) much evidence about student learning.

	Strategy/ Solution	Description
(a)	<u>Don't Tell — Elicit!</u>	<i>T uses a range of elicitation techniques; gets Sts to talk; doesn't tell them what <u>they</u> could tell him/her.</i>
(b)	<u>Open Pairwork</u>	<i>T stays out of the interaction and improves the STT:TTT ratio by setting up 'open pairwork' in the classroom.</i>
(c)	<u>Closed Pairwork/ Groupwork</u>	<i>T improves the STT:TTT ration even more by setting up regular group-work (or 'closed pairwork') activities.</i>

- 2) **LIMITED SPREAD:** Problem: The teacher only gets information about some of the students (typically, only those who 'volunteer').

	Strategy/ Solution	Description
(d)	<u>Open Qs</u>	<i>T includes questions to which there are many possible (correct) answers.</i>
(e)	<u>No Hands</u>	<i>T doesn't allow Sts to raise their hands; selects for him/herself which student(s) should respond.</i>
(f)	<u>No 'Teacher! Teacher!'</u>	<i>T allows students to raise their hands, but doesn't allow them to call out.</i>
(g)	<u>'No Comment'</u> >> <u>Peer-Correction</u>	<i>T withholds or delays feedback on the correctness of the response. Instead, he/she invites other students to either confirm the first student's response or correct it.</i>

- 3) **LIMITED QUALITY:** Problem: The information remains shallow and superficial because deeper issues (such as understanding) are left unexplored.

	Strategy/ Solution	Description
(h)	<u>Genuine Qs</u>	<i>T includes questions to which he/she <u>doesn't</u> already know the answer.</i>
(i)	<u>Thinking Time</u>	<i>T pauses after questions to allow students time to think about their response.</i>
(j)	<u>Check/ Confirm</u>	<i>T asks follow-up Qs to make sure that he/she has really understood a response.</i>
(k)	<u>'Why?'</u>	<i>T asks students to explain or justify the response they have just given.</i>
(l)	<u>'No Comment'</u> >> <u>Self-Correction</u>	<i>Instead of correcting a mistaken response, T indicates that there is a problem and invites the student to try again.</i>

[Note: T = Teacher; Sts = Students; Qs = Questions; TTT = Teacher Talking Time; STT = Student Talking Time]

Teachers are advised to:

- try out these various techniques,
- evaluate their effectiveness, *and*
- combine those which work best.

This will hopefully enhance both the quantity and the quality of the information which teachers gather. It may also, at the same time, enhance the quality of their teaching by encouraging the creation of what researchers call 'the thinking classroom'.

Note: One further recommendation: teachers should avoid the overuse of 'choral responses' from the whole class. This kind of response *can* be useful, but in terms of producing clear, reliable information, it has several potential drawbacks. For example, the teacher may hear (from the majority) a 'correct' response, but in fact:

- (i) some individuals have answered wrongly;
- (ii) others have not said anything at all!

So, if choral responses are to be used, they should be combined — in a systematic way — with individual responses.

1.1.3 PRESENTATIONS

- The ability to speak in public is an important learning outcome, so **from Grade Five onwards**, students are required to give English language presentations.
- In a typical presentation, the speaker stands in front of the rest of the class and speaks about a particular topic for a specified time. After this, he/she answers questions from the audience.
- The main content of the presentation can consist of information, ideas, opinions, project results, etc. This content will frequently be supported by visuals of some kind.
- The duration of these presentations (not including the questions from the audience) gradually increases as students progress through the grade-levels: approximately **one** minute in Grades 5 & 6; **two to three** minutes in Grades 7, 8 & 9; and **three to four** minutes in Grade 10.
- It is important that students stick to the specified time-limit and learn to use the time as well as possible.
- Topics can be chosen by the teacher, by the class or by individual presenters.
- Students may use brief notes, but should **not** be allowed to read out from a prepared text.
- Marks are awarded to students using the special Rating Scale to be found in the relevant Appendices.

- Students should be made familiar with this Rating Scale, which sums up the main criteria for an effective presentation. (Note: Presentations provide ideal opportunities for self- and peer-assessment.)
- Presentations can be given individually or by small teams. In the latter case, more time can be allowed. (Note: Marks should, however, always be awarded individually.)
- From the very beginning, students should be given regular opportunities to practise speaking in front of an audience — starting with mini-presentations on easy topics, and gradually increasing the length and complexity of the task.
- During this practice, students should be given specific guidance on the 'physical' aspects of a presentation: how to use their voice, body, hands and eyes. The importance of 'starting well' should also be emphasized.
- Teachers may wish to make audio- or (even better) video-recordings of presentations, and use these, not only for assessment and moderation, but also for teaching purposes. However, students should **never** be forced to appear on a recording against their will.

1.1.4 WRITTEN WORK

The teacher can also gather useful information by looking closely at students' written work — whether this work has been done in class, as homework or as part of a project. (Note: Some of this work may also be kept in the student's portfolio.)

Written work of this kind has three main advantages:

- It provides detailed information, especially about students' Writing.
- It provides an easily-accessible and permanent record, which shows students' progress over time.
- It can be examined by the teacher at any time and place, so he/she is able to concentrate fully, without distractions.

However, because of the fact that much of this work will actually be produced *outside the classroom*, an important point needs to be made:

The teacher must make every effort to ensure that all written work has ***genuinely*** been done by the individual concerned. (Fortunately, checking this is not actually very difficult to do.) He/She should then adopt a strict policy of ***not accepting*** any work which is not genuine. This policy should be made clear (and explained) to students from the very start of the school year, and then applied consistently.

If, on the contrary, this policy is not followed, and non-genuine work is accepted, there will be (at least!) three negative consequences:

- Marks awarded will be false, unfair and meaningless.
- The honest students in the class are likely to be de-motivated.
- Worst of all, the dishonest student's own educational progress will be held back. If work is not genuinely attempted by a student, then he/she has no chance at all of actually *learning* anything from it.

FINAL NOTE ON AWARDING MARKS: The marking of some types of written work — typically, Listening and Reading tasks — involves counting *how many correct answers* the student has managed to get. However, this score then has to be converted to a Rating Scale equivalent, so that there is a *consistent* measurement of all types of performance. For details of how to do this, see pages 52-53, 'SPECIAL NOTE' and 'Recommended Procedure'.

1.1.5 PROJECTS

1.1.5.1 Projects: General Definition

- A project is an activity which, within a given time-frame, aims at producing some *end-product*, e.g. a piece of writing, a spoken performance, a poster, a collection of words and/or pictures, etc.
- It is generally *longer and more complex than the usual kind of classroom activity*.
- It *may* involve the collection of information and material from the outside environment.

1.1.5.2 Projects: Implementation

- Projects can be carried out by individuals or by groups of students.
- They may be either (a) an integral part of the course materials, or
(b) a supplementary task set by the teacher.
- The scope of the project should be **realistic** in terms of:
 - (a) the language (and cognitive) level of the student(s);
 - (b) the amount of time required;
 - (c) the availability (and cost) of the physical resources required;
 - (d) the availability of English language material in the environment.
- The teacher's role is:
 - (a) *Before* the start of the project: Approve the student's choice of title/subject and proposed working plan.
 - (b) *During* the project: Provide encouragement, practical assistance and suggestions, where necessary.
 - (c) *After* the project: Assess the work done (see Section 1.1.5.3, below) and where appropriate give feedback.

1.1.5.3 Projects: Assessment

- For **summative assessment** (i.e. the awarding of marks), assess projects just as you would any other work done by a student. In other words, regard projects as providing further evidence for the student's achievement in the language learning outcomes for the grade-level.
- In order to do this, first decide which of these outcomes feature prominently in the project in question. For example, is the *product* of the project written or spoken? Which language skills (outcomes) are involved in carrying out the project? Then, use the relevant CA Rating Scale(s) accordingly.
- Do not (officially) award a mark for 'the project' as a whole. Note: This is because, in itself, the ability to carry out a project is not a learning outcome of English. (For some *other* school subjects, such as the sciences, it might well be.)
- However, you can, of course, comment and give feedback on any aspect of the project. In other words, carry out **formative assessment**.

1.1.6 PORTFOLIOS

1.1.6.1 Portfolios: Description/ Contents

- A portfolio is an on-going collection of work done by the student.
- It provides concrete evidence of a student's learning and of the type and level of work that he/she has done.
- It should contain a varied selection of work, which is representative of what the student has achieved. All five elements (LST, SPK, RDG, WRT & GRM/VCB), should be systematically included.
- The material should be organized in some clear, logical way, and a list of contents should be provided.
- Decisions about what goes into the portfolio should not be made by the teacher alone. It is essential that the student is involved. It is a collaborative process, in which the teacher and the student discuss together which material should be selected for inclusion and why.

1.1.6.2 Portfolios: Administration/ Practicalities

- The main container for the student's work will consist of a file, which can be designed and made by the student him/herself.
- There may, however, also be other items (e.g. audio-recordings, posters and other larger display items) which will not fit into this format and will need to be stored in another more suitable location.
- The actual file used by the student can be very simple indeed. It is the content of the file, not its outward appearance, which is important. There is no need for parents to pay large amounts of money for 'fancy' or expensive files.
- At these grade-levels, looking after the portfolio and keeping it safe should be the

student's responsibility, not the teacher's. Where possible, a place for storing the portfolios can be set aside in the classroom, or elsewhere in the school.

- At the end of the school year, the teacher should select a small sample of the work done by each student, which can be handed on to their next teacher. The student should then be given the rest of the portfolio to keep at home.

1.1.6.3 Portfolios: Assessment

- As with projects, **summative assessment** should focus its attention on students' achievement in the language learning outcomes for the grade-level. Marks should therefore not (officially) be awarded for 'the portfolio' as a whole. Again, the ability to put together a portfolio is not, in itself, a learning outcome of English.
- Think of the material in the portfolio — like any other work done by the student — as further evidence of his/her achievement in the learning outcomes for the grade-level. For each of the outcomes which receive CA marks, make a decision according to the relevant Rating Scale
- However, again as with projects, you can, of course, comment and give **formative** feedback on any aspect of the portfolio, e.g. its organisation, appearance, selection of contents, etc.

1.1.7 INDEPENDENT READING

1.1.7.1 Independent Reading: Introduction

The ability to read independently is a key Learning Outcome in itself, and also has a potentially beneficial impact on other aspects of English language, such as Vocabulary and Writing. For this reason, assessment **from Grade Five upwards** provides a framework designed to encourage and develop this important skill.

As part of this framework, a five-point Rating Scale is used to award marks for 'Independent Reading' in English. The scale focuses on two important aspects of the student's approach to Reading:

- (1) reading as many **texts** as possible, *and*
- (2) carrying out related **tasks** at as high a level as possible.

1.1.7.2 Independent Reading: Generic Tasks

To provide as much flexibility and choice as possible, a complete set of graded **Generic Tasks** has been developed by English specialists at the Ministry over the last few years:

- A **Generic Task** is a type of task, or a general idea for a task, rather than a particular task specifically prepared for a specific text.

- *Generic tasks can therefore be used independently and immediately with any text, without having to wait for anyone to produce an appropriate worksheet.*
- *They can also (usually) be adapted for use by a wide range of students of different ages and levels of ability.*
- *Generic Tasks also provide students with the opportunity (a) to respond personally to texts that they have read, and (b) to develop their other language skills, as well as Reading.*

Full details of the tasks can be found in Appendix Six. This consists of three sections:

	Title	Contents	Notes
Section One	<i>"Classification of Generic Tasks"</i>	<ul style="list-style-type: none"> - Instructions for each Generic Task. - Grouped according to 4 levels of difficulty/complexity: BRONZE, SILVER, GOLD & PLATINUM 	<ul style="list-style-type: none"> - Each task-type has a name and a code number (e.g. 'SV 3'). - Some tasks are 'pre-reading'; most are 'post-reading'.
Section Two	<i>"Task Options Available (according to Text-type)"</i>	<ul style="list-style-type: none"> - 2 main categories of text: <ul style="list-style-type: none"> □ '<u>Shorter</u>' (5 text-types: <i>news items, letters/e-mails, short stories, information, opinion</i>) □ '<u>Longer</u>'* (3 text-types: <i>fiction, fact, history</i>) [*i.e. books] For each of these 8 text-types, there is a definition (with examples), followed by a list of possible of 'generic task' options. 	<ul style="list-style-type: none"> - The task options are indicated by code numbers - They are also grouped according to levels of difficulty/complexity: BZ, SV, GD, PL.
Section Three	<i>"Student's Record of Independent Reading"</i>	<ul style="list-style-type: none"> - A form for individual Sts to fill in. - On the form, they keep a record of texts that they have read (title/ brief description) and tasks that they have done (code numbers). 	<ul style="list-style-type: none"> - At the end of the semester, the form should be signed by student and teacher.

1.1.7.3 Independent Reading: Student & Teacher Roles

As this kind of Reading is intended to be independent, students must be given the opportunity to make two important **choices**:

- which texts to read
- which particular generic tasks to carry out (and at which level of difficulty)

The teacher should **NOT** make these choices for the students, as he/she would in class-based, teacher-led reading.

Note: Carrying out the tasks also frequently involves the student in making further choices, because:

- Many of the tasks can be carried out in *either written or spoken* mode, or in a combination of both.
- All of the tasks can be carried out *either alone or working with others*.

The Teacher's Role:

PROVIDING INFORMATION: In order for the students to make informed choices, the teacher should, at the start of the year, explain **how** marks will be awarded (using the Rating Scale for Independent Reading). It is then up to the individual student to decide whether to earn a good mark — by reading a lot and tackling higher-level tasks — or not.

AWARDING MARKS: When actually awarding marks, the teacher should follow closely the wording of the five descriptors in the scale. (See also 'FURTHER NOTES on AWARDING MARKS', below.)

CHECKING RECORDS: The teacher is **not** responsible for actually keeping the records which show the texts read and tasks done by each student. That is **the student's responsibility**. However, the teacher must check that the records kept by individual students are generally reliable and accurate, especially as these records provide the basis for awarding marks.

CHECKING TASKS: Again, the teacher does **not** need to mark, or look at in detail, every generic tasks done by every student. It is enough to be satisfied with the evidence that the student has actually read the text and done the task. However, the teacher may wish to mark *some* tasks as examples of students' Writing (or Speaking) skills.

[For example, if a Grade 8 student has written a text, say, recommending a particular book (Generic Task 'GD.5'), the teacher can include this as an example of the student's 'Evaluative' Writing: see Appendix Two, Outcome/ Rating Scale #8; or if the student has spoken to the class on the same subject, this can count as one of their presentations: see Appendix Two, Outcome/ Rating Scale #1.]

ACTING AS A CONSULTANT: The teacher can also make him/herself available for consultation, as required, about texts and tasks — always remembering that the final choice rests with the student. The teacher can also, of course, act as a language consultant, although (again) students should be encouraged to seek out information for themselves, e.g. using dictionaries and other reference works.

GETTING THINGS STARTED: However, the most important role of all is getting the students started. This is vital, because once the students are familiar with the generic tasks and are in the habit of carrying them out, the process should largely run itself. The teacher will, therefore, need to devise and carry out a clear strategy for introducing the tasks and procedures to his/her students.

The details of this strategy will be for the individual teacher to decide, but it might include:

- An introductory session outlining the main features, aims and benefits of generic tasks.
- Presentation of the tasks in a form which is readily accessible to the students.
- Explanation, translation and/or demonstration in order to ensure that all students understand what each task involves, and what the different text-categories mean.
- Systematic timetabling of sessions devoted to independent reading (e.g. 'DEAR-time' when students '**D**rop **E**verything **A**nd **R**ead').
- The promotion of friendly competition through wall charts and other displays showing individual students' achievements in 'Independent Reading'.
- 'Setting a good example': showing (a hopefully genuine!) interest in books, and in reading in general, is an excellent way of encouraging the whole process of independent reading.

1.1.7.4 Independent Reading: Further Notes on Awarding Marks

- The Rating Scale for Independent Reading covers two aspects: (a) the amount of reading done; (b) the level of (generic) tasks done (Bronze, Silver etc.).
- When using the scale (out of 5), the teacher will need to balance out the two aspects, and then make a professional judgement on the appropriate overall mark for each student. (Note: 'Half-marks' cannot be awarded.) [See also: Sections 3.2.2 and 3.2.3, below.]
- Regarding Aspect (a): In practice, the exact meaning of general expressions such as 'a lot' or 'moderate' or 'limited' will need to be interpreted in the light of local conditions and circumstances, in particular the availability of reading material.
- Regarding Aspect (b): Students do **not** have to carry out a generic task for **every** single text that they read. [Remember, the important thing in 'Independent Reading' is, of course, that students read as much as possible.] All that is required for this purpose is that a **reasonable** number of tasks are done, so that the teacher can make a proper judgement about how ambitious the student has been in his/her choice of tasks. (Note: See also 'Checking Tasks', above.)

PART ONE
**GATHERING
INFORMATION**

Section Two
**THROUGH
TESTING**

INTRODUCTION TO PART ONE, SECTION 2

- A 'test' is a specially-designed procedure for gathering information about students' achievement of learning outcomes.
- In a *typical* testing situation:
 - The same tasks are carried out by all of the students.
 - There is a time-limit within which the tasks must be completed.
 - Students must work independently.
 - There is a marking guide, with either the correct responses or a rating scale (set of criteria) for judging the quality of students' responses.
- In more formal kinds of test (i.e. exams):
 - There is a large number of students (e.g. nation-wide or region-wide).
 - There is a fixed timetable.
 - There is a strict set of standardized procedures for test administration and marking.
 - Tests have a longer duration and a wider coverage of learning outcomes.
 - Testing materials are produced centrally, according to a set of prescribed Test Specifications.
- At the six grade-levels covered by this Handbook, three different kinds of tests are used:
 - (a) **Semester Tests (SMTs)**, i.e. formal exams administered at the end of the semester.
 - (b) **Class Tests (CLTs)**: informal or 'semi-formal' tests given by the teacher during the semester.
 - (c) **Quizzes**: Very short, very informal tests given by the teacher as part of on-going Continuous Assessment in the classroom.

1.2.1 SEMESTER TESTS

1.2.1.1 SMTs: General

- The Semester Test is a formal examination given at the end of each semester.
- It covers four of the elements: **LST, GRM/VCB, RDG & WRT**.
(Note: Speaking is not included, for reasons of time and practicality.)
- In Grades 5 to 9, **40 marks** will be awarded for the Semester Test.
In Grade 10, **60 marks** will be awarded.

- The duration of each Semester Test will be as follows:
Grades 5 & 6: One-and-a-half hours. (90 minutes)
Grades 7, 8 & 9: Two hours (120 minutes)
Grade 10: Two-and-a-half hours. (150 minutes)
- Marks from the Grade 10 exams will contribute to the Certificate awarded to students on completion of Cycle Two.
- Students who fail to achieve the overall pass-mark (50%) for the year's work will have the opportunity to try again as follows:
 - For those who fail in Semester One, a **Second Session** exam for that semester.
 - For those who fail in Semester Two, a **Second Session** exam for that semester.
 - For those who fail in Semester One and Semester Two, **Second Session** exams for both of these semesters.

(Note: The Specifications used for each of these Second Session papers are identical to those used in the First Session paper.)

