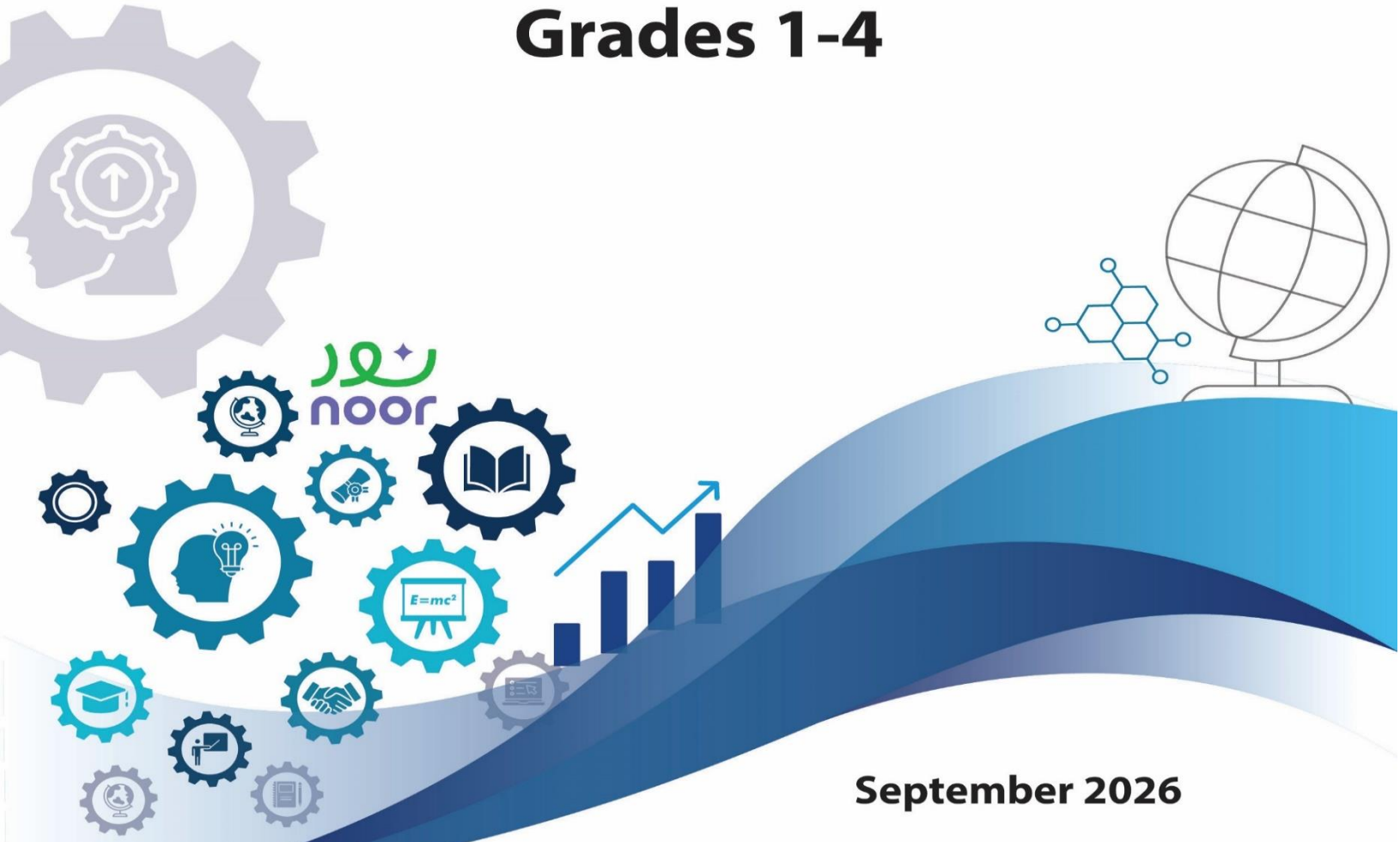
رؤية عُمان 2040

وزارة التعليم

Student Assessment Handbook

ENGLISH LANGUAGE

Grades 1-4



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BACKGROUND:

This **'Student Assessment Handbook' (SAH)** is aligned to the Common European Framework of Reference for Languages (CEFR) Levels, The Global Scale of English (GSE) outcomes, Cambridge English Qualifications Tests, English benchmark tests and International Certificate Young Learners (PTE YL).

The table below indicates the correlation between the Student Assessment Handbook' (SAH) Grades 1 to 4 outcomes, Team Together Oman course materials and various international accredited frameworks and tests.

