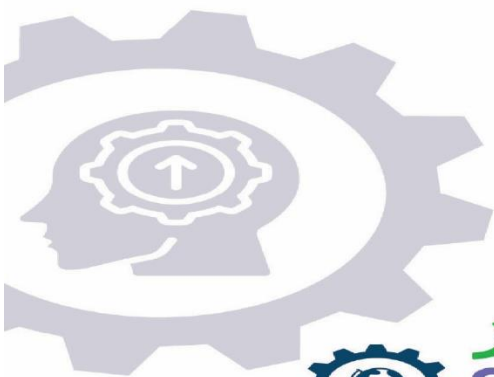


ROYAL GUARD of OMAN TECHNICAL COLLEGE

ASSESSMENT GUIDELINES

ENGLISH LANGUAGE

GRADE TWELVE



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September 2026

INTRODUCTION

This document includes the Key Learning Outcomes, the Weightings for Continuous Assessment (CA), Final Moderation, the Continuous Assessment (CA) tools, the Outcomes and Rating Scales for the four skills, Speaking, Listening, Reading and Writing, Marks Sheets for Continuous Assessment (CA), and Specifications for Class Test and Final Examinations.

FUTURE SKILLS ASSESSMENT

In today's rapidly evolving world, equipping students with **future skills** is crucial for their success in education, life, and the job market. These skills, including adaptability, effective communication, technological proficiency, critical thinking, and problem-solving, are vital for navigating constant change.

The **National Framework for Future Skills** stresses the need to embed these crucial skills into education. This means creating an assessment system that can precisely measure student skill acquisition. It requires specific assessment tools with clear indicators and the use of **E-Assessment** for accurate and effective measurement.

The framework categorizes these skills into three main areas:

- **Core Skills:** Reading and writing in Arabic and English, and numeracy.
- **Applied Skills:** Creativity, innovation, critical thinking, problem-solving, effective communication, teamwork, leadership, initiative, flexibility, and adaptability.
- **Technical Skills:** Information and communication technology, data handling, and media literacy.

To ensure students truly acquire these skills, some are implicitly integrated into current assessment tools, while others are explicitly stated in student learning assessment documents across subjects. This approach aims to unify assessment practices among teachers and foster a shared understanding among all stakeholders. By building precise indicators within continuous assessment tools, educators can identify student strengths and areas for development, ultimately enhancing their abilities.

E-ASSESSMENT

Effective E-Assessment plays a vital role in enhancing educational quality and improving student learning outcomes. Educators, supervisors, and assessment specialists use digital tools, software applications, and a variety of learning resources to collect, analyze, and interpret student responses. This enables data-driven and objective evaluations of academic achievement, supported by both quantitative and qualitative evidence.

It is essential that student learning assessments are implemented in accordance with the summative assessment standards outlined in the official guidelines. A range of assessment tools, including quizzes, assignments, homework, and projects, can be administered through approved digital platforms to ensure consistency, reliability, and efficiency in the assessment process.

LEARNING OUTCOMES for GRADE 12

The Learning Outcomes are grouped into **four skills**:

Listening Speaking Reading Writing

- A total of **eight** key outcomes have been identified:

Elements	Key Learning Outcomes
LST	Can understand a variety of interactive and informative spoken texts.
SPK	Can give presentations.
	Can interact with others.
RDG	Can understand a variety of written texts.
WRT	Can write and respond to informal and formal 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. (Narrative)
	Can write texts which express and justify opinions. (<i>Evaluative</i>)

The assessment framework for the diploma students in Grade 12 will combine both Continuous Assessment and Formal Examinations (Semester Tests). The weightings for the various components will be as follows:

Elements	Continuous Assessment (CA)	Semester Test (SMT)	TOTAL
LST	—	20%	20%
SPK	15%	—	15%
RDG	5%	20%	25%
RDG/ WRT	—	10%	10%
WRT	10%	20%	30%
Total	30%	70%	100%

Note: The percentage scores for the two semesters will later be averaged to produce an overall percentage mark for the whole year.

CONTINUOUS ASSESSMENT:

For each key learning outcome, teachers will award marks using the official Rating Scales provided by the Ministry. During the semester, *provisional* CA marks should be entered on the official mark sheet *in pencil*. They should then be regularly reviewed and, where appropriate, amended. At the end of the semester, *final* marks should be recorded *in ink*, totalled and reported to the Ministry. (Note: Instead of using pencil and ink, teachers also have the option of recording their marks *electronically*, using different fonts and/or colours, as appropriate.)

Final Moderation

Of the several possible methods which can be used for Formal Moderation, the Ministry has chosen to focus on 'moderation visits'. These are held towards the end of each semester, shortly before the exams.