1.2.1.2 SMTs: Preparation

- In **Grades 5 to 9**, the **region** is responsible for preparing the exam papers.
 In **Grade 10**, the exam papers will be prepared **centrally, by the Ministry**.
- All exam papers will be prepared according to the official Exam Specifications. Details of these can be found in Appendix Four.
- Teachers should make sure that students are familiar, in advance, with all the test formats (task-types) which appear in the Specifications. They should in particular ensure that the task-instructions are clear and that the students know what to do. Students will also need to know on what basis marks will be awarded in the tests.
 (Note: To assist teachers with this task, DGEE will provide electronic templates for all the English test papers and marking guides.)
- Test-writers should try to give all the students a fair chance to show what they can do. This can be achieved by including both easier and more challenging tasks and items in the tests.
- In order to provide a valid assessment of students' language skills, Listening or Reading texts which students have already heard or seen will not be included in the exams. Only unseen texts will be used. Sentences or short texts used in the GRM/VCB section will, likewise, follow the same principle.
- Test-writers should also remember that language-learning is *cumulative*, and not focus solely on recently-taught material.
- Listening texts will be either recorded on cassette or read out to students.
- To help ensure the quality of the exams, test-writing will be done in a **collaborative** way, with team of test-writers working closely together and supporting each other.
- It is also essential to review the quality of the test-paper again after the students have taken it. Taking note of any unexpected problems which occurred can help test-writers to improve their performance next time.

1.2.2 CLASS TESTS

1.2.2.1 CLTs: General

- In **Grades 5 to 9 only**, there will be **two** Class Tests per semester.
- Each of these two tests will receive a maximum of 10 marks. So the total CLT mark will be **20%** of a student's overall mark for English.
- Each test will consist of 2 sections, which will focus on **two different elements**, with 5 marks for each. The focus of each test will be as follows:

Class Test # 1: Listening & Reading

Class Test # 2: Grammar/Vocabulary & Writing

- Speaking is not included in the CLTs for reasons of time and practicality. Instead, all of the marks for Speaking are awarded on the basis of Continuous Assessment.
- In each of these sections, there will be two short tasks — one for each of the two outcomes for the relevant skill*.
- In Writing, each task will have two-and-a-half marks. (Note: Base these marks on the descriptors in the Continuous Assessment Rating Scales in Apdx 3 & Apdx 4.)
- In Listening, each task will have five items, with half-a-mark each.
- In Reading, likewise, each task will have five items, with half-a-mark each.
- For reasons of time and practicality, Speaking is not included in the CLTs. Instead, all 25 marks for Speaking are awarded on the basis of day-to-day assessment in the classroom.

1.2.2.2 CLTs: Preparation

- The **teacher** is responsible for preparing the test papers.
- Unlike in Semester Tests, there are no detailed Specifications for test-writers to follow. However, teachers who prepare CLTs **must** follow the general guidelines given in Section **1.2.2.1** above. This will mean focusing on LST and RDG in CLT#1, and GRM/VCB and WRT in CLT#2
- In the special case of GRM/VCB, the section should consist of two sub-sections (VCB and GRM), each with 5 items (Note: Half-a-mark for each item).
- Test-writers should focus on a particular key learning outcome (e.g. 'Can...') for the relevant grade-level and try to cover it as well as possible within the limited time available.
- Test-writers should try to give all the students a fair chance to show what they can do. This can be achieved by including both easier and more challenging tasks/items in the tests.
- Over the two CLTs, teachers should vary the test-formats (i.e. types of task) that they use. However, it is essential that the task-instructions are clear and that the students know what to do. So test-writers are advised to use task-types which are already familiar to the students.
- Each test must provide a valid assessment of students' language skills.

- For this reason, teachers should **not** use any Listening or Reading texts which students have already heard or seen. Teachers may, therefore, have to create their own simple texts, similar — but not identical — to texts in the book.
- Likewise, tasks set in the Writing section should not be identical to tasks which students have already done.
- Likewise, any items or short texts used in the GRM/ VCB section should not be exactly the same as those in the course materials.
- Each test-paper should be accompanied by a written **Marking Guide**. For some types of task (e.g. LST, RDG, GRM and VCB), teachers can simply make a list of correct answers, with a specified number of marks for each. For others (e.g. WRT), a Rating Scale will be required: this can be 'borrowed' or adapted from the official CA Rating Scales in Appendices One and Two.
- Unlike in Classroom Questioning, the test-writer does not have a 'second chance' to produce a well-worded question. So great care should be taken to produce test-items that are clear and free of any errors.

TEAMWORK: To help ensure the quality of test-papers, it is recommended that, wherever possible, test-writers should not work alone, but **together with other teachers**. *At the very least*, they should ask another teacher to *check* their test-paper and marking guide before administering the test. (Note: The best way for someone to check a test-paper is to sit down and actually try to answer the questions themselves.)

- It is also a good idea to review the quality of the test-paper again after the students have taken it. Take note of any unexpected problems which occurred in your items (or marking guide). Learn from these problems, and improve your test-writing performance next time!

1.2.2.3 CLTs: Administration

- CLTs should be **short**, lasting no more than 15-20 minutes.
- Listening texts can be read out (twice) to students.
- They should be administered as part of normal lessons.
- Individual teachers can decide for themselves on the dates when the two CLTs will be administered. However, the tests should be spread out through the semester.
- Students should be informed in advance of the dates, and of the two elements which will be tested. No further information should be provided.
- During the test, students will be expected to work individually. Students should **not** be allowed to copy from each other, or otherwise share answers, during the test. This is essential if the test results are to have any value or usefulness at all.
- Immediately after marking any particular CLT, teachers should enter the students' marks in ink on the 'Summary of Marks Awarded' (SMA). [See below: Part Two, Section Two, 'Formal Record-keeping'.]

1.2.3 QUIZZES

1.2.3.1 Quizzes: General

- Quizzes are a more **informal** type of test.
- They can be used at **any grade-level** to gather additional information about students' learning.
- There is no fixed weighting of marks for Quizzes. Any assessment information gained from quizzes should be combined with all the other information which has been obtained from other sources. Together, this will form the basis for awarding Continuous Assessment marks, using the appropriate Rating Scale(s).
- Quizzes are a useful assessment tool, but teachers should remember that tests (SMTs + CLTs) already account for 60% of student's overall score. The other tools — described in Part One, Section One — are also a very rich source of information, and should contribute their own fair share of the marks.
- Quizzes should therefore have only a limited role to play in awarding marks at these grade-levels. They should **not** become the main — and certainly not the only — assessment tool used by the teacher.

1.2.3.2 Quizzes: Preparation/ Administration / Marking

- Quizzes should be administered as part of normal classroom teaching.
- They should be **very short**, lasting **no more than 10 minutes**.
- They can be given *with* or *without* advance warning, according to the circumstances and the discretion of the teacher.
- Likewise, the teacher *may* or *may not* wish to give the students advance information about the specific topic or focus of the quiz.
- It is possible to use a wide variety of different test formats (types of task). Student responses can be either written or, where appropriate, spoken.
- Unlike CLTs, quizzes will often have a relatively narrow focus, e.g. on a very specific learning outcome or language point.
- There is (usually) no need to prepare a written Marking Guide; a more informal procedure will be sufficient.
- The marking of some types of quiz involves counting *how many correct answers* the student has managed to get. However, this score then has to be converted to a Rating Scale equivalent, so that there is a *consistent* measurement of all types of performance. For details of how to do this, see pages 52-53, 'SPECIAL NOTE' and 'Recommended Procedure'.

PART TWO
**RECORDING
INFORMATION**

Section One
**INFORMAL
RECORD-KEEPING**

2.1.1 WHY SHOULD I KEEP INFORMAL RECORDS?

The requirement to keep Informal Records about individual students is based on three important needs:

Need	Rationale
(a) To Have Easy Access to Accurate, High-Quality Information	<ul style="list-style-type: none"> - Both Formative and Summative Assessment require that you know your students well; in particular, that you are well-informed about your students' progress and current level of achievement. - The formal mark sheets described in <u>Part Two, Section Two</u> contain <i>some</i> information, but <i>nowhere near enough</i> for you to carry out Formative and Summative Assessment effectively.
(b) To Overcome the Limitations of Memory	<ul style="list-style-type: none"> - You are probably able to keep quite a lot of this additional information stored 'in your head'. However, it is very difficult — in fact, impossible — for any teacher to retain all the necessary information in this way, and the more students you have, the more difficult this becomes!
(c) To Communicate Effectively with Other Stakeholders	<ul style="list-style-type: none"> - Parents, SETs, head teachers and RSs have the right to ask you questions about your students and their learning*. They also have the right to expect credible, convincing answers. - If you have all the relevant information available 'at your fingertips', you will be able to answer these questions confidently and convincingly. - In addition, when the questioner <u>sees</u> that you keep detailed written records, this will in itself make a good impression, and so help to make your replies more convincing!

* One typical assessment-related question — also often asked by students — would be: "Why did you award this particular mark?" This is a question that you, as a professional teacher, should always be able to answer.

There will also be many other types of questions relating to:

- students' particular strengths & weaknesses;
- their attitudes & learning strategies;
- underlying causes and possible solutions;
- remedial action taken and its impact;
- matters of behaviour, discipline, etc.

2.1.2 HOW CAN I FIND (MAKE) ENOUGH TIME?

Teachers are busy and time is limited, so the keeping of Informal Records needs to be managed efficiently, in order to include ***the maximum amount of useful information in the shortest possible time***.

As this is not a formal procedure — see Introduction to Part Two, Section Two — there is ***flexibility*** for teachers in how exactly they keep their Informal Records. However, here are some general recommendations for ***reducing*** the amount of time spent on record-keeping, while still making sure that it fulfills its intended purpose:

	Recommendations	Notes/ Comments
(a)	Use <i>a blank page (or empty box)</i> for each student.	<i>Do <u>not</u> create or fill in <u>additional</u> forms, sheets, charts, tables, grids, etc.*</i>
(b)	When writing down information, use <i>note form</i> , rather than complete sentences.	<i>As long as <u>you</u> can understand what these notes mean, that is all that matters.</i>
(c)	Develop a set of <i>abbreviations, symbols</i> , etc, as a kind of 'private language' for your records.	<i>As in (b), above.</i>
(d)	Only include information which is <i>not already written down elsewhere</i> .	<i>If, for example, a student's achievement in a key outcome is fine, this information will <u>already</u> be shown on the formal record sheet in the form of a 'top' mark (i.e. '5' or '10'). So there is no point in simply writing 'very good' <u>again</u> in the informal records! <u>Additional</u> details would, however, be appropriate and useful.</i>
(e)	Make a particular note of information which may be <i>difficult to remember</i> .	<i>One typical example would be the <u>dates</u> when important events occurred.</i>
(f)	Pay special attention to areas where actual <i>physical evidence</i> of a student's achievement may be <i>unavailable</i> .	<i>This applies especially to Speaking, where the making of actual recordings of students' speech may be problematic.</i>
(g)	Keep notes for the <i>whole year</i> , rather than just the semester.	<i>In this way, any information noted in Semester One will not need to be written down twice.</i>

* Any such documents are both unnecessary and potentially harmful because they:

- formalize what should be informal; *and*
- involve a great deal of time-consuming paperwork; *and*
- in some cases, actually contradict good assessment practice and the Ministry's official procedures and guidelines.

In the long run, well-kept Informal Records may even actually **save time**. If the relevant information is easily accessible, it becomes much easier for the teacher to carry out important professional tasks such as:

- making decisions on awarding marks;
- writing descriptive reports;
- preparing for meetings with supervisors, parents, students, etc.
- devising and monitoring any special assistance given to individual students.

2.1.3 WHAT TYPES OF DATA SHOULD I INCLUDE?

Again, there is great flexibility for the teacher, but typical entries might include:

- Notes and comments on different features of a student's performance, either in general or in a particular element or outcome.
- Comments on the student's attitudes and learning strategies.
- References to documents, pieces of work, etc, to be found elsewhere (e.g. in the student's portfolio, in the Skills Book, in project work, on display, etc).
- Dates of important events or observations.
- Questions requiring further investigation and the result of these enquiries.
- Reminders-to-self about action which needs to be taken.
- Details of changes of CA marks awarded during the year (incl. the date and, where appropriate, the reason or reasons for the change.)
- Relevant background or personal information about the student (e.g. extended absences, etc).

Note: It will be clear from the above that the **amount** of information in a teacher's Informal Records may vary considerably from one student to another. This is normal and natural. However, the teacher should also take care not to allow any students to be 'forgotten'.

2.1.4 WHAT ELSE SHOULD I REMEMBER?

- Start keeping your Informal Records **early** in the school year.
- Be **systematic** and develop regular routines for working on your records, so that they are kept up-to-date for all students.
- Do not leave Informal Notes 'lying around' for everyone — especially students! — to see. Some of the information or comments which you have recorded about individuals may be **sensitive**.
- Informal Records are primarily there for your own reference. Unlike formal record sheets, they are not specifically written as a way of reporting to others. However, SETs, supervisors, and head teachers do have the right to **check** that you are keeping informal notes of this kind. So, when asked, you should willingly show your notes, explaining what particular entries mean, as necessary.

PART TWO
**RECORDING
INFORMATION**

Section Two
**FORMAL
RECORD-KEEPING**

INTRODUCTION TO PART TWO, SECTION 2

'Formal' documents differ in several ways from 'informal' documents. For example, in the case of formal documents, the Ministry specifies not only that the documents must be completed, but also:

- what formats will be used
- how they are to be completed
- when they are to be submitted

All of these features of 'formality' apply to the **recording of marks and letter-grades** awarded for English and other subjects.

Blank forms are provided for this purpose in the first three Appendices at the end of the Student Assessment Handbook. Apdx 1 is for Grades 5 & 6; Apdx 2 for Grades 7, 8, & 9; and Apdx 3 is for Grade 10.

Detailed instructions for completing these forms can be found in Sections 2.2.2, 2.2.3 and 2.2.4 below.

2.2.1 MARKS & LETTER-GRADES

- At the end of every semester, the various marks awarded to each student are added together to produce a total mark out of 100, representing his/her overall achievement in English. This mark is then converted into a corresponding letter-grade, as follows:

Mark Range	Letter-Grade	Descriptor
90% – 100%	A	Excellent
80% – 89%	B	Very good
65% – 79%	C	Good
50% – 64%	D	Satisfactory
49% or less	E	Needs further support

- The minimum pass mark is therefore 50% or letter-grade 'D'.
- An 'E' grade should therefore be regarded as a 'fail' even if students are promoted from one grade-level to the next.
- At every grade-level, these overall marks and grades are recorded on a special sheet called the **Summary of Marks Awarded (SMA)**.
- Note: These five levels of performance also form the basis of all the Rating Scales used for Continuous Assessment.

2.2.2 GRADES FIVE to NINE

- In Grades 5 to 9, the assessment system includes **three** components, each with a specified number of marks:

40%	<u>Continuous Assessment #1</u> : Marks awarded by the teacher during everyday classroom teaching , using a variety of 'tools'.
20%	<u>Continuous Assessment #2</u> : Marks for Class Tests (CLTs) prepared and administered by the teacher.
40%	Marks for a <u>Semester Test</u> (SMT) prepared at a regional level and administered at the end of each semester.

- These marks are now recorded on a **single** mark sheet, i.e. the **Summary of Marks Awarded (SMA)**.
- The SMA consists of a grid, with key learning outcomes and details of tests down the side, and student names across the top. At the bottom, there is space for each student's overall score (out of 100) and resulting letter-grade.
- At these grade-levels, the SMA is to be completed in **five stages**:

Stage 1: During the semester	(i) (ii) (iii)	Early on in the school year, use the relevant Rating Scale to decide on a provisional mark for each of the seven learning outcomes listed under SPK, RDG, WRT and G/V Enter these marks on the sheet in pencil . Then, as you gather further information during the year, review your marks regularly and amend them as necessary.
Stage 2: During the semester	(i) (ii)	Immediately after administering and marking each Class Test (CLT), fill in the relevant element-marks in ink . Also fill in the date on which the CLT was administered.
Stage 3: End of the semester	(i) (ii) (iii)	Following on from Stage 1 above, make your final decision about the mark for each of the eight learning outcomes. Add together all the marks for Continuous Assessment (Class Tests and Outcome Scores). Enter all these marks in ink in the space provided: "Continuous Assessment: Total (60)"
Stage 4: End of the semester	(i) (ii)	After the Semester Test has been administered and marked, calculate each student's total score for the test. Enter the score in ink in the space provided: "Semester Test: Total (40)".
Stage 5: Round-up	(i) (ii) (iii) (iv)	Add together the CA and SMT totals ['60' + '40' = '100']. Enter the resulting total in ink in the space provided: 'Overall: Total Score 100' Use the table in <u>Section 2.2.1</u> above to determine the student's overall letter-grade ['Letter Grade']. Enter this grade in ink in the space provided: 'Overall: Letter Grade'.

Here is an **example** of the five stages outlined above, showing the marks of an imaginary student:

SUMMARY of MARKS AWARDED: (Details of grade-level, school year, class and teacher.)				Stage 1 - During semester -Provisional marks for outcomes (in pencil)	Stage 2 - During semester -CLT dates and marks (in ink)	Stage 3 -End of semester - Final marks for outcomes (in ink)	Stage 4 -End of semester - SMT marks (in ink)	Stage 5 - Round-up - Overall marks and letter-grades (in ink)
CLASS TESTS	CLT # 1: (date: 27 Oct)	Listen'g.	(5)		5	5	5	5
		Readin'g	(5)		4	4	4	
	CLT # 2: (date: 03 Dec)	Gr / Vc	(5)		3	3	3	3
		Writing	(5)		3	3	3	3
SPEAK'G	Outcome # 1: "Can"		(5)	5		5	5	5
	Outcome # 2: "Can"		(10)	9		10	10	10
READING	Outcome # 3: "Can"		(5)	3		3	3	3
	Outcome # 4: "Can"		(5)	3		4	4	4
WRITING	Outcome # 5: "Can"		(5)	2		3	3	3
	Outcome # 6: "Can"		(5)	3		3	3	3
G/V	Outcome # 7: "Can"		(5)	3		3	3	3
CONTIN. ASSESSMENT: Total			(60)			46	46	46
SEMESTER TEST: Total			(40)				31	31
OVERALL	TOTAL MARK		(100)					77
	LETTER GRADE							C

Note: The CLT dates given above are only examples; it is up to the teacher to decide on the actual dates when Class Tests are to be administered.

2.2.3 GRADE TEN

- In Grade 10, there are no 'Class Tests', so the assessment system includes just **two** components, each with a specified number of marks:

40%	<u>Continuous Assessment</u> : Marks awarded by the teacher during everyday classroom teaching , using a variety of 'tools'.
60%	Marks for a <u>Semester Test</u> (SMT) prepared at a national level and administered at the end of each semester.