Grades	CEFR	GSE	PTE YL	English benchmark	Cambridge English Qualifications
Grade 1	Pre-A1	10-22			Pre-A1 starters
Grade 2	A1	17-29	First words	Level 1	
Grade 3	A1/A2	20-32	Springboard	Level 2	A1 Movers
Grade 4	A1/A2	24-39	Quickmarch	Level 3	

For effective implementation, it is essential to refer to the following official resources:

- **The General Document for Student Assessment**
- **The Teacher's Book**
- **Moderation Guidelines**

INTRODUCTION

A. 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.

B. E-ASSESSMENT

Effective **E-assessment** plays a crucial role in improving educational quality and student outcomes. Educators, supervisors, and assessment specialists, utilize digital tools, software, and diverse learning materials to gather and analyze student responses. This allows for data-driven, objective judgments about academic achievement using both quantitative and qualitative insights.

It is essential to implement student learning assessments through approved platforms, according to the summative assessment standards outlined in the official document. While some tools, like quizzes, can be administered online (depending on school resources) or in print, others like homework and projects can be completed remotely. If online submission is not possible, students can submit paper copies to their teachers.

C. CONTINUOUS ASSESSMENT PRINCIPLES

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.
- Assessment of students' achievement of these learning outcomes is based on the conscious, systematic ***gathering of information*** by using different tools.
- Some ***tools used to gather information*** are mentioned below. To arrive at a properly balanced picture, teachers should make use of as many ***different tools*** as possible.

Teachers can ***use*** the assessment information which has been gathered for ***two*** main purposes:

- ***Formative***: to *improve* students' learning. Typically, this involves adapting lessons, giving feedback to students, encouraging self-assessment, etc.
- ***Summative***: 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.

Both Formative and Summative Assessment are ***necessary*** and ***important***; neither should be neglected.

D. LEARNING OUTCOMES FOR GRADES 1-4

Learning Outcomes are statements which describe what students should know, understand and be able to do.

- When assessing learning outcomes, three important considerations are:

(i) To focus on ***what the student learns****, not what the teacher does.*

(ii) To assess whether students can ***transfer*** learning. This is '*an important quality of learning, i.e., a crucial indicator of whether a student understands (and can do) something by applying it in different circumstances.*

(iii) To view language learning as a ***cumulative*** process: to be useful, recently learnt skills must be combined and integrated with previously learnt skills.

- In Grades 1 to 4, the learning outcomes for English are grouped into ***four skills***:

  Listening *Speaking* *Reading* *Writing*

- In Summative Assessment, the 'weighting' (percentage of marks awarded) for each skill at each grade-level is as follows:

Elements	Grade One	Grade Two	Grade Three			Grade Four		
			CA		Total	CA		Total
			(Other tools)	STs		(Other tools)	STs	
Listening	40%	30%	15%	10%	25%	10%	10%	20%
Speaking	30%	30%	20%	5%	25%	20%	5%	25%
Reading	15%	20%	15%	10%	25%	20%	5%	25%
Writing	15%	20%	20%	5%	25%	20%	10%	30%
TOTAL	100%	100%	70%	30%	100%	70%	30%	100%

(Note: 'CA' = Continuous Assessment; 'STs' = short Tests)

- At each grade, ***eight*** key learning outcomes have been identified, i.e. two for each skill.
- During the four-year period covered by Grades 1 and 4, the main focus of each element shifts and progresses, as follows:

Skills	Beginning of Grade One	>>>	End of Grade Four
Listening	Understanding numbers, letters & familiar words.	**>>>**	Understanding texts of different types
Speaking	Making simple statements; asking & answering simple questions	**>>>**	Producing spoken texts of different kinds and taking part in (more complex) interactions
Reading	Recognising sound-letter relationships	**>>>**	Understanding texts of different types
Writing	Writing numbers and the letters of the alphabet	**>>>**	Writing short texts of different kinds

PART ONE: COUNTINOUS ASSESSMENT TOOLS

This section includes the main tools for continuous assessment to assess the four language skills: **listening, speaking, reading,** and **writing**. These tools fall under two main categories:

Specific Skill-Based Assessment Tools

SKILLS	ASSESSMENT TOOLS	
	Summative	**formative**
Listening	• Short Tests (STs) -grades 3 & 4 • Quizzes	Observation Homework Project Quiz
Speaking	• Short Tests (STs) -grades 3 & 4 • Observation	
Reading	• Short Tests (STs) -grades 3 & 4 • Quizzes	
Writing	• Short Tests (STs) -grades 3 & 4 • Quizzes	

Suggested Plan for Conducting Summative Assessment

Month / Skill	Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	Jun
SPK										
LST										
RDG										
WRT										

1.1 HOMEWORK

Homework is an activity assigned by the teacher to be completed outside of regular class time. It is typically a short activity designed to reinforce the learning of a particular learning outcome. Depending on the skill being focused on, homework may include reading, writing, or other related tasks.