For this purpose, teachers will need to provide visiting moderators with convincing **evidence** that the marks which they have awarded for Continuous Assessment are fair and accurate, and in line with national assessment criteria.

Discussions will centre on the completed CA mark sheet for each class:

- a) All marks awarded on this sheet should be based on the criteria shown in the official Rating Scales.
- b) **Only** the marks specified in these scales should be awarded.
- c) This also means that a mark of 'zero' and 'half mark' should not be awarded for any outcome, except in very exceptional circumstances.

There are two main types of evidence regarding student achievement in the relevant learning outcomes:

- The first consists of **records** made by the teacher during the school year.
- The second consists of **examples of work** done by individual students.

These two types of evidence are combined in different ways for each of the skill-areas/outcomes, as follows:

SPEAKING

- The teacher's written notes about the performance of individual students in:
 - (a) Interaction
 - (b) Presentations

These two (separate) sets of notes should be typed and should consist of bullet-points outlining the main features (strengths and weaknesses) of the student's performance in each outcome.

Comments need not be lengthy but should be as detailed and **specific** as possible. Ideally, the reader, i.e., the visiting moderator, should be able, just from reading the comments, to judge what an appropriate mark would be for that student.

(Note: In the case of Presentations, the teacher should also provide details, i.e., the date and topic, of any presentation given by the student.

READING

Class-based Reading

- For each student in the class, **at least four unseen** samples in which students wrote responses to Reading texts.
- Each sample should be accompanied by the relevant text (with instructions) and the date.
- Include different types of reading texts (see reading outcome & rating scale).
- The length of reading texts and the level of difficulty should be suitable for Grade 12 (see exam specifications).

WRITING

- For each student, teachers should provide **at least two typical samples** of each required type of Writing. The samples should be dated and annotated with the teacher's marks and comments. They must be genuine pieces of writing that accurately reflect the student's writing skills.
- Possibly also, the teacher's written notes about individual students' Writing skills (e.g., strengths and weaknesses).

EXAMINATIONS

At the end of each semester, there will be a formal, three-hour examination, based on the agreed Specifications. Exam papers will be prepared and marked centrally by the ministry.

RGOTC — GRADE 12 — OUTCOMES & RATING SCALES for SPEAKING ⁽¹⁾

OUTCOME # 1	RATING SCALE # 1	
Can interact with others.	10	– Interacts confidently and effectively with others in a variety of contexts. – Can initiate interaction and 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.
		9 Between the descriptor above and below
Covers the ability to take part in different kinds of interactions in a variety of contexts: – short exchanges – sharing information – expressing opinions – making arrangements – negotiating with others to make decisions/ solve problems – debates This includes the ability to: – 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	8	– 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.
		7 Between the descriptor above and below
	6	– 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.
		5 Between the descriptor above and below
	4	– 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).
		3 Between the descriptor above and below
	2	– 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.

RGOTC — GRADE 12 — OUTCOMES & RATING SCALES for SPEAKING ⁽²⁾

OUTCOME # 2	RATING SCALE # 2	
Can give presentations.	5 4 3 2 1	– 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.
Presenters should be able to speak in front of the class for four to five minutes.		– 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.
– Topics should be appropriate to students' age, interests, and of increasing complexity. – After the presentation, there should be an opportunity for the audience to ask Qs.		– 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.
Presenters should be able to: – 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. <u>Note:</u> Students may use brief notes but should not read out from a prepared text.		– 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.
		– 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.

RGOTC — GRADE 12 — OUTCOMES & RATING SCALE for READING

READING

OUTCOME # 3

Can understand a variety of written texts.

Covers the ability to understand four general categories of text:

Interactive: (i) *Informal letters/ e-mails/ invitations, etc.*

(ii) *More formal letters* (iii) *dialogues (in written form)*

Informative: *Descriptions ; sets of instructions; tables/ graphs/ charts; scientific/ technical texts; encyclopedia entries, posters, leaflets/ brochures, adverts*

Narrative: *Stories (fictional); personal experiences; biographies; news reports. historical texts*

Evaluative: *Magazine articles ; reviews ; essays ; comments/ criticism*

This requires in particular the ability to:

- understand general meaning.
- identify main points.
- extract specific information.

It also involves the ability to use a range of strategies, including:

- 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.