- These marks are now recorded on a **single** mark sheet, i.e. the **Summary of Marks Awarded (SMA)**.
- The SMA consists of a grid, with key learning outcomes and details of tests down the side, and student names across the top. At the bottom, there is space for each student's overall score (out of 100) and resulting letter-grade.
- At these grade-levels, the SMA is to be completed in **four stages**:

Stage 1: During the semester	(i) Early on in the school year, use the relevant Rating Scale to decide on a provisional mark for each of the seven learning outcomes listed under SPK, RDG, WRT and G/V (ii) Enter these marks on the sheet in pencil . (iii) Then, as you gather further information during the year, review your marks regularly and amend them as necessary.
Stage 2: End of the semester	(i) Following on from Stage 1 above, make your final decision about the mark for each of the eight learning outcomes. (ii) Add together all the marks for Continuous Assessment (Outcome Scores). (iii) Enter all these marks in ink in the space provided: "Continuous Assessment: Total (40)"
Stage 3: End of the semester	(i) After the Semester Test has been administered and marked, calculate each student's total score for the test. (ii) Enter the score in ink in the space provided: "Semester Test: Total (60)".
Stage 4: Round-up	(i) Add together the CA and SMT totals ['40' + '60' = '100']. Enter the resulting total in ink in the space provided: 'Overall: Total Score (100)' (ii) Use the table in <u>Section 2.2.1</u> above to determine the student's overall letter-grade ['Letter Grade']. (iv) Enter this grade in ink in the space provided: 'Overall: Letter Grade'.

Here is an **example** of the four stages outlined above, showing the marks of an imaginary student:

SUMMARY of MARKS AWARDED: <i>(Details of grade-level, school year, class and teacher.)</i>			Stage 1 - During semester - Provisional marks for outcomes (in pencil)	Stage 2 - End of semester - Final marks for outcomes (in ink)	Stage 3 - End of semester - SMT marks (in ink)	Stage 4 - Round-up - Overall marks and letter-grades (in ink)
SPEAK'G	Outcome # 1: "Can"	(5)	5	5	5	5
	Outcome # 2: "Can"	(10)	9	10	10	10
READING	Outcome # 3: "Can"	(5)	4	4	4	4
	Outcome # 4: "Can"	(5)	3	4	4	4
WRITING	Outcome # 5: "Can"	(5)	2	3	3	3
	Outcome # 6: "Can"	(5)	3	3	3	3
G/V	Outcome # 7: "Can"	(5)	3	3	3	3
CONTIN. ASSESSMENT: Total		(40)		32	32	32
SEMESTER TEST: Total		(60)			44	44
OVERALL	TOTAL MARK (100)					76
	LETTER GRADE					C

2.2.4 FURTHER NOTES on FORMAL RECORD-KEEPING

1. The maximum possible mark for each outcome/element/ CLT section is shown on the SMA sheet **in brackets**.
2. All the Rating Scales used at these grade-levels follow the standard 'five-levels-of-performance' model. As a result, marks out of '10' also rise in five steps: '2', '4', '6', '8', '10'. However, in this case, it is also possible, where appropriate, for teachers to award '**in-between**' marks (e.g. '3', '7', etc) — but not **half-marks**.

3. During the semester, when entering a provisional (pencilled-in) mark for a particular student, the teacher may still be in some doubt as to the correct mark. In this case, he/she can add simple symbols (e.g. '?', '+', '-', '^', etc.) as a reminder to review the mark specifically again. Any such **annotations** should, of course, be removed at the end of the semester, after the final (inked-in) mark has been awarded.
4. The guidelines in Sections 2.2.2 and 2.2.3 above state that the first (provisional) marks for outcomes should be pencilled-in '**early on**' in the school year. In practice, this **normally** means that, **by the end of the first four weeks**, there will already be a complete set of pencilled-in CA marks for each student.
5. However, it may happen that a particular outcome **cannot** be assessed at this very early stage, because it has not yet been introduced! In this case, the teacher should, of course, **postpone** the awarding of any provisional marks until the students have started actual work on the outcome in question.
6. There are two possible situations in which a 'pencilled-in' mark should be **amended**:
Either: (a) On the basis of new information/ observations, the teacher has changed her mind about a student's existing level of achievement in the outcome.
Or: (b) The student's general level of achievement in the outcome has actually changed.
7. It is strongly recommended that teachers use their Informal Records to keep track of how students' marks develop during the semester. Very brief notes, including dates, will usually be sufficient for this purpose. (See Part Two, Section Two above, '*Keeping Informal Records*'.)
8. The guidelines given above refer to 'pencil' and 'ink'. However, records may also be kept **electronically**, with 'provisional' and 'final' marks being indicated in other ways — i.e. by means of fonts, colours, italics, bold, etc.
9. The mark sheets to be found in the current SAH have been revised and improved by the committee responsible for producing the document. So that there can be a standard procedure in all Cycle One schools throughout the country, teachers should leave the sheets as they are and not make any further amendments.

PART THREE
**USING
INFORMATION**

Section Two
**FORMATIVE
ASSESSMENT**

INTRODUCTION TO PART THREE

This part of the Student Assessment Handbook deals, in turn, with Formative and Summative uses of the assessment information which has been gathered.

- *Summative Assessment (SA) is assessment of students' learning, with the aim of providing evidence for reporting to the Ministry, to parents, and to other concerned parties. Its purpose is to measure standards, typically by awarding marks and grades.*
- *This kind of assessment tends to focus on the larger, target outcomes. It is less interested in the specifics of 'how' and 'why' learning is achieved than in the actual end-product: the students' ability to use the English language in different ways.*
- *Formative Assessment (FA) is assessment for learning, with the aim of helping students to achieve the relevant learning outcomes. Its purpose is to improve standards, typically by intervening in some way in the teaching-learning process.*
- *This kind of assessment tends to focus on the smaller, enabling outcomes which contribute towards the achievement of the larger outcomes. It is especially interested in 'how' and 'why' learning is achieved, and in what specific action can be taken to change things — always remembering that the larger outcomes are the long-term target.*
- *Regarding the topic of this section, Formative Assessment, research conducted in various countries has consistently shown that:*
 - (1) *Genuinely formative assessment produces results, having a clear, positive impact on student learning.*
 - (2) *Nevertheless, it is frequently neglected by teachers. Even when conducting Continuous Assessment (CA), much of what teachers do is actually summative, i.e. for the purpose of awarding marks, rather than formative.*

Formative vs. Continuous Assessment

- *So, we are faced with a surprising situation: research shows that formative assessment can be very effective, but also that it is not actually done very often! Why is this?*
- *One possible explanation may be the common confusion between the two terms, 'formative assessment' (FA) and 'continuous assessment' (CA).*
- *In fact, CA **only** refers to when and where the assessment takes place, i.e. throughout the year, in schools.*
- *It does **not** refer to why the assessment takes place, which is what defines FA — i.e. to raise students' level of achievement.*

>>>

- *If teachers fail to grasp this distinction, and believe that CA and FA are 'the same thing', what can easily happen is this:*
 - *They may, in fact, only use CA to award marks — i.e. summatively — but will ignore any suggestions (from Supervisors, Trainers, SETs, etc) to conduct FA, because they think that they are already doing it!*

- Section Two (Summative Assessment) will discuss:
 - how marks should be awarded;
 - how these marks can be made more consistent and accurate; and
 - how results should be reported to parents.
- But first, Section One (Formative Assessment) looks at how teachers can:
 - adapt their teaching on the basis of assessments made;
 - give feedback to their students; and
 - encourage their students to self-assess.

3.1.1 ADAPTATION of TEACHING

3.1.1.1 Whole Class

Assessment information which you gather may reveal:

Either: a particular problem which your students have in their learning

Or: a particular success which they have had, e.g. mastery of a language-point

In either case, you may decide to adapt your teaching in order either to solve the problem or to build on the success.

There are two main ways in which this can be done:

- BEFOREHAND: By making amendments (in advance) to your plan for the next lesson(s).
- DURING THE LESSON: By taking action — *departing from* your lesson plan in some way — because of something which you have observed while teaching.

Note 1: Action of the second type — in response to something unexpected that happens during the lesson — may well have to be decided 'on the spot' and improvised. However, it is obviously better if you have anticipated the problem and included an alternative strategy in the lesson plan that you have prepared.

Note 2: One particular opportunity for this kind of assessment-plus-adaptation is during the 'lead-in' to a new segment of the lesson. This can be done by trying to elicit the relevant language from the students to see how much (or how little) the students already know. If they know either more or less than you expected, you can adjust your lesson accordingly, either adding or leaving out particular stages.

3.1.1.2 Individual Students

In other cases, the adaptation will only apply to individual students (or possibly small groups of students). You may, for example:

- hold meetings ('conferences') with the student;
- provide supplementary tasks or activities for the student to work on;
- more formally, set up a whole plan — either 'remedial' or 'enrichment' — for the student.

In all cases, you will then need to evaluate the actual impact of what you have done, and then make further decisions as part of an on-going process.

3.1.2 GIVING FEEDBACK TO STUDENTS

In order for a student to improve, he/she must:

- have an idea of the desired standard of performance,
- be able to compare the actual performance with the desired performance;
- take action to close the gap between the two.

One of the most important ways in which you, as teacher, can help this process move forward is by providing students with useful feedback.

Feedback can be defined as: '*comments from other people about the quality of students' work with the aim of improving it (and other future work)*'. (Note: The work can be either already completed or still in progress.)

Before giving actual feedback, you will have to make a number of decisions:

DECISION:	MAIN OPTIONS:
1. Who shall I give it to?	(i) To individuals (ii) To groups (iii) To the whole class
2. When shall I give it?	(i) During the work (ii) Immediately after (iii) Later
3. How shall I give it?	(i) Orally (ii) In writing
4. In what language shall I give it?	(i) In English (ii) In Arabic

Each of these options has its advantages and disadvantages, which you will need to bear in mind in particular cases. However, as a general principle, it is recommended that you keep things fresh by *varying* your feedback strategies — and then evaluating how effective these strategies are with your students.

However, making the right decisions on these matters is still not enough. If feedback is to be really effective, it also needs to be:

Requirement	Notes	Comments
1. ...inclusive	Remember that <u>all</u> your students — including the 'excellent' ones — can benefit from useful feedback, so as to do (even) better.	<i>No students should be forgotten or taken for granted.</i>
2. ...selective	Do not give students feedback on every single activity, performance or piece of work done.	<i>Focus on the <u>quality</u> of feedback rather than the quantity.</i>
3. ...knowledgeable	Your feedback should be based on a sound <u>knowledge</u> of: (a) the English language in particular, and: (b) effective language-learning strategies in general.	<i>Acquiring this kind of knowledge should, of course, be part of your on-going professional self-development.</i>
4. ...clear	Communicate effectively in language which is clear and can be readily understood by students.	<i>Also, try to present your feedback in a way which makes it <u>memorable</u>.</i>
5. ...specific	Give students a clear idea of what to do in order to improve. Make specific, concrete suggestions as to where and how the work could be improved.	<i>Simply using grades ('C') or marks (7/10') or comments ('good') is <u>not</u> sufficient.</i>
6. ... supportive, but honest	State your comments, suggestions and criticisms honestly, but <u>also</u> do this in a tactful, patient and pleasant manner.	<i>The whole <u>atmosphere</u> in which feedback is given should be, in a word, <u>professional</u>.</i>

7. ... open, interactive	Try to avoid always 'handing down' your feedback as if students were just 'empty containers' waiting to be 'filled'. Before making your own comments, ask questions, encourage self-assessment, involve students in identifying problems and solutions.	<i>Again, this process may require the use of L1.</i>
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Three further points should be made regarding feedback:

- Peer-Assessment: Remember that you are not the only person in the classroom who can give feedback. Students should be given opportunities to give feedback *to each other*. This process — known as peer-assessment — not only helps to develop student self-assessment (see Section 3.1.3 below); it can also produce interesting, genuinely communicative classroom interaction.
- Marking Written Work: The comments, corrections and other notations that you put on students' written work are also a kind of feedback. As with *Classroom Questioning*, there are different ways to do this. You can simply insert the correct words for the student. However, it may be more productive and more beneficial to encourage student self-correction by:
 - either (i) only indicating where a mistake is, with no additional information;
 - or (ii) indicating where a mistake is and what type of mistake it is;
 - or (iii) writing a comment about a point which (overall) needs to be improved.
 (Again, this relates to Section 3.1.3 below, '*Student Self-Assessment*').)
- Receiving Feedback: We have listed above several requirements for *giving* feedback. However, the effectiveness of feedback also depends, of course, on how the *receiver* reacts and takes part in the feedback interaction. Some students may need to be reminded of this fact!
 (Note: It is, meanwhile, important to remember that all of the above also applies to both parties in *other* feedback situations — including interaction between teachers, SETs and supervisors.

3.1.3 STUDENT SELF-ASSESSMENT

One of the central goals of Basic Education is that students gradually become auto-nomous learners, capable of deciding for themselves what they need to learn and how to learn it. In the 'English for Me' course materials, this is encouraged by the use of various **self-assessment activities** to be found at the end of each unit.

In these activities, students are asked to reflect on their learning experiences and to ask themselves some basic questions, such as:

- whether they found an activity easy or difficult
- whether they have enjoyed something (i.e. particular activities/ topics/ materials)
- how well they can now do something now (i.e. their achievement of particular learning outcomes)
- what they have learnt from the unit (i.e. their recent progress in learning English)
- how well they have performed during the unit (i.e. the overall quality of their recent work)
- how they have approached particular tasks (i.e. their learning strategies)

These end-of-unit activities can help to develop self-assessment by students, provided that:

- they are done properly, *and*
- they lead to reflection and discussion — and then to some kind of action.

However, even if these conditions are fulfilled, end-of-unit activities are not enough. These activities are unlikely by themselves to make self-assessment become what it should actually be: a **habit** for students, something that they do **automatically** and **constantly**.

You will need to do **more** — much more — than this, if self-assessment is to become a habit of this kind for your students. So do not simply rely on these end-of-unit activities — in addition, adopt a number of *other* positive strategies:

Strategy	Notes
1) At the start of the school year, explain to the students what self-assessment is, why it is important, and what you will be expecting of them during lessons.	<i>Emphasise that self-assessment is nothing 'special' or 'frightening', but a very normal, everyday thing to do.</i>
2) Encourage students to believe that they <u>can</u> (learn to) do it.	<i>Giving short 'pep-talks' may be helpful here. But more important is providing <u>regular</u>, on-going opportunities for students to 'try out' self-assessment and in this way build their confidence.</i>
3a) Using language that they understand, give students information about the learning outcomes.	<i>These learning outcomes are, of course, exactly the same as the ones which the teacher assesses.</i>
3b) Likewise, explain to them the general criteria for assessing these outcomes, as in the Rating Scales.	<i>Communicate these criteria simply and clearly, using L.1 where necessary.</i>

Strategy	Notes
4a) <u>Before</u> students start work on any particular task, tell them (or, even better, elicit from them) what the 'criteria for success' are.	<i>Focus on a <u>small</u> number of key criteria, and express these in clear, simple language.</i>
4b) Then, <u>while</u> students are doing the task, keep reminding them of these criteria and encouraging them to monitor the quality of their own work — and to improve it, as necessary.	<i>The ability to 'self-monitor' — using 'criteria for success' — is crucial in carrying out <u>any</u> task which is worth doing well.</i>
5) <u>Especially, on a regular, day-to-day basis in the classroom, ask questions which require students to assess the quality of any work done, whether by themselves (self-assessment) or by other students (peer-assessment*).</u>	<i>Typical questions might be: 'What do you think?', 'Is that clear/ correct/ OK?' etc. If the answer to any of these questions is: 'No/ Not really', then you can ask follow-up questions like: 'What's wrong with it?', 'How can you/he/she make it better?' etc, thus pointing the way to improvement.</i>

*Note: 'Peer-assessment' is used here as a kind of 'bridge' towards self-assessment. It can do this because it focuses on the same outcomes and criteria as self-assessment.

At these grade-levels, peer-assessment is especially suited to the process of Writing: students can show each other their first (and second) versions, and give each other feedback, based on simple criteria (e.g. 'Clear?', 'Polite?', 'Correct?', 'Friendly?', etc.), which will depend, of course, on the type of text being written. The same process of peer-assessment and mutual help can also be applied when students are preparing to give a presentation (Speaking: Outcome #1).

- In this way, students will (hopefully) come to understand, and get used to using, the basic 'criteria for success' with which they can assess their own work.
- They will also (hopefully) learn to appreciate that self-assessment/ self-monitoring is a natural and constant feature of any learning process — and, indeed, of *any* kind of worthwhile work or task that they will do in future.

FINAL NOTES: 1) The sole purpose of self-assessment is **formative**. Self-assessment is not intended to provide summative data to be used in awarding marks and grades.

2) It should be remembered that the whole process of self- and peer-assessment will only work effectively if you succeed in creating the right kind of **classroom atmosphere**, one which encourages **openness and honesty**. Creating this kind of atmosphere must therefore be an important priority.

PART THREE
**USING
INFORMATION**

Section Two
**SUMMATIVE
ASSESSMENT**

3.2.1 RATING SCALES

- Rating Scales are intended to make teachers' judgements as ***fair, consistent*** and ***professional*** as possible.
 - '**scale**' (n): 'a *measuring instrument*' with 'a *set of marks with regular spaces between them*'
 - '**rate**' (vb): 'to say how good you think sb/sth is', or 'to judge the quality of sb/sth'
- A Rating Scale can, in principle, be used to assess either achievement in general or performance on a particular occasion (as, for example, in a test). In Continuous Assessment, it is ***the student's general level of achievement*** which is of interest.
- In the Student Assessment Handbook for Grades 5 to 10:
 - A specific Rating Scale is provided for each learning outcome.
 - Each scale describes five different levels of achievement.
 - These 'descriptors' usually consist (at each level of achievement) of two or three statements.
 - Each of these statements covers a different aspect of the students' performance, for example, for Writing (Interactive): 'impact on reader', 'achievement of purpose', 'appropriacy' and 'correctness'.
 - Typically, the statements make use of descriptive adjectives (e.g. '*clear*', '*appropriate*'), adverbs ('*usually*', '*reasonably*') and quantifiers (e.g. '*few*', '*most*').
 - Teachers need to use their professional judgement to interpret these words and apply them in practice.
 - They should also consult with others in order to create a shared understanding of what these words mean. (See Section 3.2.3 below, '*Moderation*').