Homework is mainly used for ***formative assessment*** by commenting and giving feedback to students using the rating scales (for any targeted skill) without necessarily awarding marks. For example, the homework might focus on grammar accuracy, vocabulary use, reading comprehension, etc.

- The teacher must make sure that all homework has been done by the students themselves, without inappropriate assistance from others (parents, family, friends, the Internet, etc.)
- Teachers should follow a strict policy of ***not accepting*** any work which has not been done by students.
- Students can also submit homework online, teachers should actively encourage students to submit writing in their own handwriting, scan, and upload it as a file **or** write directly using Handwriting Apps.

1.2 PROJECTS

A project is an activity which, within a given timeframe, 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 outside the classroom/school environment.

Projects mainly used for ***formative assessment*** by commenting and giving feedback to students using the rating scales (for any targeted skill) without necessarily awarding marks.

- Projects can be carried out by individuals or by groups of students.
- They may be either
  (a) an integral part of the course materials
  (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 school/home environment.

1.3 OBSERVATION

To 'observe' is '***to watch (and listen to) someone or something carefully'***. Teachers should continually observe, and record observations of their students in the classroom based on the rating scale criteria. Teachers should observe not only individuals, but also groups and the whole class.

Formative assessment: observation involves paying close attention to:

- what students say, write and do
- which strategies students use to carry out tasks
- how students react to new input
- how students interact with each other
-

Observation can be used as a **formative assessment** for any skill by providing students with ongoing comments and feedback throughout the year. This feedback should be specific, clear, and aligned with the indicators outlined in the rating scales for each skill. **No** marks or grades should be awarded.

Summative assessment:

For speaking, teachers use observation as a summative assessment tool specifically to assess **only** Speaking Outcomes 1 and 2, as outlined below:

- For each student in the class, the teacher needs to do **Two** summative observations for each of the speaking outcomes. The teacher awards the highest mark.
- The teacher is required to write notes about student's progress.
- The observations should be in different times during the year.
- The teacher uses the speaking outcomes Rating Scale(s) to award the marks.

1.4 QUIZZES

Quizzes are short, focused assessment tools designed to measure students' knowledge or understanding of specific content. They may be used at any grade level to gather additional information about students' learning and can serve both formative and summative assessment purposes.

- The teacher *may* or *may not* wish to tell students about a quiz or give students information about the specific topic or focus of the quiz in advance.
- 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 approach is sufficient.
- Scores from quizzes should be transferred to *'Summary of Marks Awarded'* (SMA).

- Teachers are recommended to use *the GSE Teacher Toolkit and* any available Apps to prepare quizzes.
- It is possible to use a wide variety of different test formats (types of tasks). Student responses can be either written or, where appropriate, spoken.
- Quizzes should be done during the lesson and should be ***very short***, lasting ***no more than 10 minutes***.

Formative assessment:
Quizzes can be used as a formative assessment during lessons to check understanding of a specific skill or learning outcomes. Feedback, **not grades/marks**, is the priority: teachers should explain answers and guide students on how to improve.

Summative assessment:
Quizzes are a useful assessment tool, for reading, listening and writing. **Two** quizzes are required for each learning outcome. In most cases, the teacher records the highest mark; however, for Grade One Listening Outcomes 1 and 2, and Grade Two Listening Outcome 1, the total score from both quizzes is recorded.

1.5 SHORT TESTS (STs) for GRADES 3 and 4

A 'Short test' is a specially designed procedure for gathering information about students' achievement of learning outcomes.

- The teacher is responsible for preparing the items and questions for each test paper.
- Each test must provide a valid assessment of students' language skills. For this reason, teachers ***should not*** use any texts or tasks which students have already heard or seen. Teachers may, therefore, need to create their own simple texts, similar — but not identical — to texts in the course materials. Likewise, tasks set in the Writing section ***should not be identical*** to tasks which students have already done in class.
- To help ensure the quality of the test papers, it is recommended that, 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 before giving the test.
- STs should be ***short***, lasting no more than ***one period***.
- Students should be informed in advance of the dates, and of the two elements which will be tested.
- If the test includes Listening, texts/ items should be play-recorded/read out to students **twice.**
- Each test-paper should be accompanied by a written ***Marking Guide***. For some types of tasks (e.g., LST and RDG), teachers can simply make a list of correct answers, with

a specified number of marks for each. For others (e.g., WRT), appropriate Rating Scales will be required.