RGOTC — GRADE 12 — OUTCOMES & RATING SCALES for WRITING ⁽¹⁾

OUTCOME # 4	RATING SCALE # 4	
Can write and respond to letters and e-mails. These ‘Interactive’ texts may include: Informal letters & e-mails (to friends and relatives) e.g., – invitations – requests for information/advice – messages Formal letters and e-mails e.g. – letters of complaint – application letters, etc. and, where appropriate, replies to these texts. Writing these texts involves the ability to: – 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 handwriting. – evaluate, edit and improve their own draft texts. <i>Students should be able to write letters and e-mails of at least 200 words.</i>	5	– Message to the intended reader(s) is <u>very clear</u>. – Writing clearly succeeds in achieving its intended purpose. – Uses language which is appropriate to reader and context. – A varied range of structures and vocabulary, with a very good level of accuracy.
	4	– Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – uses language which is somewhat appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
	3	– Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Uses language which is minimally appropriate to reader and context. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
	2	– Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Uses language which is mostly inappropriate to reader and context. – A very limited range of structures and vocabulary, and frequent errors.
	1	– Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – NO use of appropriate language. – Extremely limited range of structures and vocabulary, and frequent serious errors.

RGOTC — GRADE 12 — OUTCOMES & RATING SCALES for WRITING ⁽²⁾

OUTCOME # 5	RATING SCALE: # 5	
Can write texts with the purpose of providing information. These 'Informative' texts may include: – reports – articles – summaries – completed forms – sets of instructions – descriptions – notes/lists – graphs/ tables – adverts – posters – brochures/ leaflets, etc. Writing these texts involves the ability to: – 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 handwriting. – evaluate, edit and improve their own draft texts. <i>Students should be able to write texts of at least 200 words.</i>	5	– Presents relevant information clearly and in an interesting way. – Very good use of details and examples. – Language used is fully appropriate to the type of text. – A varied range of grammar and vocabulary with a very good level of accuracy.
	4	– Presents relevant information with reasonable success. – Good use of details and examples. – Language used is mostly appropriate to the type of text. – A fair range of grammar and vocabulary with a good level of accuracy.
	3	– Manages to present relevant information, but only in a somewhat limited way. – Minimal use of details and examples. – Language used is reasonably appropriate to the type of text. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
	2	– Attempts to present information, but the results are obviously inadequate. – Poor use of details and examples. – Language used is often inappropriate to the type of text. – A very limited range of grammar and vocabulary with frequent errors.
	1	– Presents very little relevant information indeed. – No use of details and examples. – Language used is wholly inappropriate to the type of text. – Extremely limited range of grammar and vocabulary with frequent serious errors .

RGOTC — GRADE 12 — OUTCOMES & RATING SCALES for WRITING ⁽³⁾

OUTCOME # 6	RATING SCALE # 6	
Can write stories and narrate events in the past. These 'Narrative' texts may include: - accounts of real-life events/experiences, - fictional narratives - biographies, - historical texts - reports - diary entries, etc. Writing these texts involves the ability to: – 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 handwriting. – evaluate, edit and improve their own draft texts. <i>Students should be able to write texts of at least 200 words.</i>	5	– Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy
	4	-Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, and mostly clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
	3	– Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is well-structured but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy .
	2	– Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.
	1	-Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.

RGOTC — GRADE 12 — OUTCOMES & RATING SCALES for WRITING ⁽⁴⁾

OUTCOME # 7	RATING SCALE # 7	
Can write texts which express and justify opinions. These 'Evaluative' texts may include: – articles – advice/ feedback – complaints/ criticism – commentary – recommendations – reviews – other kinds of texts whose main purpose is to express (and justify) an opinion Writing these texts involves the ability to: – 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 handwriting. – evaluate, edit and improve their own draft texts <i>Students should be able to write texts of at least 200 words.</i>	5	– Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
		4
		– Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy
		3
		– Expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy .
		2
		– Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
		1
		– Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.

**RGOTC — GRADE 12 — OUTCOMES which are AWARDED MARKS
on the basis of SEMESTER TESTS ONLY**

LISTENING
OUTCOME # 8
Can understand different types of spoken texts.
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: <u>Interactive</u>: <i>Short exchanges, dialogues, interviews</i> <u>Informative</u>: <i>Descriptions; factual texts; lectures; presentations; radio talks; announcements</i> <u>Narrative</u>: <i>Stories (fictional); personal experiences; biographies; historical texts; radio broadcasts</i> <u>Evaluative</u> : <i>Talks ; discussions; debates; comments/ criticism</i> When dealing with these texts, students should be able to: – understand general meaning. – identify main points. – extract specific information. In doing this, they should be able to: – 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.