3.2.2 MAKING DECISIONS on MARKS

3.2.2.1 Making Decisions on Marks: Standard Procedure

When making decisions about marks, the 'standard' procedure for applying any Rating Scale is as follows:

Step	Action	Notes
1.	Focus on <u>one</u> Learning Outcome and <u>one</u> Rating Scale at a time.	<i>The mark that you give should <u>not</u> be influenced by <u>other</u> CA marks that you have awarded for other learning outcomes, or by the student's marks in Class (or Semester) Tests.</i>

Step	Action	Notes
2.	Award CA marks according to the <u>wording</u> of the descriptors in the Rating Scale.	<i>Do <u>not</u> award marks by comparing students with each other or putting them in ranking order.</i>
3.	Consider <u>all</u> the aspects listed in each descriptor.	<i>All of the aspects listed are important and should be taken into account. For example, do <u>not</u> award 'Writing' (Inter-active) marks based <u>only</u> on 'correct-ness' — consider the other three aspects as well.</i>
4.	Read the descriptors in the scale and <u>eliminate</u> those which obviously do not apply to the particular student in question.	<i>Follow a systematic procedure: (i) With <u>weak</u> students, start from the <u>top</u> score (e.g. '5') and then work your way downwards. (ii) With <u>strong</u> students, start from the <u>bottom</u> score (e.g. '1') and then work your way upwards. (iii) With <u>average</u> students, start with top and bottom scores, and then work your way inwards.</i>
5a.	In some cases, this procedure will quickly lead you to a single correct mark, which is fairly obvious.	<i>If the correct mark <u>is</u> very obvious, do not 'agonise' for a long time — make a decision!</i>
5b.	In almost all other cases, you will be left with only two 'possibles'. In these ' <u>borderline</u> ' cases', use your <u>professional judgement</u> to decide <i>which</i> of the two descriptors is closer to the particular student's actual level of achievement.	<i>Do <u>not</u> simply rely on some 'easy', 'automatic' method, such as always awarding the higher (or the lower) of the two marks.</i>

SPECIAL NOTE:

- When awarding marks for the productive skills (Speaking and Writing), Rating Scale descriptors can be applied directly to the student's work.
- However, in the case of receptive skills (Listening and Reading) — and also when the focus is specifically on Grammar or Vocabulary, the student's performance, e.g. in quizzes or coursebook tasks, is typically judged by counting *how many correct answers* he/she has managed to get.
- The problem here is that these tasks may have any number of items, e.g. eight. So what does a score of, say, '6 out of 8' actually mean? Is it 'very good', or is it just 'OK'?
- Scores of this kind are, in fact, much easier to understand (and explain) if they are converted to an equivalent on the five-point Rating Scale.

Recommended Procedure: Before giving students a task of this kind look at the wording of the relevant Rating Scale and decide in advance which scores you will consider to be equivalent to each of the five Rating Scales levels. For example, for a task with 8 items, you might decide on: '8' = **5**; '7' = **4**, '5-6' = **3**, etc. These numbers will *vary*, of course, according to the type and level-of-difficulty of the particular task.

3.2.2.2 Making Decisions on Marks: Difficult Cases

If teachers follow this procedure, arriving at an appropriate mark will often be quite straightforward. However, there are some cases where it is rather more difficult to make the right decision:

Case	Nature of Difficulty	Strategy
A	Student does not fit easily into any one descriptor because the level is different for different 'aspects': e.g. 'impact on reader' fits the '3' descriptor; but 'task achievement' is a '4', 'appropriacy' is '2', and 'correctness' is a '2'. (See Grades 7/8/9: Outcome #5, 'Interactive' WRT)	<ul style="list-style-type: none"> » Take the broad level into account — obviously, in the example given, the mark should be somewhere between '2' and '4'. » However, do not simply apply mathematical averages or any other 'automatic' method. » Make a professional judgement about the appropriate overall mark for the student. (In this case, remember that 'in-between' marks are possible.)
B	Level is difficult to determine because the student's performance seems to <u>vary</u> considerably from one occasion to another.	<ul style="list-style-type: none"> » First, investigate — <u>why</u> do these variations occur? » Then, base your marks on those pieces of evidence which you believe are most reliable.
C	Level undergoes a substantial <u>change</u> as the semester progresses, e.g. a student's presentations very noticeably improve.	<ul style="list-style-type: none"> » Base your mark on where the student stands (overall) at the <u>end</u> of the semester. Do <u>not</u> just 'average out' all the marks awarded throughout. » In the (rarer) case of a student 'going backwards', apply the same method, but also make a special point of investigating the cause(s).
D	Student produces good work, but only after a <u>lot</u> of help from the teacher (e.g. when producing a series of drafts for a written text).	<ul style="list-style-type: none"> » Provide the kind of help which encourages awareness and <u>self-correction</u>. (In other words, try to avoid spoon-feeding!) » Base your final decision on the student's <u>real</u> (i.e. independent) level of achievement.

Case	Nature of Difficulty	Strategy
E	Student has produced very little work/ evidence of achievement.	>> Tell the <u>truth</u> — i.e. award a (very) low mark, but not zero.

IMPORTANT NOTE: The point just made in the 'strategy' for 'Example E' in fact applies to all decisions on awarding marks. The best way to **really** 'help' students — in the long run — is to tell them the **truth**, and then work together with them to improve whatever need to be improved.

3.2.2.3 Making Decisions on Marks: Anticipating (and Avoiding) Problems

It is, however, possible to avoid many of these (and other) potential difficulties by taking preventive measures as follows:

- At the start of the school year, explain to the class (in a straightforward way) how marks will be awarded, and make them familiar with the relevant Outcomes and the general criteria for awarding marks.
- Consolidate this by encouraging self-assessment / peer-assessment / use of the criteria
- Also brief the students about the basic 'rules' you expect them to follow (e.g. genuine work).
- Start filling in your provisional (pencilled-in) marks as soon as possible — do not leave it until the last minute!
- Identify potential 'difficult cases' early on — well before the end-of-year — and then observe closely and gather further evidence.
- Speak to students who are in danger of getting low marks — a low mark at the end of the year should not come as a complete surprise! Where appropriate, parents will need to be notified as well.
- Consult with other teachers, SETs and supervisors about common standards in general and for difficult cases in particular. (See the next section: 'Moderation')
- Above all, get to know your students well!

3.2.3 MODERATION

The purpose of moderation is to ensure that the criteria for awarding marks are being applied **fairly** and **consistently** at different schools across the country.

In Grades 5 to 10, **informal** moderation is to be carried out, as a process of on-going consultation and teacher-development. This process is generally conducted at a **local** level, with teachers coming together to compare notes and discuss students' work.

The purpose is to arrive at a **shared understanding** of the criteria used for assessing the work and awarding different marks or grades.

Some recommended examples of **Informal Moderation activities** are:

ACTIVITY	NOTES
1. Two teachers talk together informally about work done by their students — comparing, evaluating and commenting.	<i>Simple, informal and very easy to arrange.</i>
2. Two teachers agree to visit each other's classes and contribute to the assessment of students' performance in Speaking activities.	<i>Post-lesson discussions will then be based on observed evidence and on the criteria in the Rating Scales.</i>
3. The SET or SPV sits down with a teacher, looks at her CA mark sheets and selects a particular mark. He/She then asks the teacher why he/she has awarded that particular mark . The teacher justifies his/her mark, referring to Rating Scales, Informal Records, and samples of the student's work. (Then, the process is repeated with other marks.)	<i>This can be done both during the semester (<u>Quality Assurance</u>) and as a final check, at the end of the semester (<u>Quality Control</u>).</i>
4a. All the English teachers in a school get together for a general moderation workshop , at which they discuss and agree on appropriate marks for a varied collection of samples of students' <u>Writing</u> .	<i>It is also <u>possible</u> to do this with recorded samples of students' <u>Speaking</u>.*</i>
4b. Specifically, all the English teachers in a school get together for a workshop on ' difficult (or ' borderline ') cases ', i.e. cases where they are finding it difficult to decide on the correct mark.	<i>Teachers should bring with them all the available evidence.</i>
4c. The same kind of workshop as in Activities 4a or 4b, but in two or more schools within easy reach of each other, i.e. a ' local cluster '.	<i>Possibly rather difficult to arrange — but the wider the circle of participants, the more valid the moderation will be.</i>

<p>5. As a result of the above-mentioned workshops (4a, 4b or 4c), compile — and make available to teachers — a collection of 'exemplars' of students' work (esp. Writing) which have already been 'moderated'. Each exemplar should be accompanied by the agreed mark, along with comments and explanations.</p>	<p><i>With proper coordination, collections from different schools can be combined into a larger collection, more widely circulated.</i></p>
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* Notes on audio-/ video-recordings:

- 1) This is only really worth doing if a reasonable technical (sound) quality can be achieved;
- 2) Volunteers only — students should never be forced to appear in a recording against their will.
- 3) A decent-quality recording can also be used very effectively in the classroom as a teaching tool, encouraging self- and peer-assessment.

In connection with these moderation activities, three main points should be noted:

- Every activity involves teachers **getting together** to talk about students' work and how that work should be assessed.
- Some of the activities can be initiated very informally by teachers; others require action by the SET or (more officially) a Supervisor. However, it is **always** possible, whatever the local circumstances to do **something**.
- All discussions should be based on **evidence** and on professional **criteria**.

Informal Moderation — A Practical Example:

The word '*moderation*' is based on the Latin word for '*middle*', with the idea of *coming together*, away from extremes and towards the centre. This idea is exemplified in the procedure for conducting **Activity 4 above**, as follows:

If we imagine that, say, four English teachers at a school — the Senior Teacher and three others — meet to discuss samples of students' Writing, the procedure would be as follows:

1. The SET (as Facilitator) explains the purpose of the meeting and outlines the steps of the activity.
2. SET hands out the relevant Rating Scale(s). Brief discussion, with emphasis on key-words in the scale(s).
3. SET hands out prepared samples of students' Writing.
4. Individuals award marks using the relevant Rating Scale.

5. Whole-group reporting back: brief comparison of the marks awarded.
6. Pairs discuss each piece of Writing — *referring to the Rating Scale(s)* — and reach joint agreement on an appropriate mark.
7. Whole-group reporting back: brief comparison of the marks awarded.
8. Whole-group (all four teachers): discussion of any piece of Writing where the pairs' marks differ. Then, final agreement on an appropriate mark.

Workshop Output: The SET (or one of the teachers acting as 'scribe') records these final marks, along with comments, justifications and explanations. These 'exemplars' should then be made available/ accessible to everyone who attended the workshop, and later to any newly-arriving teachers. (It can, of course, also be shared with supervisors and with teachers from other schools.)

Note 1: What typically happens at a workshop is that the first comparison of marks shows quite large (sometimes alarming!) differences, but that these then (almost always) disappear as the process develops.

Note 2: In the example given, with 4 teachers, three 'marking' stages (Nos. 4, 6 and 8) are required. With 2 or 3 teachers, the 'pairs' stage would be removed; with 7 or more teachers, an extra stage ('pairs-of-pairs') would be added.

Note 3: Particularly when larger numbers are involved, it is essential that whoever 'chairs' the workshop makes a good job of running it efficiently and keeping it on track.

- It may happen that, initially, some teachers will feel a little uncomfortable with, or even threatened by, these 'sharing' procedures. However, SETs and SPVs need to show leadership in emphasizing the benefits in terms of increased professionalism.
- Hopefully, all teachers will eventually come to appreciate the increased feeling of security and confidence that they have when awarding marks — and when facing any stakeholders who query these marks!
- The likelihood that these Informal Moderation activities will make the marks that students receive more accurate and closer to the truth is, of course, in itself, another important benefit.
- Admittedly, these procedures **take time**, especially at the beginning. However, for the reasons just given, this is clearly time well spent.

3.2.4 REPORTING

For each semester, parents receive two reports regarding their son's or daughter's achievement in the learning outcomes for English:

- In the middle of the semester, a '**descriptive**' report
- At the end of the semester, a '**full**' report

The descriptive report does not include any marks or grades. Instead, it provides a brief comment usually consisting of 10 to 15 words. (Note: This comment will, of course, appear on the Report Card *in Arabic*.)

- The comment should be as specific and informative as possible in the space provided. Writing 'Very good' or 'Needs further support' is **not** sufficient.
- The teacher should try to capture the student's main strengths and/or weaknesses, in terms of the learning outcomes and of their behaviour, attitudes and learning strategies.
- This will be much easier for the teacher to do if he/she knows all the students well and has full and detailed informal records. (See Section 2.1 above.)
- A very wide variety of different comments are possible. However, teachers should avoid the use of any technical terms which may be unfamiliar to parents.

By contrast, the full report does not include any comments. It simply gives information about the student's final percentage mark and letter-grade for English.

- In this case, it is the accuracy of the data provided which is important. Teachers should take care that any calculations that they have made are correct and that no mistakes have been made in copying data from one place to another.

APPENDIX ONE

Awarding Marks in Grades 5 & 6

Learning Outcomes, Rating Scales & Recording Sheets

GRADES FIVE & SIX: OUTCOMES & RATING SCALES for SPEAKING⁽¹⁾

OUTCOME # 1	RATING SCALE # 1
<p>Can give short presentations.</p> <p>- Presenters in Grades 5 & 6 should be able to speak in front of the class for approximately one minute.</p> <p>- Topics should be appropriate to students' age and interests.</p> <p>- After the presentation, there should be an opportunity for the audience to ask questions.</p> <p>Presenters should be able to:</p> <ul style="list-style-type: none"> - speak in public with confidence. - organize information and ideas into a coherent spoken text. - stay within the time allocated - make effective contact with the audience. - use voice (and gesture) clearly and appropriately. - use appropriate visual aids to support their presentations. - use grammar/ vocabulary appropriately and correctly. - monitor & correct own mistakes/miscues. - answer questions from the audience. <p><u>Note:</u> Students may use brief notes, but should not read out from a prepared text.</p>	<p>5</p> <ul style="list-style-type: none"> - Presentations are easy to follow, well-structured and interesting. - Contact with audience is very good. - Voice and pronunciation are clear. - Language used is mostly accurate. - Supporting visuals are clear and effective. - Answers to Qs are clear and convincing.
	<p>4</p> <ul style="list-style-type: none"> - Presentations are mostly clear, as well as quite interesting. - Contact with audience is reasonably good. - Voice and pronunciation are mostly clear. - Language used contains inaccuracies, but meaning is only rarely obscured. - Supporting visuals are adequate. - Answers to Qs are mostly adequate.
	<p>3</p> <ul style="list-style-type: none"> - Presentations are reasonably clear, but not very interesting. - Contact with audience is only moderate. - Voice and pronunciation are fairly good. - Language used contains noticeable errors, occasionally making meaning unclear. - Supporting visuals are reasonably adequate. - Answers to Qs are only partly effective.
	<p>2</p> <ul style="list-style-type: none"> - Manages to convey <i>some</i> information, but generally ineffective/ uninteresting. - Contact with audience is rather weak. - Voice and/or pronunciation are sometimes unclear. - Language used contains frequent errors, making meaning sometimes unclear. - Use of supporting visuals is limited. - Answers to Qs are not very clear.
	<p>1</p> <ul style="list-style-type: none"> - Presentations are unclear and uninformative. - Contact with audience is very weak. - Voice is difficult to hear and/or pronunciation is difficult to understand. - Frequent serious errors make speech generally difficult to follow. - Supporting visuals are either missing or clearly inadequate. - Answers to Qs are very inadequate indeed.

GRADES FIVE & SIX: OUTCOMES & RATING SCALES for SPEAKING⁽²⁾

OUTCOME # 2	RATING SCALE # 2	
Can interact with others.	10	<ul style="list-style-type: none"> – Interacts confidently and effectively with others in a variety of contexts. – Can initiate interaction and also respond appropriately. – Maintains flow of interaction by dealing effectively with problems/misunderstandings. – Pronunciation has some L1 features, but is generally clear and easy to understand.
<p>Covers the ability to take part in different kinds of (mostly routine) interactions in a variety of contexts:</p> <ul style="list-style-type: none"> – short exchanges – sharing information – expressing opinions – negotiating with others to make decisions <p>This includes the ability to:</p> <ul style="list-style-type: none"> – initiate and respond – use social language. – ask and answer questions – notice and repair misunderstandings – make and respond to suggestions, offers, requests, etc. – use appropriate grammar and vocabulary correctly – pronounce English clearly (or least intelligibly) <p><u>Note:</u> These interactions may be with the teachers, students or others.</p>	8	<ul style="list-style-type: none"> – Interacts with others reasonably well in most situations. – Responds appropriately, but sometimes lacks flexibility and the ability to initiate. – Usually manages to keep the interaction going, but with occasional difficulties. – L1 accent, but only rarely impeding understanding.
	6	<ul style="list-style-type: none"> – Manages to interact with others, but only in a rather limited way. – Can respond to relatively simple input, but has difficulty when a more complex response is required. – Patience is sometimes required from the other participant(s) in the interaction. – Noticeable L1 accent, leading to occasional misunderstandings.
	4	<ul style="list-style-type: none"> – Has very obvious limitations in interacting with others. – Responses are slow and sometimes inappropriate. – Patience is often required from the other participant(s) in the interaction. – Strong L1 accent, placing some strain the other participant(s).
	2	<ul style="list-style-type: none"> – Has great difficulty in interacting with others and in responding even to quite simple input. – There are frequent pauses and breakdowns in communication. – Serious pronunciation defects make speech difficult for other participant(s) to follow.

GRADES FIVE & SIX: OUTCOMES & RATING SCALES for READING

OUTCOME # 3		OUTCOME # 4	
Can understand written texts.		Can read independently.	
<p>Text-types include:</p> <ul style="list-style-type: none"> – descriptions – stories – letters/ e-mails – series of instructions – tables/ graphs/ charts – biographies – factual texts – dialogues (in written form) <p>of increasing length and complexity.</p> <p>Students should be able to understand general meaning, identify main points and extract specific information.</p> <p>They should also be able to use a range of strategies to approach these texts:</p> <ul style="list-style-type: none"> – predicting – skimming/ scanning – using non-verbal information – deducing meaning of unknown words – identifying text-type, purpose and intended audience. 		<p>Independent Reading' covers the reading of:</p> <p><u>Shorter Texts</u>: (<i>found in newspapers, in magazines, in books, on the Internet, on reading cards, and elsewhere</i>) of five main types:</p> <ul style="list-style-type: none"> – Information – Opinion – News Items – Letters/ e-mails – Short Stories <p><u>Longer Texts</u> (<i>i.e. whole books</i>) of three main types:</p> <ul style="list-style-type: none"> – Fiction – Fact – History <p>Students are also expected to carry out (pre- or) post-reading tasks relating to these texts. <u>Both</u> the texts to be read <u>and</u> the tasks to be done should be <i>selected by the students</i>.</p> <p>Note: More detailed information and guidelines can be found in Appendix Four and Section 2.1.5.</p>	
RATING SCALE # 3		RATING SCALE # 4	
5	<ul style="list-style-type: none"> – Has an excellent understanding of almost all texts. – Reading is quick and comfortable. 	5	<ul style="list-style-type: none"> – Does a <i>lot</i> of reading. – A very good range of tasks, probably including Platinum.
4	<ul style="list-style-type: none"> – Has a good understanding of most texts. – Reads at a reasonable speed. 	4	<ul style="list-style-type: none"> – Does <i>quite a lot</i> of reading – A good range of tasks, including some Gold.
3	<ul style="list-style-type: none"> – Has a reasonably good understanding of most texts. – Reading is quite slow. 	3	<ul style="list-style-type: none"> – Does a <i>reasonable</i> amount of reading. – A reasonable range of tasks, including some Silver.
2	<ul style="list-style-type: none"> – Has a limited understanding of most texts. – Reading is slow. 	2	<ul style="list-style-type: none"> – Does a relatively <i>small</i> amount of reading. – A limited range of tasks, almost all Bronze.
1	<ul style="list-style-type: none"> – Has a poor understanding of all texts. – Reading is very slow. 	1	<ul style="list-style-type: none"> – Only does a <i>very small</i> amount of reading. – Only very limited or incomplete attempts at any tasks.