- Immediately after marking any ST, teachers should enter the students' marks ***in ink*** on the *'Summary of Marks Awarded'* (SMA).

PART TWO: RECORDING INFORMATION

This part of the handbook provides information about recording assessment information. It covers both ***informal records*** and ***formal records*.**

2.1 INFORMAL RECORDS

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

- Both Formative and Summative Assessment require that you are well-informed about your students' progress and current level of achievement.
- It is very difficult — for any teacher to retain ***all*** the necessary information about all the students.
- 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.

- Informal recording keeping might include:
  - Notes and comments on different features of a student's performance and learning strategies, either in general or in a particular element or outcome.
  - References to documents, pieces of work, etc., to be found elsewhere (e.g., in the student's portfolio, in the Activity/Skills Book, in project work, on display, etc.).
  - Questions requiring further investigation and the result of these enquiries.
  - Details of changes of CA marks awarded during the year (incl. the date and, where appropriate, the reason(s) for the change.)

2.2 PORTFOLIOS

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.

- A portfolio should contain a varied selection of work and all four skills (LST, SPK, RDG, WRT) should be systematically included.
- Creating a portfolio is a collaborative process. Teachers and students should decide together what work should be included and why.
- Portfolios should be available for viewing and comment by visitors, other teachers, and parents.

2.3 FORMAL RECORDS

The ***Continuous Assessment*** component requires teachers to complete the official mark sheets, for each of their classes. At every grade-level, these overall marks and grades are recorded on a special sheet called the ***Summary of Marks Awarded (SMA)***. At these grade levels the SMA mark sheet is to be completed in ***three stages***:

Stage 1: During the year	(i) (ii)	As you gather further information during the year using different tools, review your marks regularly and amend them as necessary **in pencil**. Immediately after administering and marking each ***Short Test (ST)***, fill in the relevant skill-marks **in ink**.
Stage 2: End of year	(i)	Make your ***final*** decision about the mark for each learning outcome and enter these marks ***in ink***.
Stage 3: Round-up	(i) (ii) (iii)	Total the marks for each skill [e.g., 'LST: Total (25)']. Add together the total for the four skills 'Total Mark (100)']. Enter all these marks/grades ***in ink***.

- All the Rating Scales used at these grade-levels follow the standard Ministry 'five-levels-of-performance' model. Usually, the maximum score is '5' or '10'; occasionally, for more important outcomes, it is '15'. Teachers can award 'in-between' marks (e.g., '13' or '14' out of 15; '7' out of 10; etc.) Do **not** award "half" marks (e.g.,'3.5 out of 5', etc.).
- Records may also be kept ***as a soft copy***.

PART THREE: FORMATIVE ASSESSMENT:

The following sections give information about different ***Formative Assessment*** *Strategies*:

- Giving Feedback to Students
- Student Self-Assessment
- Peer-Assessment

3.1 GIVING FEEDBACK to STUDENTS

Feedback can be defined as: *'Comments to students about the quality of their work with the aim of improving it'.* (Note: The work can be either already completed or still in progress.)

- Before giving actual feedback, you will need to make some 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 which language shall I give it?	(i) In English (ii) In Arabic

- Two points to consider regarding feedback:

➢ ***Giving Written Feedback:*** 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:

(i) only indicating where a mistake is, with no additional information.
(ii) indicating where a mistake is and what type of mistake it is.
(iii) writing a comment about a point which (overall) needs to be improved.

➢ ***Peer-Feedback:*** 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; it can also produce interesting, genuinely communicative classroom interaction.

3.2 STUDENT SELF-ASSESSMENT

One of the central goals of Basic Education is that students gradually become autonomous learners, capable of deciding for themselves what they need to learn and how to learn it. In the 'Team Together Oman' 1 to 4 course materials, this is encouraged by various ***self-assessment activities***, 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
- what they have learnt from the unit (i.e., their recent progress in learning English)

In addition, the teacher can adopt other positive strategies:

- While students are doing the task, keep reminding them of the general criteria for assessing the learning outcomes, as in the Rating Scales and encourage them to monitor the quality of their own work — and to improve it as necessary.

- On a 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).

(***Note***: *Teachers can use available online tools to encourage student's self-assessment*.)

3.3 PEER-ASSESSMENT

- Peer-assessment can play a very useful role as a kind of 'bridge' towards self-assessment. It can do this because it focuses students' attention on the same learning outcomes and 'criteria for success' as self-assessment. It also has the same aim, i.e., the improvement of the work being done.