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SPECIFICATIONS for END-of-SEMESTER EXAMS

ROYAL GUARD of OMAN TECHNICAL COLLEGE (Grade 12)

SUMMARY

SEMESTER ONE

3 hours	LISTENING	READING	RDG/ WRT	WRITING	70 marks
	Multiple Choice (Dialogue)	Multiple Choice (interactive Text)	Information Transfer: (writing a narrative report) (Short texts)	Task Instructions (Opinion)	
	Note-taking (Informative Text)	Wh-Questions True/False items (Technical or Scientific Text)	#####	#####	

SEMESTER TWO

3 hours	LISTENING	READING	RDG/ WRT	WRITING	70 marks
	Multiple Choice (Narrative Text)	Wh-Questions True/False items (Media-based Text)	Information Transfer: (Summary) (Table/ Form/ Chart, Graph, etc.,)	Task Instructions (e-mail)	
	Wh-Questions (Short Texts)	Multiple Choice (Evaluative Text)	#####	#####	

DETAILED SPECIFICATIONS

SEMESTER ONE [180 minutes / 70 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : 1 dialogue (with approx 25 turns). Length: 450-500 words.	<u>On test paper</u> : 10 Multiple Choice items (with 3 options).	For each item, indicate which of the three options is correct	1 mark per item. <u>Total</u> : 10 marks
LST (2)	<u>Sts hear (twice)</u> : 1 informative text (with 1 speaker). Length: 450-500 words.	<u>On test paper</u> : A set of relevant headings.	Under each heading, complete notes based on key information from the text. With no more than two words or a number.	1 mark per item. <u>Total</u> : 10 marks
RDG (1)	1 interactive text (letter/e-mail). Length: 500-600 words.	10 Multiple Choice items (with 3 options).	For each item, indicate which of the three options is correct.	1 mark per item. <u>Total</u> : 10 marks
RDG (2)	1 technical/ scientific text. Length: 450-500 words.	<u>On test paper</u> : <u>Task one</u> : 6 Wh- questions <u>Task Two</u> : 4 True/False	<u>Task One</u> : Write a SHORT answer to each question. <u>Task Two</u> : Indicate whether the statement is TRUE or FALSE.	1 mark per item. <u>Total</u> : 10 marks
RDG/ WRT	Three to four short texts. Length: 200 -250 words in total.	(Relevant instructions)	Write a narrative report of not more than 150 words using the information from the reading texts.	Award a mark based on a five-level Rating Scale. <u>Total</u> : 10 marks
WRT	Instructions for 2 alternative writing tasks requiring the student to express and justify their opinion.	(No other materials)	Choose 1 of the 2 alternatives and write a text of at least 200 words.	Award 10 marks for <i>Task Achievement</i> and 10 for <i>Language</i> using the Rating Scales provided. <u>Total</u> : 20 marks

(Grade 12, RGOTC --- Sem. One)

SEMESTER TWO [180 minutes / 70 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : 1 narrative text (with 1 speaker). Length: 450-500 words.	<u>On test paper</u> : 10 Multiple Choice items (with 3 options).	For each item, indicate which of the three options is correct.	1 mark per item. <u>Total</u> : 10 marks
LST (2)	<u>Sts hear (twice)</u> : 10 short texts (7 with 2 speakers and 3 with 1 speaker). Length of each text: 25-50 words.	<u>On test paper</u> : For each text, 1 <i>Wh</i> -Question.	For each question, write a short answer.	1 mark per item. <u>Total</u> : 10 marks
RDG (1)	1 media-based text, e.g., news story, advertisement, brochure, report, article, guide, etc. Length: 400-450 words.	<u>On test paper</u> : <u>Task one</u> : 6 <i>Wh</i> - questions <u>Task Two</u> : 4 True/False	<u>Task One</u> : Write a SHORT answer to each question. <u>Task Two</u> : Indicate whether the statement is TRUE or FALSE.	1 mark per item. <u>Total</u> : 10 marks
RDG (2)	1 evaluative text. Length: 500-600 words.	10 Multiple Choice items (with 3 options)	For each item, indicate which of the three options is correct.	1 mark per item. <u>Total</u> : 10 marks
RDG/ WTR	1 table/ form/ chart/ diagram/ graph/ map, etc.	(Relevant instructions))	Write a text of not more than 150 words summarizing the information contained in the table/ form/ chart, etc.	Award a mark based on a five-level Rating Scale. <u>Total</u> : 10 marks
WRT	Instructions for 2 alternative writing tasks requiring the student to write a letter or e-mail.	(No other materials)	Choose 1 of the 2 alternatives and write a text of at least 200 words.	Award 10 marks for Task Achievement and 10 for Language using the Rating Scales provided. <u>Total</u> : 20 marks

(Grade 12, RGOTC --- Sem. Two)

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