GRADES FIVE & SIX: OUTCOMES & RATING SCALES for WRITING

OUTCOME # 5		OUTCOME # 6	
Can write sentences.		Can write short texts.	
Covers the ability to: <ul style="list-style-type: none"> – write clear, correct sentences – use appropriate word order and punctuation. – produce clear, legible hand-writing with appropriate spacing. – and, in addition, write more complex sentences with correct use of linking words. 		Text-types include: <ul style="list-style-type: none"> – descriptions (daily routines) – dialogues – processes – sets of instructions – notes/ messages – stories – informal letters/ e-mails Includes the ability to write coherent short texts of paragraph length.	
RATING SCALE # 5		RATING SCALE # 6	
5	<ul style="list-style-type: none"> – Meaning is always clear. – Grammar/ Vocab are appropriate and almost always correct. – Spelling and punctuation are excellent. – Handwriting is very clear. 	5	<ul style="list-style-type: none"> – Meaning is always clear. – Grammar/ Vocab are appropriate and almost always correct. – Spelling and punctuation are excellent. – Organisation/ layout are appropriate to the text.
4	<ul style="list-style-type: none"> – Meaning is almost always clear. – Grammar/ Vocab are usually appropriate and correct. – Spelling and punctuation are good. – Handwriting is usually clear. 	4	<ul style="list-style-type: none"> – Meaning is almost always clear. – Grammar/ Vocab are usually appropriate and correct. – Spelling and punctuation are good. – Organisation/ layout are usually appropriate to the text.
3	<ul style="list-style-type: none"> – Meaning is usually clear. – Grammar/ Vocab are reasonably correct & appropriate. – Spelling and punctuation are reasonably good. – Handwriting is reasonably clear. 	3	<ul style="list-style-type: none"> – Meaning is usually clear. – Grammar/ Vocab are reasonably correct & appropriate. – Spelling and punctuation are reasonably good. – Organisation/ layout are reasonably appropriate to the text.
2	<ul style="list-style-type: none"> – Meaning is sometimes clear. – Grammar/ Vocab are frequently inappropriate or incorrect. – Spelling and punctuation are often inaccurate. – Handwriting is often unclear. 	2	<ul style="list-style-type: none"> – Meaning is sometimes unclear. – Grammar/ Vocab are frequently inappropriate or incorrect. – Spelling and punctuation are often inaccurate. – Organisation/ layout are often inappropriate to the text.
1	<ul style="list-style-type: none"> – Meaning is rarely clear. – Grammar/ Vocab are almost always inappropriate or incorrect. – Spelling and punctuation are very poor. – Handwriting is always unclear. 	1	<ul style="list-style-type: none"> – Meaning is rarely clear. – Grammar/ Vocab are almost always inappropriate or incorrect. – Spelling and punctuation are very poor. – Organisation/ layout are almost always inappropriate to the text.

GRADES FIVE & SIX: — OUTCOMES & RATING SCALES for GRAMMAR/VOCABULARY

OUTCOME # 7	RATING SCALE # 7	
<p>Can understand and use grammar and vocabulary.</p>	<p>5</p>	<ul style="list-style-type: none"> – Has a very good understanding of the meaning of different grammatical structures and vocabulary items. – Uses a range of structures with consistent accuracy. – Makes appropriate use of a wide range of vocabulary.
		<ul style="list-style-type: none"> – Has a good understanding of the meaning of different grammatical structures and vocabulary items. – Uses most structures with a good level of accuracy. – Makes appropriate use of a fairly wide range of vocabulary.
	<p>3</p>	<ul style="list-style-type: none"> – Has a reasonably good understanding of the meaning of different grammatical structures and vocabulary items. – Uses core structures with a reasonable level of accuracy. – Makes appropriate use of a moderate repertoire of vocabulary.
		<ul style="list-style-type: none"> – Has only a limited understanding of the meaning of different grammatical structures and vocabulary items. – Use of core structures is often inaccurate. – Makes appropriate use of a limited repertoire of vocabulary.
	<p>1</p>	<ul style="list-style-type: none"> – Has a very poor understanding of the meaning of different grammatical structures and vocabulary items. – Use of core structures is seriously distorted. – Makes appropriate use of only a very narrow repertoire of vocabulary.
<p>In relation to any particular <i>grammatical structure</i>, this outcome focuses on students' ability to:</p> <ul style="list-style-type: none"> – recognize its various forms. – understand its meaning(s). – use it appropriately in context. <p>Covers <i>all grammatical structures taught at these and previous levels.</i></p> <p>*****</p> <p>In relation to any particular <i>vocabulary item (word or phrase)</i>, this outcome focuses on students' ability to:</p> <ul style="list-style-type: none"> – recognize its spoken and written forms. – understand its meaning(s). – use it appropriately in context. <p>Covers <i>all core vocabulary items taught at these and previous levels.</i></p>		

**GRADES FIVE & SIX: OUTCOME which is AWARDED MARKS
on the basis of SEMESTER & CLASS TESTS ONLY**

LISTENING
OUTCOME # 8
Can understand spoken texts.
<p>In addition to understanding what is said to them directly in the classroom and elsewhere, students should be able to understand a range of text-types of differing lengths:</p> <ul style="list-style-type: none">- Descriptions- Short exchanges- Dialogues/ Interviews- Narratives- Talks- Presentations- Announcements- Poems/ Songs <p>When dealing with these texts, students should be able to:</p> <ul style="list-style-type: none">- understand general meaning.- identify main points.- extract specific information.

SUMMARY of MARKS AWARDED																		
GRADE 5 / 6 SEMESTER _____																		
Class: _____ Year: _____																		
Teacher: _____																		
CLASS TESTS	CLT # 1: (date: _____)	Listening	(5)															
		Reading	(5)															
	CLT # 2: (date: _____)	Grm/ Vcb	(5)															
		Writing	(5)															
SPK	Can give presentations		(5)															
	Can interact with others.		(10)															
RDG	Can understand written texts.		(5)															
	Can read independently.		(5)															
WRT	Can write sentences.		(5)															
	Can write short texts.		(5)															
G / V	Can understand and use grammar and vocabulary.		(5)															
CONTINUOUS ASSESSMENT: Total			(60)															
SEMESTER TEST: Total			(40)															
OVERALL	TOTAL SCORE		(100)															
	LETTER GRADE																	

APPENDIX TWO

Awarding Marks in Grades 7, 8 & 9

Learning Outcomes, Rating Scales & Recording Sheets

GRADES SEVEN, EIGHT & NINE: OUTCOMES & RATING SCALES for SPEAKING⁽¹⁾

OUTCOME # 1	RATING SCALE # 1
Can give presentations.	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">5</div> <div> <ul style="list-style-type: none"> – Presentations are easy to follow, well-structured and interesting. – Contact with audience is very good. – Voice and pronunciation are clear. – Language used is mostly accurate. – Supporting visuals are clear and effective. – Answers to Qs are clear and convincing. </div> </div>
<p>– Presenters in Grades 7, 8 & 9 should be able to speak in front of the class for two to three minutes.</p> <p>– Topics should be appropriate to students’ age and interests.</p> <p>– After the presentation, there should be an opportunity for the audience to ask questions.</p> <p>Presenters should be able to:</p> <ul style="list-style-type: none"> – speak in public with confidence. – organize information and ideas into a coherent spoken text. – stay within the time allocated – make effective contact with the audience. – use voice (and gesture) clearly and appropriately. – use appropriate visual aids to support their presentations. – use grammar/ vocabulary appropriately and correctly. – monitor & correct own mistakes/miscues. – answer questions from the audience. <p><u>Note:</u> Students may use brief notes, but should not read out from a prepared text.</p>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">4</div> <div> <ul style="list-style-type: none"> – Presentations are mostly clear, as well as quite interesting. – Contact with audience is reasonably good. – Voice and pronunciation are mostly clear. – Language used contains inaccuracies, but meaning is only rarely obscured. – Supporting visuals are adequate. – Answers to Qs are mostly adequate. </div> </div>
	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">3</div> <div> <ul style="list-style-type: none"> – Presentations are reasonably clear, but not very interesting. – Contact with audience is only moderate. – Voice and pronunciation are fairly good. – Language used contains noticeable errors, occasionally making meaning unclear. – Supporting visuals are reasonably adequate. – Answers to Qs are only partly effective. </div> </div>
	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">2</div> <div> <ul style="list-style-type: none"> – Manages to convey <i>some</i> information, but generally ineffective/ uninteresting. – Contact with audience is rather weak. – Voice and/or pronunciation are sometimes unclear. – Language used contains frequent errors, making meaning sometimes unclear. – Use of supporting visuals is limited. – Answers to Qs are not very clear. </div> </div>
	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">1</div> <div> <ul style="list-style-type: none"> – Presentations are unclear and uninformative. – Contact with audience is very weak. – Voice is difficult to hear and/or pronunciation is difficult to understand. – Frequent serious errors make speech generally difficult to follow. – Supporting visuals are either missing or clearly inadequate. – Answers to Qs are very inadequate indeed. </div> </div>

GRADES SEVEN, EIGHT & NINE: OUTCOMES & RATING SCALES for SPEAKING⁽²⁾

OUTCOME # 2	RATING SCALE # 2	
<p>Can interact with others.</p> <p>Covers the ability to take part in different kinds of interactions in a variety of contexts:</p> <ul style="list-style-type: none"> – short exchanges – sharing information – expressing opinions – making arrangements – negotiating with others to make decisions <p>This includes the ability to:</p> <ul style="list-style-type: none"> – initiate and respond – use social language. – ask and answer questions – notice and repair misunderstandings – make and respond to suggestions, offers, requests, etc. – differentiate between formal and informal language – use appropriate grammar and vocabulary correctly – pronounce English intelligibly <p><u>Note:</u> These interactions may be with the teachers, students or others.</p>	10	<ul style="list-style-type: none"> – Interacts confidently and effectively with others in a variety of contexts. – Can initiate interaction and also respond appropriately. – Maintains flow of interaction by dealing effectively with problems/misunderstandings. – Pronunciation has some L1 features, but is generally clear and easy to understand.
		<ul style="list-style-type: none"> – Interacts with others reasonably well in most situations. – Responds appropriately, but sometimes lacks flexibility and the ability to initiate. – Usually manages to keep the interaction going, but with occasional difficulties. – L1 accent, but only rarely impeding understanding.
	6	<ul style="list-style-type: none"> – Manages to interact with others, but only in a rather limited way. – Can respond to relatively simple input, but has difficulty when a more complex response is required. – Patience is sometimes required from the other participant(s) in the interaction. – Noticeable L1 accent, leading to occasional misunderstandings.
		<ul style="list-style-type: none"> – Has very obvious limitations in interacting with others. – Responses are slow and sometimes inappropriate. – Patience is often required from the other participant(s) in the interaction. – Strong L1 accent, placing some strain the other participant(s).
		<ul style="list-style-type: none"> – Has great difficulty in interacting with others and in responding even to quite simple input. – There are frequent pauses and breakdowns in communication. – Serious pronunciation defects make speech difficult for other participant(s) to follow.

GRADES SEVEN, EIGHT & NINE: OUTCOMES & RATING SCALES for READING⁽¹⁾

OUTCOME # 3	RATING SCALE # 3	
Can understand different types of written text.	5	<ul style="list-style-type: none">– Has an excellent understanding of all texts.– Reading is quick and comfortable.
	4	<ul style="list-style-type: none">– Has a good understanding of most texts.– Reads at a reasonable speed.
		3
	2	
	1	<ul style="list-style-type: none">– Has a poor understanding of all texts.– Reading is very slow.

GRADES SEVEN, EIGHT & NINE: OUTCOMES & RATING SCALES for READING⁽²⁾

OUTCOME # 4	RATING SCALE # 4	
<p>Can read independently.</p> <p>Independent Reading' covers the reading of:</p> <p><u>Shorter Texts:</u> (<i>found in newspapers, in magazines, in books, on the Internet, on reading cards, and elsewhere</i>) of five main types:</p> <ul style="list-style-type: none"> – Information – Opinion – News Items – Letters/ e-mails – Short Stories <p><u>Longer Texts</u> (<i>i.e. whole books</i>) of three main types:</p> <ul style="list-style-type: none"> – Fiction – Fact – History <p>* Students are also expected to carry out (pre- or) post-reading tasks relating to these texts.</p> <p>* <u>Both</u> the texts to be read <u>and</u> the tasks to be done should be <i>selected by the students</i>.</p> <p>Note: More detailed information and guidelines can be found in Appendix Six and Section 1.1.7 'Independent Reading'.</p>	5	<ul style="list-style-type: none"> – Does a <i>lot</i> of reading. – A very good range of tasks, probably including Platinum.
	4	<ul style="list-style-type: none"> – Does <i>quite a lot</i> of reading – A good range of tasks, including some Gold.
	3	<ul style="list-style-type: none"> – Does a <i>reasonable</i> amount of reading. – A reasonable range of tasks, including some Silver.
	2	<ul style="list-style-type: none"> – Does a relatively <i>small</i> amount of reading. – A limited range of tasks, almost all Bronze.
	1	<ul style="list-style-type: none"> – Only does a <i>very small</i> amount of reading. – Only very limited or incomplete attempts at any tasks.

GRADES SEVEN, EIGHT & NINE: OUTCOMES & RATING SCALES for WRITING⁽¹⁾

OUTCOME # 5	RATING SCALE # 5	
<p>Can write and respond to letters and e-mails.</p> <p>These 'Interactive' texts may include:</p> <ul style="list-style-type: none"> – informal letters (to friends and relatives) – e-mails – postcards – notes/messages – invitations – letters of complaint – application letters, etc <p>and, where appropriate, replies to these texts.</p> <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts. 	5	<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>very positive</u>. – Writing clearly succeeds in achieving its purpose. – Uses language which is appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
		<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>fairly positive</u>. – Writing has reasonable success in achieving its purpose. – There are clear attempts to use language appropriate to reader and context. – Grammar and vocabulary are reasonably correct, though limited in range.
		<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>mixed</u>. – Writing has partially achieved its main purpose, <u>but</u>: – Some of the language used is inappropriate to reader and context. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
		<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>rather negative</u>. – Writing only has very limited success in achieving its purpose. – There is little evidence of any attempt to use appropriate language. – Grammar/Vocabulary contain frequent serious errors.
		<ul style="list-style-type: none"> – Impact on intended readers(s) is <u>very negative</u>. – Writing clearly fails to achieve its intended purpose. – The language used is extremely limited and/or seriously distorted and/or very inappropriate.

GRADES SEVEN, EIGHT & NINE: OUTCOMES & RATING SCALES for WRITING⁽²⁾

OUTCOME # 6	RATING SCALE: # 6	
<p>Can write texts with the purpose of providing information.</p> <p>These 'Informative' texts may include:</p> <ul style="list-style-type: none"> – reports – articles – summaries – completed forms – sets of instructions – descriptions – notes/lists – graphs/ tables – adverts – posters – brochures/ leaflets, etc. <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts. 	5	<ul style="list-style-type: none"> – Presents relevant information clearly, coherently and in an interesting way. – Not many language errors.
		4
		<ul style="list-style-type: none"> – Presents relevant information with reasonable success. – However, there are noticeable language errors, occasionally making the text unclear.
	3	<ul style="list-style-type: none"> – Manages to convey some relevant information, but only in a limited way. – Writing lacks coherence, and is sometimes unclear. There are frequent errors.
		2
		<ul style="list-style-type: none"> – Attempts are made to convey some information, but the results are clearly inadequate. – Language used is very limited and/or contains many serious errors.
	1	<ul style="list-style-type: none"> – Feeble attempts at writing tasks, conveying very little relevant information. – Language used is extremely limited and/or seriously distorted.

GRADES SEVEN, EIGHT & NINE: OUTCOMES & RATING SCALES for WRITING⁽³⁾

OUTCOME # 7	RATING SCALE # 7	
Can write stories and narrate events in the past.	5	<ul style="list-style-type: none"> – Tells stories fully and clearly, in a lively, interesting way, providing appropriate additional details. – Texts are coherent and easy to read. – Not many language errors.
<p>These 'Narrative' texts may include:</p> <ul style="list-style-type: none"> - accounts of real life events/experiences, - fictional narratives - biographies, - historical texts - reports - diary entries, etc. <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts. 	4	<ul style="list-style-type: none"> – Tells stories reasonably well, attempting to provide some additional detail. – However, there are noticeable language errors and texts sometimes lack coherence.
	3	<ul style="list-style-type: none"> – Manages to convey the main outline of stories, but only in a very limited way. – Language used is limited in range and/or contains frequent errors.
	2	<ul style="list-style-type: none"> – An attempt is made to tell stories, but important points are either missing or unclear. – Language used is very limited and/or contains many serious errors.
	1	<ul style="list-style-type: none"> – Very feeble attempt at telling stories. – Very little relevant content. – Language used is extremely limited and/or seriously distorted.

GRADES SEVEN, EIGHT & NINE: OUTCOMES & RATING SCALES for WRITING⁽⁴⁾

OUTCOME # 8	RATING SCALE # 8	
Can write texts which express and justify opinions.	5	<ul style="list-style-type: none"> – Expresses opinions on topics in a lively, interesting way. – Texts are well-organised and clear. – Not many language errors.
<p>These ‘Evaluative’ texts may include:</p> <ul style="list-style-type: none"> – articles – advice/ feedback – complaints/ criticism – commentary – reviews – other kinds of texts whose main purpose is to express (and justify) an opinion <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts. 	4	<ul style="list-style-type: none"> – Expresses opinions on topics reasonably well, but use of supporting arguments is only partially effective. – There are noticeable language errors, which occasionally obscure the writer’s meaning.
	3	<ul style="list-style-type: none"> – Manages to express opinions on topics, but only in a limited way. – Writing generally lacks clarity and coherence, and contains frequent errors.
	2	<ul style="list-style-type: none"> – Attempts are made to discuss topics, but the results are clearly inadequate. – Language used is very limited and/or contains many serious errors.
	1	<ul style="list-style-type: none"> – Very feeble attempts at discussing topics. – Very little relevant content. – Language used is extremely limited and/or seriously distorted.

GRADES SEVEN, EIGHT & NINE: OUTCOMES & RATING SCALE for GRAMMAR/VOCAB

OUTCOME # 9	RATING SCALE # 9	
<p>Can understand and use grammar and vocabulary.</p>	5	<ul style="list-style-type: none"> – Has a very good understanding of the meaning of different grammatical structures and vocabulary items. – Uses a range of structures with consistent accuracy. – Makes appropriate use of a wide range of vocabulary.
<p>In relation to any particular <i>grammatical structure</i>, this outcome focuses on students' ability to:</p> <ul style="list-style-type: none"> – recognize its various forms. – understand its meaning(s). – use it appropriately in context. <p>Covers <i>all grammatical structures taught at these and previous levels.</i></p> <p>*****</p> <p>In relation to any particular <i>vocabulary item (word or phrase)</i>, this outcome focuses on students' ability to:</p> <ul style="list-style-type: none"> – recognize its spoken and written forms. – understand its meaning(s). – use it appropriately in context. <p>Covers <i>all core vocabulary items taught at these and previous levels.</i></p>	4	<ul style="list-style-type: none"> – Has a good understanding of the meaning of different grammatical structures and vocabulary items. – Uses most structures with a good level of accuracy. – Makes appropriate use of a fairly wide range of vocabulary.
	3	<ul style="list-style-type: none"> – Has a reasonably good understanding of the meaning of different grammatical structures and vocabulary items. – Uses core structures with a reasonable level of accuracy. – Makes appropriate use of a moderate repertoire of vocabulary.
	2	<ul style="list-style-type: none"> – Has only a limited understanding of the meaning of different grammatical structures and vocabulary items. – Use of core structures is often inaccurate. – Makes appropriate use of a limited repertoire of vocabulary.
	1	<ul style="list-style-type: none"> – Has a very poor understanding of the meaning of different grammatical structures and vocabulary items. – Use of core structures is seriously distorted. – Makes appropriate use of only a very narrow repertoire of vocabulary.