- Peer-assessment is especially suited to the process of Writing: students can show each other their first (and second) drafts, and give each other feedback, based on simple, previously agreed criteria (e.g., '*Relevant*?', '*Clear*?', '*Interesting*?', '*Friendly*?', etc.), which will depend on the type of text being written.

➢ **REMINDER FOR TEACHERS:** The sole purpose of peer-assessment is ***formative***. Peer-assessment is not intended to provide you with ***summative*** data to be used in awarding marks and grades.

APPENDIX ONE

Awarding Marks in Grade One

GRADE ONE: OUTCOMES & RATING SCALES for LISTENING

OUTCOME # 1		OUTCOME # 2
Can understand letters, numbers up to ten, familiar words and phrases.		**Can understand short simple instructions, questions, and main information.**
- Can recognise a few familiar everyday nouns and adjectives (e.g., colours, numbers, classroom objects). - Can understand the letters of the alphabet by their names and sounds. - Can recognise familiar words and phrases in short simple songs or chants		- Can follow short, basic classroom instructions. - Can understand the main information when people introduce themselves (e.g., name, age, where they from). - Can understand simple questions about personal information (e.g., name or age) ,and about what things are in their immediate surroundings or in pictures (e.g., What's this?).
	RATING SCALE	
- Quickly recognises and understands letters, numbers and familiar words and phrases. - Has a very good knowledge of the vocabulary items already introduced.	**10**	- Readily understands questions and the main information. - Follows instructions easily.
Between the descriptor above and the descriptor below.	**9**	*Between the descriptor above and the descriptor below.*
- Usually recognises and understands letters, numbers and familiar words and phrases. - Has a good knowledge of the vocabulary items already introduced.	**8**	- Understands most questions and the main information. - Follows instructions reasonably well.
Between the descriptor above and the descriptor below.	**7**	*Between the descriptor above and the descriptor below.*
- Recognises and understands letters, numbers and familiar words and phrases reasonably well, but may need repetition. - Has a reasonable knowledge of the vocabulary items already introduced.	**6**	- Sometimes misunderstands questions and the main information. - Has occasional difficulty in following instructions.
Between the descriptor above and the descriptor below.	**5**	*Between the descriptor above and the descriptor below.*
- Is slow to recognise and understand letters, numbers and familiar words and phrases, even with repetition. - Has a limited knowledge of the vocabulary items already introduced.	**4**	- Often misunderstands questions and the main information. - Frequently has difficulty in following instructions.
Between the descriptor above and the descriptor below.	**3**	*Between the descriptor above and the descriptor below.*
- Is very slow to recognise and understand letters, numbers and familiar words and phrases, even with repetition. - Has a poor knowledge of the vocabulary items already introduced.	**2**	- Misunderstands most questions and the main information. - Has great difficulty in following instructions.

GRADE ONE: OUTCOMES & RATING SCALES for SPEAKING

OUTCOME # 1	OUTCOME # 2
Can say letters, familiar words, numbers, simple phrases, and describe things.	**Can ask and answer simple questions and interact with others.**
- Can say the sound of the alphabet, if supported by pictures. - Can say how many things they are up to 10. - Can say simple words and phrases to describe objects related to familiar topics.	- Can give key information to introduce themselves. - Can answer short, simple questions related to basic personal information. - Can talk about things they have using a basic phrase.

	RATING SCALE	
– Meaning is almost always clear. – Language is mostly correct. – Pronunciation is always easy to understand.	**15**	– Contributions are almost always clear and appropriate. – Is quick to initiate and respond. – Pronunciation is always easy to understand.
Between the descriptor above and the descriptor below.	**13-14**	*Between the descriptor above and the descriptor below.*
– Meaning is usually clear. – Language is reasonably correct. – Pronunciation is usually easy to understand.	**12**	– Contributions are mostly clear and appropriate. – Some searching for words, but not seriously interrupting the interaction. – Pronunciation is usually easy to understand.
Between the descriptor above and the descriptor below.	**10-11**	*Between the descriptor above and the descriptor below.*
– Meaning is sometimes unclear. – Language is quite often incorrect. – Pronunciation is sometimes difficult to understand.	**9**	– Contributions are sometimes unclear or inappropriate. – Hesitation sometimes holds up the interaction. – Pronunciation is sometimes difficult to understand.
Between the descriptor above and the descriptor below	**7-8**	*Between the descriptor above and the descriptor below*
– Meaning is often unclear. – Language is frequently incorrect. – Pronunciation is often difficult to understand.	**6**	– Contributions are often unclear or inappropriate. – Slow speech and pauses require patience from the other participant(s). – Pronunciation is often difficult to understand.
Between the descriptor above and the descriptor below	**4-5**	*Between the descriptor above and the descriptor below*
– Has serious difficulty in communicating any meaning. – Language is almost always incorrect. – Pronunciation is always difficult to understand.	**3**	– Contributions are almost always unclear or inappropriate. – Slow speech and pauses require a lot of patience from the other participant(s). – Pronunciation is always difficult to understand.