**GRADES SEVEN, EIGHT & NINE — OUTCOME which is AWARDED MARKS
on the basis of SEMESTER & CLASS TESTS ONLY**

LISTENING
OUTCOME # 10
Can understand different types of spoken texts.
<p>In addition to understanding what is said to them directly in the classroom and elsewhere, students should be able to understand a range of text-types of differing lengths:</p> <p><u>Interactive:</u> <i>Short exchanges, dialogues, interviews</i></p> <p><u>Informative:</u> <i>Descriptions; factual texts; presentations; talks</i></p> <p><u>Narrative:</u> <i>Stories (fictional); personal experiences; biographies; historical texts; radio broadcasts</i></p> <p><u>Evaluative:</u> <i>Talks; discussions; debates</i></p> <p>When dealing with these texts, students should be able to:</p> <ul style="list-style-type: none"> – understand general meaning. – identify main points. – extract specific information. <p>In doing this, they should be able to:</p> <ul style="list-style-type: none"> – identify text-type, purpose and intended audience of the text-types listed above. – make inferences about matters not directly stated in the text. – identify speakers' opinions, attitudes, feelings and intentions. – recognise and understand the meaning of discourse markers. – recognise and understand the meaning of cohesive devices.

SUMMARY of MARKS AWARDED																		
GRADE 7 / 8 / 9 SEMESTER ONE																		
Class: _____ Year: _____																		
Teacher: _____																		
CLASS TESTS	CLT # 1: (date: _____)	Listening	(5)															
		Reading	(5)															
	CLT # 2: (date: _____)	Grm/ Vcb	(5)															
		Writing	(5)															
SPK	Can give presentations.		(5)															
	Can interact with others.		(10)															
RDG	Can understand different types of written text.		(5)															
	Can read independently.		(5)															
WRT	Can write texts with the purpose of providing information.		(5)															
	Can write and respond to letters and e-mails.		(5)															
G/V	Can understand and use grammar and vocabulary.		(5)															
CONTINUOUS ASSESSMENT: Total			(60)															
SEMESTER TEST: Total			(40)															
OVERALL	TOTAL SCORE		(100)															
	LETTER GRADE																	

SUMMARY of MARKS AWARDED																		
GRADE 7 / 8 / 9 SEMESTER TWO																		
Class: _____ Year: _____																		
Teacher: _____																		
CLASS TESTS	CLT # 1: (date: _____)	Listening	(5)															
		Reading	(5)															
	CLT # 2: (date: _____)	Grm/ Vcb	(5)															
		Writing	(5)															
SPK	Can give presentations.		(5)															
	Can interact with others.		(10)															
RDG	Can understand different types of written text.		(5)															
	Can read independently.		(5)															
WRT	Can write stories and narrate events in the past.		(5)															
	Can write texts which express and justify opinions.		(5)															
G/V	Can understand and use grammar and vocabulary.		(5)															
CONTINUOUS ASSESSMENT: Total			(60)															
SEMESTER TEST: Total			(40)															
OVERALL	TOTAL SCORE		(100)															
	LETTER GRADE																	

APPENDIX THREE

Awarding Marks in Grade 10

Learning Outcomes, Rating Scales & Recording Sheets

GRADE TEN: OUTCOMES & RATING SCALES for SPEAKING⁽¹⁾

OUTCOME # 1	RATING SCALE # 1
Can give presentations.	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">10</div> <ul style="list-style-type: none"> – Presentations are easy to follow, well-structured and interesting. – Contact with audience is very good. – Voice and pronunciation are clear. – Language used is mostly accurate. – Supporting visuals are clear and effective. – Answers to Qs are clear and convincing. </div>
<p>– Presenters should be able to speak in front of the class for three to four minutes.</p> <p>– Topics should be appropriate to students' age and interests, and be of increasing complexity.</p> <p>– After the presentation, there should be an opportunity for the audience to ask questions.</p> <p>Presenters should be able to:</p> <ul style="list-style-type: none"> – speak in public with confidence. – organize information and ideas into a coherent spoken text. – stay within the time allocated – make effective contact with the audience. – use voice (and gesture) clearly and appropriately. – use appropriate visual aids to support their presentations. – use a range of grammar/ vocabulary appropriately and correctly. – monitor & correct own mistakes/miscues. – give clear, informative answers to questions from the audience. <p><u>Note:</u> Students may use brief notes, but should not read out from a prepared text.</p>	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">8</div> <ul style="list-style-type: none"> – Presentations are mostly clear, as well as quite interesting. – Contact with audience is reasonably good. – Voice and pronunciation are mostly clear. – Language used contains inaccuracies, but meaning is only rarely obscured. – Supporting visuals are adequate. – Answers to Qs are mostly adequate. </div>
	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">6</div> <ul style="list-style-type: none"> – Presentations are reasonably clear, but not very interesting. – Contact with audience is only moderate. – Voice and pronunciation are fairly good. – Language used contains noticeable errors, occasionally making meaning unclear. – Supporting visuals are reasonably adequate. – Answers to Qs are only partly effective. </div>
	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">4</div> <ul style="list-style-type: none"> – Manages to convey <i>some</i> information, but generally ineffective/ uninteresting. – Contact with audience is rather weak. – Voice and/or pronunciation are sometimes unclear. – Language used contains frequent errors, making meaning sometimes unclear. – Use of supporting visuals is limited. – Answers to Qs are not very clear. </div>
	<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">2</div> <ul style="list-style-type: none"> – Presentations are unclear and uninformative. – Contact with audience is very weak. – Voice is difficult to hear and/or pronunciation is difficult to understand. – Frequent serious errors make speech generally difficult to follow. – Supporting visuals are either missing or clearly inadequate. – Answers to Qs are very inadequate indeed. </div>

GRADE TEN: OUTCOMES & RATING SCALES for SPEAKING⁽²⁾

OUTCOME # 2	RATING SCALE # 2	
<p>Can interact with others.</p> <p>Covers the ability to take part in different kinds of interactions in a variety of contexts:</p> <ul style="list-style-type: none"> – short exchanges – sharing information – expressing opinions – making arrangements – negotiating with others to make decisions/ solve problems <p>This includes the ability to:</p> <ul style="list-style-type: none"> – initiate and respond – use social language. – ask and answer questions – notice and repair misunderstandings – make and respond to suggestions, offers, requests, recommendations, etc. – differentiate between formal and informal language – use appropriate grammar and vocabulary correctly – pronounce English intelligibly 	10	<ul style="list-style-type: none"> – Interacts confidently and effectively with others in a variety of contexts. – Can initiate interaction and also respond appropriately. – Maintains flow of interaction by dealing effectively with problems/ misunderstandings. – Pronunciation has some L1 features, but is generally clear and easy to understand.
	8	<ul style="list-style-type: none"> – Interacts with others reasonably well in most situations. – Responds appropriately, but sometimes lacks flexibility and the ability to initiate. – Usually manages to keep the interaction going, but with occasional difficulties. – L1 accent, but only rarely impeding understanding.
	6	<ul style="list-style-type: none"> – Manages to interact with others, but only in a rather limited way. – Can respond to relatively simple input, but has difficulty when a more complex response is required. – Patience is sometimes required from the other participant(s) in the interaction. – Noticeable L1 accent, leading to occasional misunderstandings.
	4	<ul style="list-style-type: none"> – Has very obvious limitations in interacting with others. – Responses are slow and sometimes inappropriate. – Patience is often required from the other participant(s) in the interaction. – Strong L1 accent, placing some strain the other participant(s).
	2	<ul style="list-style-type: none"> – Has great difficulty in interacting with others and in responding even to quite simple input. – There are frequent pauses and breakdowns in communication. – Serious pronunciation defects make speech difficult for other participant(s) to follow.

GRADE TEN: OUTCOMES & RATING SCALES for READING⁽¹⁾

OUTCOME # 3	RATING SCALE # 3	
<p>Can read independently.</p> <p>Independent Reading' covers the reading of:</p> <p><u>Shorter Texts:</u> (<i>found in newspapers, in magazines, in books, on the Internet, on reading cards, and elsewhere</i>) of five main types:</p> <ul style="list-style-type: none"> – Information – Opinion – News Items – Letters/ e-mails – Short Stories <p><u>Longer Texts</u> (<i>i.e. whole books</i>) of three main types:</p> <ul style="list-style-type: none"> – Fiction – Fact – History <p>* Students are also expected to carry out (pre- or) post-reading tasks relating to these texts.</p> <p>* <u>Both</u> the texts to be read <u>and</u> the tasks to be done should be <i>selected by the students</i>.</p> <p>Note: More detailed information and guidelines can be found in <u>Appendix Six</u> and Section 1.1.7 'Independent Reading'.</p>	5	<ul style="list-style-type: none"> – Does a <i>lot</i> of reading. – A very good range of tasks, probably including Platinum.
		4
		<ul style="list-style-type: none"> – Does <i>quite a lot</i> of reading – A good range of tasks, including some Gold.
		3
		<ul style="list-style-type: none"> – Does a <i>reasonable</i> amount of reading. – A reasonable range of tasks, including some Silver.
	2	<ul style="list-style-type: none"> – Does a relatively <i>small</i> amount of reading. – A limited range of tasks, almost all Bronze.
		1
		<ul style="list-style-type: none"> – Only does a <i>very small</i> amount of reading. – Only very limited or incomplete attempts at any tasks.

GRADE TEN: OUTCOMES & RATING SCALES for WRITING⁽¹⁾

OUTCOME # 4	RATING SCALE # 4	
<p>Can write and respond to letters and e-mails.</p> <p>These 'Interactive' texts may include:</p> <ul style="list-style-type: none"> – informal letters (to friends and relatives) – e-mails – postcards – notes/messages – invitations – requests for information/ advice – letters of complaint – application letters, etc <p>and, where appropriate, replies to these texts.</p> <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts. 	5	<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>very positive</u>. – Writing clearly succeeds in achieving its purpose. – Uses language which is appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
		<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>fairly positive</u>. – Writing has reasonable success in achieving its purpose. – There are clear attempts to use language appropriate to reader and context. – Grammar and vocabulary are reasonably correct, though limited in range.
	3	<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>mixed</u>. – Writing has partially achieved its main purpose, <u>but</u>: – Some of the language used is inappropriate to reader and context. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
		<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>rather negative</u>. – Writing only has very limited success in achieving its purpose. – There is little evidence of any attempt to use appropriate language. – Grammar/Vocabulary contain frequent serious errors.
		<ul style="list-style-type: none"> – Impact on intended readers(s) is <u>very negative</u>. – Writing clearly fails to achieve its intended purpose. – The language used is extremely limited and/or seriously distorted and/or very inappropriate.

GRADE TEN: OUTCOMES & RATING SCALES for WRITING⁽²⁾

OUTCOME # 5	RATING SCALE: # 5	
<p>Can write texts with the purpose of providing information.</p> <p>These 'Informative' texts may include:</p> <ul style="list-style-type: none"> – reports – articles – summaries – completed forms – sets of instructions – descriptions – notes/lists – graphs/ tables – adverts – posters – brochures/ leaflets, etc <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts. 	5	<ul style="list-style-type: none"> – Presents relevant information clearly, coherently and in an interesting way. – Not many language errors.
		4
		<ul style="list-style-type: none"> – Presents relevant information with reasonable success. – However, there are noticeable language errors, occasionally making the text unclear.
	3	<ul style="list-style-type: none"> – Manages to convey some relevant information, but only in a limited way. – Writing lacks coherence, and is sometimes unclear. There are frequent errors.
		2
		<ul style="list-style-type: none"> – Attempts are made to convey some information, but the results are clearly inadequate. – Language used is very limited and/or contains many serious errors.
	1	<ul style="list-style-type: none"> – Feeble attempts at writing tasks, conveying very little relevant information. – Language used is extremely limited and/or seriously distorted.

GRADE TEN: OUTCOMES & RATING SCALES for WRITING⁽³⁾

OUTCOME # 6	RATING SCALE # 6	
<p>Can write stories and narrate events in the past.</p> <p>These 'Narrative' texts may include:</p> <ul style="list-style-type: none"> – accounts of real life events/experiences, – fictional narratives, – biographies, – historical texts, – reports, – diary entries, etc. <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts. 	5	<ul style="list-style-type: none"> – Tells stories fully and clearly, in a lively, interesting way, providing appropriate additional details. – Texts are coherent and easy to read. – Not many language errors.
		<p>4</p> <ul style="list-style-type: none"> – Tells stories reasonably well, attempting to provide some additional detail. – However, there are noticeable language errors and texts sometimes lack coherence.
	3	<ul style="list-style-type: none"> – Manages to convey the main outline of stories, but only in a very limited way. – Language used is limited in range and/or contains frequent errors.
		<p>2</p> <ul style="list-style-type: none"> – Attempts are made to tell stories, but important points are either missing or unclear. – Language used is very limited and/or contains many serious errors.
	1	<ul style="list-style-type: none"> – Very feeble attempts at telling stories. – Very little relevant content. – Language used is extremely limited and/or seriously distorted.

GRADE TEN: OUTCOMES & RATING SCALES for WRITING⁽⁴⁾

OUTCOME # 7	RATING SCALE # 7	
Can write texts which express and justify opinions.	5	<ul style="list-style-type: none"> – Expresses opinions on topics in a lively, interesting way. – Texts are well-organised and clear. – Not many language errors.
<p>These ‘Evaluative’ texts may include:</p> <ul style="list-style-type: none"> – articles – essays – advice/ feedback – complaints/ criticism – commentary – reviews – other kinds of texts whose main purpose is to express (and justify) an opinion <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts. 	4	<ul style="list-style-type: none"> – Expresses opinions on topics reasonably well, but use of supporting arguments is only partially effective. – There are noticeable language errors, which occasionally obscure the writer’s meaning.
	3	<ul style="list-style-type: none"> – Manages to express opinions on topics, but only in a limited way. – Writing generally lacks clarity and coherence, and contains frequent errors.
	2	<ul style="list-style-type: none"> – Attempts are made to discuss topics, but the results are clearly inadequate. – Language used is very limited and/or contains many serious errors.
	1	<ul style="list-style-type: none"> – Very feeble attempts at discussing topics. – Very little relevant content. – Language used is extremely limited and/or seriously distorted.

GRADE TEN: OUTCOMES & RATING SCALE for GRAMMAR/VOCABULARY

OUTCOME # 8	RATING SCALE # 8	
Can understand and use grammar and vocabulary.	5	<ul style="list-style-type: none"> – Has a very good understanding of the meaning of different grammatical structures and vocabulary items. – Uses a range of structures with consistent accuracy. – Makes appropriate use of wide range of vocabulary.
<p>In relation to any particular <i>grammatical structure</i>, this outcome focuses on students' ability to:</p> <ul style="list-style-type: none"> – recognize its various forms. – understand its meaning(s). – use it appropriately in context. <p>Covers <i>all grammatical structures taught at these and previous levels.</i></p> <p>*****</p> <p>In relation to any particular <i>vocabulary item (word or phrase)</i>, this outcome focuses on students' ability to:</p> <ul style="list-style-type: none"> – recognize its spoken and written forms. – understand its meaning(s). – use it appropriately in context. <p>Covers <i>all core vocabulary items taught at these and previous levels.</i></p>	4	<ul style="list-style-type: none"> – Has a good understanding of the meaning of different grammatical structures and vocabulary items. – Uses most structures with a good level of accuracy. – Makes appropriate use of a fairly wide range of vocabulary.
	3	<ul style="list-style-type: none"> – Has a reasonably good understanding of the meaning of different grammatical structures and vocabulary items. – Uses core structures with a reasonable level of accuracy. – Makes appropriate use of a moderate repertoire of vocabulary.
	2	<ul style="list-style-type: none"> – Has only a limited understanding of the meaning of different grammatical structures and vocabulary items. – Use of core structures is often inaccurate. – Makes appropriate use of a limited repertoire of vocabulary.
	1	<ul style="list-style-type: none"> – Has a very poor understanding of the meaning of different grammatical structures and vocabulary items. – Use of core structures is seriously distorted. – Makes appropriate use of only a very narrow repertoire of vocabulary.

GRADE TEN — OUTCOMES which are MARKS
on the basis of SEMESTER TESTS ONLY

LISTENING	READING ⁽²⁾
OUTCOME # 9	OUTCOME # 10
Can understand different types of spoken text.	Can understand different types of written text.
<p>In addition to understanding what is said to them directly in the classroom and elsewhere, students should be able to understand a range of text-types of differing lengths:</p> <p><u>Interactive:</u> Short exchanges, dialogues, interviews</p> <p><u>Informative:</u> Descriptions; factual texts; presentations; talks</p> <p><u>Narrative:</u> Stories (fictional); personal experiences; biographies; historical texts; radio broadcasts</p> <p><u>Evaluative:</u> Talks; discussions; debates; comments/ criticism</p> <p>When dealing with these texts, students should be able to:</p> <ul style="list-style-type: none"> – understand general meaning. – identify main points. – extract specific information. <p>In doing this, they should be able to:</p> <ul style="list-style-type: none"> – identify text-type, purpose and intended audience of the text-types listed above. – make inferences about matters not directly stated in the text. – identify speakers' opinions, attitudes, feelings and intentions. – recognise and understand the meaning of discourse markers. – recognise and understand the meaning of cohesive devices. 	<p>Covers the ability to understand four general categories of text:</p> <p><u>Interactive:</u> (i) <i>Informal letters/ e-mails/ postcards/ invitations, etc.</i> (ii) <i>More formal letters</i> (iii) <i>dialogues (in written form)</i></p> <p><u>Informative:</u> <i>Descriptions ; sets of instructions; tables/ graphs/ charts ; factual texts; dictionary entries; encyclopedia entries, posters, leaflets/ brochures, adverts</i></p> <p><u>Narrative:</u> <i>Stories (fictional); personal experiences; biographies; news reports.</i></p> <p><u>Evaluative:</u> <i>Magazine articles ; reviews ; essays ; comments/ criticism</i></p> <p>This requires in particular the ability to:</p> <ul style="list-style-type: none"> - understand general meaning. - identify main points. - extract specific information. <p>It also involves the ability to use a range of strategies,including:</p> <ul style="list-style-type: none"> – identifying text-type, purpose and intended audience – making predictions and comparisons – using world knowledge – using non-verbal information – identifying writers' opinions, attitudes, feelings or intentions – deducing the meaning of unknown words – recognising and understanding the meaning of cohesive devices

SUMMARY of MARKS AWARDED GRADE 10 SEMESTER ONE Class: _____ Year: _____ Teacher: _____																	
SPK	Can give presentations.	(10)															
	Can interact with others.	(10)															
RDG	Can read independently.	(5)															
WRT	Can write texts with the purpose of providing information.	(5)															
	Can write and respond to letters and e-mails.	(5)															
G / V	Can understand and use grammar and vocabulary.	(5)															
CONTINUOUS ASSESSMENT: Total		(40)															
SEMESTER TEST: Total		(60)															
OVERALL	TOTAL SCORE	(100)															
	LETTER GRADE																

SUMMARY of MARKS AWARDED GRADE 10 SEMESTER TWO Class: _____ Year: _____ Teacher: _____																		
SPK	Can give presentations.	(10)																
	Can interact with others.	(10)																
RDG	Can read independently.	(5)																
WRT	Can write stories and narrate events in the past.	(5)																
	Can write texts which express and justify opinions.	(5)																
G / V	Can understand and use grammar and vocabulary.	(5)																
CONTINUOUS ASSESSMENT: Total		(40)																
SEMESTER TEST: Total		(60)																
OVERALL	TOTAL SCORE	(100)																
	LETTER GRADE																	

APPENDIX FOUR

SPECIFICATIONS for SEMESTER TESTS

SPECIFICATIONS for SEMESTER TESTS

GRADE FIVE

SUMMARY

SEMESTER ONE

1½ hours	LISTENING	GRM/ VCB	READING	WRITING	40 marks
	Matching (Short Texts w/ Pictures)	Matching (Words w/ Pictures) (VCB)	Matching (Pictures w/ MCh statements)	Hand-writing (Copying)	
	Table Completion (< Informative Text)	Gap-fill (No words provided) (Sentences) (GRM)	True/ False (< Narrative Text)	Picture Cues (> Sentences)	
	#####	Selective Partial Deletion (Dialogue) (INTEGRATED)	#####	Task Instructions (> Letter/ e-mail)	

SEMESTER TWO

1½ hours	LISTENING	GRM/ VCB	READING	WRITING	40 marks
	True/ False (< Short Texts)	Labelling (< Pictures) (VCB)	Matching (Short Texts w/ Pictures)	Punctuation (Insertion)	
	Multiple Choice (< Narrative Text)	Multiple Choice (Sentences) (GRM)	Wh-Questions (Short Answers) (< Interactive Text)	Word Cues (> Sentences)	
	#####	Selective Partial Deletion (Informative Text) (INTEGRATED)	#####	Picture Cue (> Description)	

DETAILED SPECIFICATIONS (Grade 5)

SEMESTER ONE [90 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (3 times)</u> : 5 short, numbered texts with 1 speaker and a common theme or context. Length of each text: 15-20 words.	<u>On test paper</u> : 6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match the texts with the appropriate pictures.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	<u>Sts hear (3 times)</u> : 1 informative text (with 1 speaker). Length: 100-125 words	<u>On test paper</u> : A table/ grid (or other visual) featuring words or simple pictures, along with 5 blank spaces for completion or labelling.	Fill the blank spaces as instructed, with ticks, crosses, numbers, smiley-faces, etc,	1 mark for each item. <u>Total: 5 marks</u>
GR/VC (1)	5 simple pictures, each showing one vocabulary item.	A list of 8 vocabulary-items (5 correct, 3 distractors).	Match each picture with the correct word.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GR/VC (2)	5 separate sentences, each with a gap where 1 grammatical word has been removed.	(No other materials)	Complete each sentence, filling the gap with ONE correct word.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GR/VC (3)	1 dialogue, containing 10 words with the second half deleted. Length: 40-50 words.	(Appropriate instructions)	Complete the text by filling in the missing second half of each word.	0.5 marks for each item. <u>Total: 5 marks</u>
RDG (1)	5 separate pictures.	For each picture, 3 statements. (1 correct; 2 distractors)	Indicate which of the 3 statements is correct.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 narrative text.. Length: 100-125 words	5 statements relating to the text.	Indicate whether each statement is True or False.	1 mark for each item. <u>Total: 5 marks</u>
WRT (1)	3 (printed) sentences.	For each sentence, a single-line space: _____	Copy each sentence in cursive hand-writing.	Award an overall score based on a four-level Rating Scale. <u>Total: 2 marks</u>
WRT (2)	3 pictures showing simple actions/ situations.	For each picture, the initial 1 or 2 words of a relevant sentence.	Complete each sentence appropriately.	Award an overall score based on a six-level Rating Scale. <u>Total: 3 marks</u>
WRT (3)	A set of instructions for the writing of an e-mail.	(Possibly: input material. of some kind, e.g. a short text requiring a response)	Write a text of at least 40 words.	Award a score based on a five-level Rating Scale. <u>Total: 5 marks</u>

SEMESTER TWO [90 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<i>Sts hear (3 times)</i> : 5 short texts, each with 1 speaker. Length of each text: 15-20 words.	<u>On test paper</u> : For each text, 1 statement.	Indicate whether each statement is TRUE or FALSE.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	<i>Sts hear (3 times)</i> : 1 narrative text with 1 speaker. Length: 100-125 words.	<u>On test paper</u> : 5 multiple choice items, each with 3 options.	Indicate which of the 3 options is correct.	1 mark for each item. <u>Total: 5 marks</u>
GR/VC (1)	5 pictures, each showing a vocabulary-item.	A space for each letter in the vocabulary-item.	Write the relevant word, using the spaces provided.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GR/VC (2)	5 separate sentences, each with a gap where a grammatical word or phrase has been removed.	For each sentence, 1 multiple choice item, with 4 options.	Indicate which of the 4 options is correct.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GR/VC (3)	1 informative text, containing 10 words with the second half deleted. Length: 40-50 words.	<i>(Appropriate instructions)</i>	Complete the text by filling in the missing second half of each word.	0.5 marks for each item. <u>Total: 5 marks</u>
RDG (1)	5 short, numbered texts with a common theme or context. Length of each text: 15-20 words.	6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match each text with the appropriate picture.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 interactive text (e-mail). Length: 100-125 words.	5 <i>Wh</i> -Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total: 5 marks</u>
WRT (1)	2 sentences with all punctuation marks and capital letters removed.	<i>(No other materials)</i>	Write the 2 sentences, inserting punctuation marks and capital letters as appropriate.	Award an overall score based on a four-level Rating Scale. <u>Total: 2 marks</u>
WRT (2)	3 pairs of (content) words.	<i>(Appropriate instructions)</i>	In each case, write a meaningful sentence including both words.	Award an overall score based on a six-level Rating Scale. <u>Total: 3 marks</u>
WRT (3)	1 picture showing a scene or situation.	A list of 4 relevant vocabulary items.	Describe what is happening in the picture, using at least 40 words.	Award a score based on a five-level Rating Scale <u>Total: 5 marks</u>

[Exam Specifications: Grade 5, Sem. Two]

SPECIFICATIONS for SEMESTER TESTS

GRADE SIX

SUMMARY

SEMESTER ONE

1½ hours	LISTENING	GRM/ VCB	READING	WRITING	40 marks
	Matching (Short Texts w/ Pictures)	Matching (Words w/ Pictures) (VCB)	Matching (Pictures w/ MCh statements)	Punctuation (Insertion)	
	Table Completion (< Informative Text)	Gap-fill (No words provided) (Sentences) (GRM)	True/ False (< Narrative Text)	Picture Cues (> Sentences)	
	#####	Selective Partial Deletion (Dialogue) (INTEGRATED)	#####	Task Instructions (> Letter/ e-mail)	

SEMESTER TWO

1½ hours	LISTENING	GRM/ VCB	READING	WRITING	40 marks
	True/ False (< Short Texts)	Labelling (< Pictures) (VCB)	Matching (Short Texts w/ Pictures)	Picture Cue (> Description)	
	Multiple Choice (< Narrative Text)	Multiple Choice (Sentences) (GRM)	Wh-Questions (Short Answers) (< Interactive Text)	Information Points (> Biography)	
	#####	Selective Partial Deletion (Informative Text) (INTEGRATED)	#####	#####	

DETAILED SPECIFICATIONS (Grade 6)

SEMESTER ONE [90 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (3 times)</u> : 5 short, numbered texts with 1 speaker and a common theme or context. Length of each text: 15-25 words.	<u>On test paper</u> : 6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match the texts with the appropriate pictures.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	<u>Sts hear (3 times)</u> : 1 informative text (with 1 speaker). Length: 125-150 words	<u>On test paper</u> : A table/ grid (or other visual) featuring words or simple pictures, along with 5 blank spaces for completion or labelling.	Fill the blank spaces as instructed, with ticks, crosses, numbers, smiley-faces, etc,	1 mark for each item. <u>Total: 5 marks</u>
GR/VC (1)	5 simple pictures, each showing one vocabulary item.	A list of 8 vocabulary-items (5 correct, 3 distractors).	Match each picture with the correct word.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GR/VC (2)	5 separate sentences, each with a gap where 1 grammatical word has been removed.	(No other materials)	Complete each sentence, filling the gap with ONE correct word.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GR/VC (3)	1 dialogue, containing 10 words with the second half deleted. Length: 45-55 words.	(Appropriate instructions)	Complete the text by filling in the missing second half of each word.	0.5 marks for each item. <u>Total: 5 marks</u>
RDG (1)	5 separate pictures.	For each picture, 3 statements. (1 correct; 2 distractors)	Indicate which of the 3 statements is correct.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 narrative text. Length: 125-150 words	10 statements relating to the text.	Indicate whether each statement is TRUE or FALSE.	0.5 marks for each item. <u>Total: 5 marks</u>
WRT (1)	2 sentences with all punctuation marks and capital letters removed.	(No other materials)	Write the 2 sentences, inserting punctuation marks and capital letters as appropriate.	Award an overall score based on a four-level Rating Scale. <u>Total: 2 marks</u>
WRT (2)	3 pictures showing simple actions/ situations.	For each picture, the initial 1 or 2 words of a relevant sentence.	Complete each sentence appropriately.	Award an overall score based on a six-level Rating Scale. <u>Total: 3 marks</u>
WRT (3)	A set of instructions for the writing of an e-mail.	(Possibly: input material. of some kind, e.g. a short text requiring a response)	Write a text of at least 40 words.	Award an overall score based on a five-level Rating Scale. <u>Total: 5 marks</u>

SEMESTER TWO [90 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<i>Sts hear (3 times)</i> : 5 short texts, each with 1 speaker. Length of each text: 15-25 words.	<u>On test paper</u> : For each text, 1 statement.	Indicate either TRUE or FALSE next to each statement.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	<i>Sts hear (3 times)</i> : 1 narrative text with 1 speaker. Length: 125-150 words.	<u>On test paper</u> : 5 multiple choice items, each with 3 options.	Indicate which of the 3 options is correct.	1 mark for each item. <u>Total: 5 marks</u>
GR/VC (1)	5 pictures, each showing a vocabulary-item.	A space for each letter in the vocabulary-item.	Write the relevant word, using the spaces provided.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GR/VC (2)	5 separate sentences, each with a gap where a grammatical word or phrase has been removed.	For each sentence, 1 multiple choice item, with 4 options.	Indicate which of the 4 options is correct.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GR/VC (3)	1 informative text, containing 10 words with the second half deleted. Length: 45-55 words.	<i>(Appropriate instructions)</i>	Complete the text by filling in the missing second half of each word.	0.5 marks for each item. <u>Total: 5 marks</u>
RDG (1)	5 short, numbered texts with a common theme or context. Length of each text: 15-25 words.	6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match each text with the appropriate picture.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 interactive text. Length: 125-150 words.	5 <i>Wh</i> -Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total: 5 marks</u>
WRT (1)	1 picture showing a scene or situation.	A list of 4 relevant vocabulary items.	Describe what is happening in the picture, using at least 40 words.	Award a score based on a five-level Rating Scale <u>Total: 5 marks</u>
WRT (2)	A set of 6 information-points about events in the life of a (dead) person.	<i>(No other materials)</i>	Write a biography including all the information points given.	Award a score based on a five-level Rating Scale <u>Total: 5 marks</u>

[Exam Specifications: Grade 6, Sem. Two]

SPECIFICATIONS for SEMESTER TESTS GRADES SEVEN & EIGHT

SUMMARY

SEMESTER ONE

2 hours	LISTENING	GRM/ VCB	READING	WRITING	40 marks
	Matching (Short Texts w/ Pictures)	Multiple Choice (Text) (VCB)	Matching (Texts w/ Texts)	Topic/ Title/ Question (> Opinion)	
	Multiple Choice (< Informative Text)	Gap-fill (No words provided) (Sentences) (GRM)	Wh-Questions (Short Answers) (< Interactive Text)	<u>EITHER:</u> Picture Cues (> Story) <u>OR:</u> Task Instructions (> Narrative Text)	
	#####	Selective Partial Deletion (Dialogue) (INTEGRATED)	#####		

SEMESTER TWO

2 hours	LISTENING	GRM/ VCB	READING	WRITING	40 marks
	Matching (Short Texts w/ Words)	Word Completion (< Definitions) (VCB)	Matching (Texts w/ Pictures)	Information Points (> Paragraph)	
	Wh-Questions (Short Answers) (< Narrative Text)	Gap-fill (Text) (Words provided) (GRM)	Multiple Choice (< Evaluative Text)	Task Instructions (> Letter/ e-mail)	
	#####	Selective Partial Deletion (Informative Text) (INTEGRATED)	#####	#####	

DETAILED SPECIFICATIONS (Grades 7 & 8)

SEMESTER ONE [120 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (3 times)</u> : 5 short, numbered texts with 1 speaker and a common theme or context. Length of each text: 15-25 words.	<u>On test paper</u> : 6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match the texts with the appropriate pictures.	1 mark for each item. <u>Total</u> : 5 marks
LST (2)	<u>Sts hear (3 times)</u> : 1 informative text with 1 speaker. Length: 150-200 words.	<u>On test paper</u> : 5 multiple choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total</u> : 5 marks
GR/VC (1)	1 text with 5 gaps where a vocabulary item (word or phrase) has been removed. Length: 60-80 words.	For each gap, a multiple choice item with 3 options.	Indicate which of the three options is correct.	0.5 marks for each item. <u>Total</u> : 2.5 marks
GR/VC (2)	5 separate sentences, each with a gap where 1 grammatical word has been removed.	(No other materials)	Complete each sentence, filling the gap with ONE correct word.	0.5 marks for each item. <u>Total</u> : 2.5 marks
GR/VC (3)	1 dialogue, containing 10 words with the second half deleted. Length: 50-60 words.	(Appropriate instructions)	Complete the text by filling in the missing second half of each word.	0.5 marks for each item. <u>Total</u> : 5 marks
RDG (1)	4 short, numbered excerpts from four different texts. ----- (Note: Total length of each combined pair of texts: 20-25 words.)	6 short texts, 4 of which follow on from the excerpts in the first column (plus 2 distractors). -----	Match the excerpts in the first column with the texts in the second column.	1 mark for each item. <u>Total</u> : 4 marks
RDG (2)	1 interactive text. Length: 150-200 words.	6 <i>Wh</i> -Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total</u> : 6 marks
WRT (1)	A topic, title or question requiring students to express and justify an opinion.	(Appropriate instructions)	Write an evaluative text of at least 60 words.	Award an overall score based on a five-level Rating Scale. <u>Total</u> : 5 marks
WRT (2)	EITHER : A set of 6 pictures showing a story. ----- OR : A set of instructions for the writing of a narrative text.	A list of 8 useful vocabulary items. ----- (Other input material as necessary)	Write a text of at least 60 words.	Award an overall score based on a five-level Rating Scale. <u>Total</u> : 5 marks

SEMESTER TWO [120 minutes / 40 marks]

	MATERIALS		WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (3 times)</u> : 5 short, numbered texts, each with 1 speaker. Length of each text: 15-25 words.		<u>On test paper</u> : 1 Wh-Q and a set of 6 responses (words or phrases), 5 of which are related to the texts, plus 1 distractor.	Match the texts with the appropriate words/ phrases.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	<u>Sts hear (3 times)</u> : 1 narrative text (with 1 speaker). Length: 150-200 words.		<u>On test paper</u> : 5 <i>Wh</i> -Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total: 5 marks</u>
GR/VC (1)	5 word-definitions (incl. part-of-speech).	For each definition, 1 example (sentence) in which the word is included as follows: the initial (1, 2 or 3) letters followed by a space for each remaining letter.		Complete each word by adding the missing letters.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GR/VC (2)	1 text with 5 gaps where 1 grammatical word has been removed. Length: 50-60 words.		A list of 10 grammatical words (5 correct, 5 distractors).	Complete the text, filling the 5 gaps with words from the list.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GR/VC (3)	1 informative text, containing 10 words with the second half deleted. Length: 50-60 words.		(<i>Appropriate instructions</i>)	Complete the text by filling in the missing second half of each word.	0.5 marks for each item. <u>Total: 5 marks</u>
RDG (1)	4 short, numbered texts with a common theme or context. Length of each text: 20-25 words.		6 pictures showing people, animals, objects, places, activities, situations, etc. (4 correct, 2 distractors).	Match the texts with the appropriate pictures.	1 mark for each item. <u>Total: 4 marks</u>
RDG (2)	1 evaluative text. Length: 150-200 words.		6 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 6 marks</u>
WRT (1)	A set of 7 information points which belong in a single context, e.g. <i>a description of a person, place, animal, object, etc.</i>		(<i>No other materials</i>)	Write a paragraph including all the information provided.	Award an overall score based on a four-level Rating Scale. <u>Total: 4 marks</u>
WRT (2)	A set of instructions for the writing of a letter/ e-mail.		(<i>Possibly: input material. of some kind, e.g. a short text requiring a response</i>)	Write a text of at least 60 words.	Award an overall score based on a six-level Rating Scale. <u>Total: 6 marks</u>

[Exam Specifications: Grades 7 & 8, Sem. Two]

SPECIFICATIONS for SEMESTER TESTS

GRADE NINE

SUMMARY

SEMESTER ONE

2 hours	LISTENING	GRM/ VCB	READING	WRITING	40 marks
	Matching (Short Texts w/ Pictures)	Multiple Choice (Text) (VCB)	Matching (Texts w/ Texts)	Topic/ Title/ Question (> Opinion)	
	Multiple Choice (< Informative Text)	Gap-fill (No words provided) (Sentences) (GRM)	Wh-Questions (Short Answers) (< Interactive Text)	<u>EITHER:</u> Picture Cues (> Story) <u>OR:</u> Task Instructions (> Narrative Text)	
	#####	Selective Partial Deletion (Dialogue) (INTEGRATED)	#####		

SEMESTER TWO

2 hours	LISTENING	GRM/ VCB	READING	WRITING	40 marks
	Matching (Short Texts w/ Words)	Word Completion (< Definitions) (VCB)	Matching (Texts w/ Pictures)	Information Points (> Paragraph)	
	Wh-Questions (< Narrative Text)	Gap-fill (Text) (Words provided) (GRM)	Multiple Choice (< Evaluative Text)	Task Instructions (> Letter/ e-mail)	
	#####	Selective Partial Deletion (Informative Text) (INTEGRATED)	#####	#####	

DETAILED SPECIFICATIONS (Grade 9)