GRADE ONE: OUTCOMES & RATING SCALES for READING

OUTCOME # 1		OUTCOME # 2	
Can recognise sound-letter relationships.		**Can understand numbers, familiar words, phrases, and simple sentences.**	
- Can identify the letter-sound correspondence. - Can apply blending skills to decode words. - Can identify the individual vowel and consonant sounds in simple words.		- Can read cardinal numbers up to ten written in words. - Can recognise a range of basic everyday nouns and adjectives (e.g., colours, numbers, and classroom objects) and very basic phrases - Can understand very short, simple instructions on everyday signs.	
RATING SCALE # 1		**RATING SCALE # 2**	
5	– Matches letters and sounds with consistent accuracy. – Decodes (almost) all words quickly and easily.	**10**	– Recognises (almost) all familiar words and numbers immediately. – Understands (almost) all phrases and simple sentences with ease.
		9	*Between the descriptor above and the descriptor below.*
4	– Matches letters and sounds with reasonable accuracy. – Decodes most words accurately, despite occasional Mistakes.	**8**	– Recognises most words and numbers. – Understands most phrases and sentences easily enough.
		7	*Between the descriptor above and the descriptor below.*
3	– Makes some noticeable errors when matching letters and sounds. – Has only moderate success in decoding words.	**6**	– Has moderate success in recognising words and numbers. – Has a reasonably good understanding of phrases and sentences.
		5	*Between the descriptor above and the descriptor below.*
2	– Makes frequent errors when matching letters and sounds. – Has difficulty in decoding words.	**4**	– Sometimes fails to recognise words and numbers. – Has some difficulty in understanding phrases and sentences.
		3	*Between the descriptor above and the descriptor below.*
1	– Finds it very difficult indeed to match letters and sounds. – Has great difficulty in decoding words.	**2**	– Often fails to recognize words and numbers. – Has great difficulty in understanding phrases and sentences.

GRADE ONE: OUTCOMES & RATING SCALES for WRITING

OUTCOME # 1	OUTCOME # 2
Can write letters and numbers.	**Can write words and phrases.**
- Can trace and copy all the letters of the alphabet in lower case and all the numerals taught in Grade One. - Can use capital letters for names and titles (e.g., of people, of places). - Can write cardinal numbers 1-10.	- Can copy and write some short familiar words. - Can apply segmenting skills in forming these words. - Can combine familiar words to write simple phrases.

RATING SCALE # 1		RATING SCALE # 2	
10	- All letters and numbers are well-formed and easily recognisable.	**5**	- All words and phrases are correctly spelt and easily recognisable. - Handwriting is very clear.
9	*Between the descriptor above and the descriptor below.*		
8	- Most letters and numbers are well-formed and recognisable.	**4**	– Most words and phrases are correctly spelt and easily recognisable. – Handwriting is usually clear.
7	*Between the descriptor above and the descriptor below.*		
6	- Letters and numbers are reasonably well-formed and recognisable.	**3**	- Words and phrases are sometimes incorrectly spelt and may be difficult to recognise. - Handwriting is reasonably clear.
5	*Between the descriptor above and the descriptor below.*		
4	- Many letters and numbers are poorly formed and difficult to recognise.	**2**	- Words and phrases are often incorrectly spelt and sometimes difficult to recognise. - Handwriting is often unclear.
3	*Between the descriptor above and the descriptor below.*		
2	- Almost all letters and numbers are poorly formed and difficult to recognise.	**1**	- Words and phrases are almost always incorrectly spelt and many are difficult to recognise. - Handwriting is almost always unclear.