SEMESTER ONE [120 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (3 times)</u> : 5 short, numbered texts with 1 speaker and a common theme or context. Length of each text: 20-25 words.	<u>On test paper</u> : 6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match the texts with the appropriate pictures.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	<u>Sts hear (3 times)</u> : 1 informative text with 1 speaker. Length: 200-250 words.	<u>On test paper</u> : 5 multiple choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 5 marks</u>
GR/VC (1)	1 text with 5 gaps where a vocabulary item (word or phrase) has been removed. Length: 70-90 words.	For each gap, a multiple choice item with 3 options.	Indicate which of the three options is correct.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GR/VC (2)	5 separate sentences, each with a gap where 1 grammatical word has been removed.	(No other materials)	Complete each sentence, filling the gap with ONE correct word.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GR/VC (3)	1 dialogue, containing 10 words with the second half deleted. Length: 50-60 words.	(Appropriate instructions)	Complete the text by filling in the missing second half of each word.	0.5 marks for each item. <u>Total: 5 marks</u>
RDG (1)	4 short, numbered excerpts from four different texts. ----- (Note: Total length of each combined pair of texts: 25-30 words.)	6 short texts, 4 of which follow on from the excerpts in the first column (plus 2 distractors). -----	Match the excerpts in the first column with the texts in the second column.	1 mark for each item. <u>Total: 4 marks</u>
RDG (2)	1 interactive text. Length: 200-250 words.	6 <i>Wh</i> -Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total: 6 marks</u>
WRT (1)	A topic, title or question requiring students to express and justify an opinion.	(Appropriate instructions)	Write an evaluative text of at least 75 words.	Award an overall score based on a five-level Rating Scale. <u>Total: 5 marks</u>
WRT (2)	<u>EITHER</u> : A set of 6 pictures showing a story. ----- <u>OR</u> : A set of instructions for the writing of a narrative text.	A list of 8 useful vocabulary items. ----- (Other input material as necessary)	Write a text of at least 75 words.	Award an overall score based on a five-level Rating Scale. <u>Total: 5 marks</u>

SEMESTER TWO [120 minutes / 40 marks]

	MATERIALS		WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (3 times)</u> : 5 short, numbered texts, each with 1 speaker. Length of each text: 20-25 words.		<u>On test paper</u> : 1 Wh-Q and a set of 6 responses (words or phrases), 5 of which are related to the texts, plus 1 distractor.	Match the texts with the appropriate words/ phrases.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	<u>Sts hear (3 times)</u> : 1 narrative text (with 1 speaker). Length: 200-250 words.		<u>On test paper</u> : 5 Wh-Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total: 5 marks</u>
GR/VC (1)	5 word-definitions (incl. part-of-speech).	For each definition, 1 example (sentence) in which the word is included as follows: the initial (1, 2 or 3) letters followed by a space for each remaining letter.		Complete each word by adding the missing letters.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GR/VC (2)	1 text with 5 gaps where 1 grammatical word has been removed. Length: 50-60 words.		A list of 10 grammatical words (5 correct, 5 distractors).	Complete the text, filling the 5 gaps with words from the list.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GR/VC (3)	1 informative text, containing 10 words with the second half deleted. Length: 50-60 words.		(Appropriate instructions)	Complete the text by filling in the missing second half of each word.	0.5 marks for each item. <u>Total: 5 marks</u>
RDG (1)	4 short, numbered texts with a common theme or context. Length of each text: 20-25 words.		6 pictures showing people, animals, objects, places, activities, situations, etc. (4 correct, 2 distractors).	Match the texts with the appropriate pictures.	1 mark for each item. <u>Total: 4 marks</u>
RDG (2)	1 evaluative text. Length: 200-250 words.		6 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 6 marks</u>
WRT (1)	A set of 7 information points which belong in a single context, e.g. <i>a description of a person, place, animal, object, etc.</i>		(No other materials)	Write a paragraph including all the information provided.	Award an overall score based on a four-level Rating Scale. <u>Total: 4 marks</u>
WRT (2)	A set of instructions for the writing of a letter/ e-mail.		(Possibly: input material. of some kind, e.g. a short text requiring a response)	Write a text of at least 75 words.	Award an overall score based on a six-level Rating Scale. <u>Total: 6 marks</u>

[Exam Specifications: Grade 9, Sem. Two]

SPECIFICATIONS for SEMESTER TESTS

GRADE TEN

SUMMARY

SEMESTER ONE

2½ hours	LISTENING	VOCABULARY	GRAMMAR	READING	WRITING	60 marks
	Multiple Choice (< Dialogue)	Multiple Choice (Text)	Gap-fill (Words provided) (Dialogue)	Matching (Texts w/Texts)	Topic/ Title/ Question (> Opinion)	
	Wh-Qs (< Narrative Text)	Word Completion (< Definitions)	Gap-fill (No words provided) (Sentences)	Multiple Choice (< 2 Interactive Texts)	Picture Cues (> Story)	
	Matching (Short Texts w/ Words)	#####	#####	Wh-Qs (Short Answers) <u>AND</u> Multiple Choice (< Informative Text)	#####	

SEMESTER TWO

2½ hours	LISTENING	VOCABULARY	GRAMMAR	READING	WRITING	60 marks
	Multiple Choice (< Dialogue)	Gap-fill (Words provided) (Text)	Multiple Choice (Sentences)	Matching (Texts w/Texts)	<u>EITHER</u> : Information Points (> Paragraph) <u>OR</u> : Picture Cue (> Describe & Comment)	
	Wh-Qs (< Informative Text)	Word Completion (< Context) (Sentences)	Gap-fill (No words provided) (Paragraph)	Multiple Choice (< Evaluative Text)	Task Instructions (> Letter/e-mail)	
	Matching (Short Texts w/ Words)	#####	#####	Wh-Qs (Short Answers) <u>AND</u> Multiple Choice (< Narrative Text)	#####	

DETAILED SPECIFICATIONS (Grade 10)

SEMESTER ONE [150 minutes / 60 marks]

	MATERIALS		WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear</u> (3 times): 1 interactive text with 2 speakers and about 20 turns. Length: 250-300 words.		<u>On test paper</u> : 6 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total</u> : 6 marks
LST (2)	<u>Sts hear</u> (3 times): 1 narrative text with 1 speaker. Length: 250-300 words.		<u>On test paper</u> : 5 <i>Wh</i> -Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total</u> : 5 marks
LST (3)	<u>Sts hear</u> (3 times): 4 short, numbered texts, each with 1 speaker. Length of each text: 25-30 words.		<u>On test paper</u> : 1 <i>Wh</i> -Q and a set of 6 responses (words or phrases), 4 of which are related to the texts, plus 2 distractors.	Match the texts with the appropriate words/ phrases.	1 mark for each item. <u>Total</u> : 4 marks
VCB (1)	A text with 5 gaps where a vocabulary item (word or phrase) has been removed. Length: 70-90 words.		For each gap, a multiple choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. <u>Total</u> : 2.5 marks
VCB (2)	5 word-definitions (incl. part-of- speech).	For each definition, 1 example (sentence) in which the word is included as follows: the initial (1, 2 or 3) letters followed by a space for each remaining letter.		Complete each word by adding the missing letters.	0.5 marks for each item. <u>Total</u> : 2.5 marks
GRM (1)	1 dialogue with 5 gaps where 1 structure-word has been removed. Length: 50-60 words.		A list of 10 structure words (5 correct, 5 distractors).	Complete the text, filling the 5 gaps with words from the list.	0.5 marks for each item. <u>Total</u> : 2.5 marks
GRM (2)	5 separate sentences, each with a gap where 1 grammatical word has been removed.		(No other materials)	Complete each sentence, filling the gap with ONE correct word.	0.5 marks for each item. <u>Total</u> : 2.5 marks
RDG (1)	5 short, numbered excerpts from five different texts. ----- (Note: Total length of each combined pair of texts: 25-30 words.)		7 (very) short texts, 5 of which follow on from the excerpts in the first column (plus 2 distractors).	Match the excerpts in the first column with the texts in the second column.	1 mark for each item. <u>Total</u> : 5 marks

RDG (2)	2 (related) 'personal' texts (letters/ e-mails). Total combined length: 200-250 words.	For each text,: 3 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. Total: 6 marks
RDG (3)	1 informative text. Length: 250-300 words.	<u>Task 1:</u> 3 Wh-Questions. <u>Task 2:</u> 3 multiple-choice items, each with 3 options.	<u>Task 1:</u> Write a SHORT answer to each question. <u>Task 2:</u> Indicate which of the 3 options is correct.	1.5 marks for each item. Total: 9 marks
WRT (1)	A topic, title or question which requires the student to express and justify an opinion.	(No other materials)	Write an evaluative text of at least 60 words.	Award a score based on a five-level Rating Scale. Total: 5 marks
WRT (2)	A set of 6 pictures showing a story.	A list of 8 useful vocabulary items.	Write a story of at least 100 words.	Award a score based on a five-level Rating Scale. Total: 10 marks

[Exam Specifications: Grade 10, Sem. One]

SEMESTER TWO [150 minutes / 60 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (3 times)</u> : 1 interactive text with 2 speakers and about 20 turns. Length: 250-300 words.	<u>On test paper</u> : 6 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. Total: 6 marks
LST (2)	<u>Sts hear (3 times)</u> : 1 informative text with 1 speaker. Length: 200-300 words.	<u>On test paper</u> : 5 Wh-Questions.	Write a SHORT answer to each question.	1 mark for each item. Total: 5 marks
LST (3)	<u>Sts hear (3 times)</u> : 4 short, numbered texts, each with 1 speaker. Length of each text: 25-30 words.	<u>On test paper</u> : 1 Wh-Q and a set of 6 responses (words or phrases), 4 of which are related to the texts, plus 2 distractors.	Match the texts with the appropriate words/ phrases.	1 mark for each item. Total: 4 marks
VCB (1)	A text with 5 gaps where a vocabulary item (word or phrase) has been removed. Length: 70-90 words.	A list of 8 vocabulary-items (5 correct, 3 distractors).	Complete the text, filling the 5 gaps with words from the list.	0.5 marks for each item. Total: 2.5 marks
VCB (2)	5 sentences (or very short texts), each containing 1 incomplete word, i.e. the initial (1, 2 or 3) letters followed by a space for each remaining letter.	(No other materials)	Complete the word in each sentence by adding the missing letters.	0.5 marks for each item. Total: 2.5 marks

GRM (1)	5 separate sentences, each with a gap where a (grammatical) word or phrase has been removed.	For each gap, a multiple-choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GRM (2)	1 paragraph with 5 gaps where a grammatical word has been removed. Length: 50-60 words.	(No other materials)	Complete the text, filling each gap with ONE correct word.	0.5 marks for each item. <u>Total: 2.5 marks</u>
RDG (1)	5 short, numbered excerpts from five different texts. ----- (Note: Total length of each combined pair of texts: 25-30 words.)	7 (very) short texts, 5 of which follow on from the excerpts in the first column (plus 2 distractors).	Match the excerpts in the first column with the texts in the second column.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 evaluative text. Length: 200-250 words.	6 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 6 marks</u>
RDG (3)	1 narrative text. Length: 250-300 words.	<u>Task 1:</u> 3 Wh-Questions. <u>Task 2:</u> 3 multiple-choice items, each with 3 options.	<u>Task 1:</u> Write a SHORT answer to each question. <u>Task 2:</u> Indicate which of the 3 options is correct.	1.5 marks for each item. <u>Total: 9 marks</u>
WRT (1)	<u>EITHER:</u> A set of 8 single information points which belong in a single context, e.g. <i>a description of a person, place, etc.</i>	(No other materials)	Write a paragraph including all the information points given.	Award a score based on a five-level Rating Scale. <u>Total: 5 marks</u>
	<u>OR:</u> 1 picture, showing a scene or situation.	(Appropriate instructions)	'Describe + Comment': write 40-50 words about the picture.	
WRT (2)	A set of instructions for the writing of a letter/ e-mail.	(Possibly: input material. of some kind, e.g. a short text requiring a response)	Write a text of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>

[Exam Specifications: Grade 10, Sem. Two]

APPENDIX FIVE

GENERIC TASKS for INDEPENDENT READING

CLASSIFICATION of GENERIC TASKS

BRONZE-LEVEL TASKS:

Code No.	Before Reading	After Reading	Task Type	Task Instructions
BZ.1	★		PREDICT VOCAB	Look at the title and/or the first paragraph (and any pictures), and make a list of <u>words/ phrases</u> that you think will be in the text.
BZ.2	★		WHAT TO READ?	Have a <u>quick</u> look at some different items in the same newspaper/ magazine/ book/ website. Which would be the most/ least <u>interesting</u> to read?
BZ.3		★	DRAW (a)	Draw an important <u>scene</u> or <u>event</u> from the text.
BZ.4		★	DRAW (b)	Draw a <u>new cover</u> illustration OR a <u>poster</u> advertising the book.
BZ.5		★	LIKE/ DISLIKE (a)	Choose a <u>person</u> OR a <u>scene</u> OR <u>event</u> in the text that you especially liked or disliked, and say why.
BZ.6		★	LANGUAGE FOCUS (a)	Choose some interesting words from the text. Find definitions and examples in the <u>dictionary</u> .
BZ.7		★	RESEARCH (a)	Choose an internet <u>website</u> mentioned in the text, visit it and make notes on its contents.

SILVER-LEVEL TASKS:

Code No.	Before Reading	After Reading	Task Type	Task Instructions
SV.1	★		PREDICT CONTENT	Look at the title and/or the first paragraph (and any pictures), and predict <u>what</u> the text will be <u>about</u> .
SV.2	★		ALREADY KNOW	Look at the title and say/write <u>what you already know</u> about the topic of the text.

SV.3		★	USEFUL WORDS	Make a list of <u>useful words/ phrases</u> which are in the text.
SV.4		★	SPIDER-GRAM	Choose a <u>topic</u> or <u>person</u> in the text, and make a ' <u>spidergram</u> ' with key-words and phrases.
SV.5		★	WHAT TO DO?	Based on the information provided by the text(s), <u>choose</u> between the different <u>options</u> available. (e.g. which place to visit, film to see, etc.)
SV.6		★	WHAT'S NEW?	Make a list of interesting <u>new facts</u> that you have learnt from the text.
SV.7		★	ANSWERS	Go through the list of <u>questions</u> you made before you read the text (Task GD.1, below). What were the answers?
SV.8		★	LANGUAGE FOCUS (b)	Choose a <u>grammatical</u> structure. Underline, and think about, <u>examples</u> in the text.

GOLD-LEVEL TASKS:

Code No.	Before Reading	After Reading	Task Type	Task Instructions
GD.1	★		WANT TO KNOW	Look at the title and make a list of <u>questions</u> which you would like the text to answer.
GD.2	★		ALREADY THINK	Look at the title and say/write what <u>your opinion</u> is about the topic of the text, and why.
GD.3		★	SUMMARY	Write a short <u>summary</u> of the text (or of a part of the text).
GD.4		★	LIKE/ DISLIKE (b)	Describe and explain your own <u>reactions</u> (positive or negative) to the text.
GD.5		★	LIKE/ DISLIKE (c)	Write a letter/ e-mail to a friend. <u>Recommend</u> that he/she should read the text that you have read.

GD.6		★	WHAT NEXT?	Think about the <u>continuation</u> of the story. What will happen next?
GD.7		★	IMAGINE (a)	Describe how the story would be different in an <u>Omani</u> context.
GD.8		★	RESPOND (a)	Write a <u>reply</u> to a letter or e-mail.

PLATINUM-LEVEL TASKS:

Code No.	Before Reading	After Reading	Task Type	Task Instructions
PL.1		★	DRAMA	<u>Act out</u> an important scene or event in front of your class.
PL.2		★	IMAGINE (b)	Think of an <u>alternative</u> event or decision during the story, and discuss how it would change the ending.
PL.3		★	IMAGINE (c)	Imagine you met/ found/ visited/ saw a <u>person/ object/ place/ animal</u> from the text. Write about what happened.
PL.4		★	RESEARCH (b)	Do a <u>research</u> project following up on some topic/ theme from the text.
PL.5		★	COMPARE	Compare two different texts about the <u>same topic</u> . How are they similar? How are they different?
PL.6		★	WRITER'S ATTITUDE	Identify and describe the writer's <u>attitude</u> towards — or feelings about — the topic that he/she is writing about.
PL.7		★	RESPOND (b)	Respond to the writer's views, giving your own <u>opinion</u> .
PL. 8		★	WHO IS HE/ SHE?	From your reading of the text, imagine what <u>kind of person</u> the writer is: their personal details, relationship with the reader, way of life, interests, beliefs, etc.

TASK-OPTIONS AVAILABLE (according to TEXT-TYPE)

OVERALL CATEGORY	TEXT-TYPE	DEFINITION	TASK CODE NUMBERS			
			BRONZE	SILVER	GOLD	PLATI- NUM
SHORTER TEXTS <i>(Found in newspapers, in magazines, in books, on the Internet, and elsewhere)</i>	NEWS ITEMS	Stories/reports telling the public about the latest news.	BZ. 1, 2, 3, 5, 6	SV. 1, 2, 3, 4, 6, 7, 8	GD. 1, 2, 3, 4, 5, 6	PL. 1, 3, 4, 5, 6
	LETTERS/ E-MAILS	Correspondence/ 'Interactive' texts of various types.	BZ. 1, 6	SV. 3, 8	GD. 3, 4, 8	PL. 4, 6, 8
	SHORT STORIES	Shorter fictional narratives.	BZ. 1, 2, 3, 5, 6	SV. 1, 3, 4, 8	GD. 3, 4, 5, 6, 7	PL. 1, 2, 3, 4, 5
	INFORM- ATION	A wide range of text-types, including articles, descriptions, encyclopedia entries, brochures, notices, instructions, adverts, timetables, etc.	BZ. 1, 2, 7	SV. 1, 2, 3, 4, 5, 6, 7, 8	GD. 1, 3, 4, 5	PL. 3, 4, 5
	OPINION	Texts (e.g. articles/ 'letters to the editor', etc.) in which a writer expresses, and gives reasons for, his/her views about a topic.	BZ. 1, 2, 6	SV. 1, 3, 4, 8	GD. 2, 3, 4, 5	PL. 4, 5, 7
LONGER TEXTS <i>(i.e. Books)</i>	FICTION	Extended fictional narratives, such as novels.	BZ. 1, 2, 3, 4, 5, 6, 7	SV. 1, 2, 3, 4, 8	GD. 3, 4, 6, 7	PL. 1, 2, 3, 4, 5
	FACT	Texts giving information about a range of topics in the fields of science, technology, geography, the environment, sport, entertainment, etc.	BZ. 1, 2, 4, 6, 7	SV. 1, 2, 3, 4, 6, 7, 8	GD. 1, 3, 4, 5	PL. 3, 4, 5
	HISTORY	Texts giving information about the past, including biographies, narratives of historical events or descriptions of past societies/ ways-of-life.	BZ. 1, 2, 3, 4, 5, 6, 7	SV. 1, 2, 3, 4, 6, 7, 8	GD. 1, 2, 3, 4, 5	PL. 1, 2, 3, 4, 5, 6

STUDENT'S RECORD of INDEPENDENT READING

Student's Name: _____ Class: _____ Year: _____

Texts Read		Tasks Done	Texts Read		Tasks Done
Title	Description		Title	Description	

Date: _____ Student's Signature: _____ Teacher's Signature: _____