SUMMARY of MARKS AWARDED

<u>GRADE ONE</u>

Class: _____ **Year:** _____

Teacher: _____

LISTENING	Can understand letters, numbers up to ten, familiar words and phrases.	(20)																
	Can understand short simple instructions, questions, and the main information.	(20)																
	LST: Total	**(40)**																
SPEAKING	Can say letters, familiar words, numbers, simple phrases, and describe things.	(15)																
	Can ask and answer simple questions and interact with others.	(15)																
	SPK: Total	**(30)**																
READING	Can recognise sound-letter relationships.	(5)																
	Can understand numbers, familiar words, phrases, and simple sentences.	(10)																
	RDG: Total	**(15)**																
WRITIN	Can write letters and numbers.	(10)																
	Can write words and phrases.	(5)																
	WRT: Total	**(15)**																
OVERAL	**TOTAL SCORE**	**(100)**																
	LETTER GRADE																	

APPENDIX TWO

Awarding Marks in Grade Two

GRADE TWO: OUTCOMES & RATING SCALES for LISTENING

OUTCOME # 1	OUTCOME # 2
Can understand numbers, words, phrases, and simple sentences.	**Can understand instructions, questions, and main information.**
- Can recognise familiar words and basic phrases in short basic descriptions. - Can understand basic sentences if supported by pictures. - Can recognise ordinal numbers up to 20.	- Can understand the main information heard from the teacher and other students and in recorded materials. - Can follow instructions to do classroom activities. - Can understand questions asking for basic information.

	RATING SCALE	
– Easily understands sentences. – Quickly recognises numbers, words, and phrases. – Knows (almost) all the vocabulary items already taught.	**10**	– Easily understands instructions, questions, and the main information. – Follows instructions easily.
Between the descriptor above and the descriptor below.	**9**	*Between the descriptor above and the descriptor below.*
– Understands most sentences. – Usually recognises and understands numbers, words, and phrases. – Knows most of the vocabulary items already introduced.	**8**	-Understands most instructions, questions, and the main information. – Follows instructions reasonably well.
Between the descriptor above and the descriptor below.	**7**	*Between the descriptor above and the descriptor below.*
– Sometimes misunderstands sentences. – Recognises and understands numbers, words, and phrases reasonably well, but may need repetition. – Knows a reasonable number of the vocabulary items already introduced.	**6**	– Sometimes misunderstands, instructions, questions, and the main information. – Has occasional difficulty in following instructions.
Between the descriptor above and the descriptor below.	**5**	*Between the descriptor above and the descriptor below.*
– Often misunderstands sentences. – Is slow to recognise and understand numbers, words, and phrases, even with repetition. – Knows a few of the vocabulary items already introduced.	**4**	-Often misunderstands, instructions, questions, and the main information. – Frequently has difficulty in following instructions.
Between the descriptor above and the descriptor below.	**3**	*Between the descriptor above and the descriptor below.*
– Almost always misunderstands sentences. – Is very slow to recognise and understand numbers, words, and phrases, even with repetition. – Knows very few of the vocabulary items already introduced.	**2**	– Almost always misunderstands descriptions and dialogues. – Has great difficulty in following instructions.

GRADE TWO: OUTCOMES & RATING SCALES for SPEAKING

OUTCOME # 1	OUTCOME # 2
Can make statements, give instructions, and describe people and things.	**Can ask and answer questions and interact with others.**
- Can produce factual statements and short descriptions relating to familiar topics. - Can give simple classroom instructions. - Can use all the key vocabulary items already introduced.	- Can interact with the teacher and other students by using formulaic expressions. - Can form and answer simple questions. - Can make and respond to requests, offers, suggestions, etc.

	RATING SCALE	
– Meaning is almost always clear. – Language is mostly correct. – Pronunciation is always easy to understand.	**15**	– Contributions are almost always clear and appropriate. – Is quick to initiate and respond. – Pronunciation is always easy to understand.
Between the descriptor above and the descriptor below.	**13-14**	*Between the descriptor above and the descriptor below.*
– Meaning is usually clear. – Language is reasonably correct. – Pronunciation is usually easy to understand.	**12**	– Contributions are mostly clear and appropriate. – Some searching for words, but not seriously interrupting the interaction. – Pronunciation is usually easy to understand.
Between the descriptor above and the descriptor below.	**10-11**	*Between the descriptor above and the descriptor below.*
– Meaning is sometimes unclear. – Language is quite often incorrect. – Pronunciation is sometimes difficult to understand.	**9**	– Contributions are sometimes unclear or inappropriate. – Hesitation sometimes holds up the interaction. – Pronunciation is sometimes difficult to understand.
Between the descriptor above and the descriptor below.	**7-8**	*Between the descriptor above and the descriptor below.*
– Meaning is often unclear. – Language is frequently incorrect. – Pronunciation is often difficult to understand.	**6**	– Contributions are often unclear or inappropriate. – Slow speech and pauses require patience from the other participant(s). – Pronunciation is often difficult to understand.
Between the descriptor above and the descriptor below.	**4-5**	*Between the descriptor above and the descriptor below.*
– Has serious difficulty in communicating any meaning. – Language is almost always incorrect. – Pronunciation is always difficult to understand.	**3**	– Contributions are almost always unclear or inappropriate. – Slow speech and pauses require a lot of patience from the other participant(s). – Pronunciation is always difficult to understand.

GRADE TWO: OUTCOMES & RATING SCALES for READING

OUTCOME # 1	OUTCOME # 2
Can recognise more complex sound-letter relationships.	**Can understand numbers, phrases, and sentences.**
- Can use more complex letter-sound relationships. - Can apply blending skills to decode words (including multi-syllable words) as well as knowledge of alternative letter patterns/spellings of letter-sounds. - Can link letters and sounds when reading words.	- Can read cardinal numbers up to 20 written as words. - Can read words, phrases and simple sentences with correct pronunciation. - Can understand phrases and simple sentences in short, simple texts.

	RATING SCALE	
– Matches letters and sounds with consistent accuracy. – Decodes (almost) all words quickly and easily.	**10**	– Understands (almost) all phrases and sentences with ease.
Between the descriptor above and the descriptor below.	**9**	*Between the descriptor above and the descriptor below.*
– Matches letters and sounds with reasonable accuracy. – Decodes most words accurately, despite occasional mistakes.	**8**	– Understands most phrases and sentences easily enough.
Between the descriptor above and the descriptor below.	**7**	*Between the descriptor above and the descriptor below.*
– Makes some noticeable errors when matching letters and sounds. – Has only moderate success in decoding words.	**6**	– Has a reasonably good understanding of phrases and sentences.
Between the descriptor above and the descriptor below.	**5**	*Between the descriptor above and the descriptor below.*
– Makes frequent errors when matching letters and sounds. – Has some difficulty in decoding words.	**4**	– Has some difficulty in understanding phrases and sentences.
Between the descriptor above and the descriptor below.	**3**	*Between the descriptor above and the descriptor below.*
– Finds it very difficult indeed to matches letters and sounds. – Has great difficulty in decoding words.	**2**	– Has great difficulty in understanding phrases and sentences.

GRADE TWO: OUTCOMES & RATING SCALES for WRITING

OUTCOME # 1	OUTCOME # 2
Can write words and numbers.	**Can write phrases and simple sentences.**
- Can write and spell a range of familiar words of 3 or 4 letters. - Can write all the numerals taught in Grades One and Two. - Can label simple pictures related to familiar topic.	- Can write phrases and simple sentences using familiar words. - Can use capital letters, full stops, and question marks. - Can write in clear, legible handwriting with appropriate spacing.

	RATING SCALE	
– All letters and numbers are formed correctly. – All words are correctly spelt and easily recognisable.	**10**	– Word order and spelling are consistently correct. – Use of capital letters, full stops, and question marks is very accurate. – Handwriting is very clear.
Between the descriptor above and the descriptor below.	**9**	*Between the descriptor above and the descriptor below.*
– Most letters and numbers are formed correctly. – Most words are correctly spelt and easily recognisable.	**8**	– Word order and spelling are usually correct. – Use of capital letters, full stops and question marks is mostly accurate. – Handwriting is usually clear.
Between the descriptor above and the descriptor below.	**7**	*Between the descriptor above and the descriptor below.*
– Some letters and numbers are not formed correctly. – Words are sometimes incorrectly spelt and difficult to recognise.	**6**	– Word order and spelling are reasonably correct. – Use of capital letters, full stops and question marks is sometimes inaccurate. – Handwriting is reasonably clear.
Between the descriptor above and the descriptor below.	**5**	*Between the descriptor above and the descriptor below.*
– Many letters and numbers are formed incorrectly. – Words are often incorrectly spelt and difficult to recognise.	**4**	– Word order and spelling are often incorrect. – Use of capital letters, full stops and question marks is often inaccurate. – Handwriting is often unclear.
Between the descriptor above and the descriptor below.	**3**	*Between the descriptor above and the descriptor below.*
– Almost all letters and numbers are formed incorrectly. – Words are almost always incorrectly spelt and difficult to recognise.	**2**	– Word order and spelling are almost always incorrect. – Use of capital letters, full stops and question marks is almost always inaccurate. – Handwriting is almost always unclear.

SUMMARY of MARKS AWARDED

GRADE TWO

Class: _____ **Year:** _____

Teacher: _____

LISTENING	Can understand numbers, words, phrases, and simple sentences.	(20)																
	Can understand instructions, questions, and main information.	(10)																
	LST: Total	**(30)**																
SPEAKING	Can make statements, give instructions, and describe people and things.	(15)																
	Can ask and answer questions and interact with others.	(15)																
	SPK: Total	**(30)**																
READING	Can recognise more complex sound-letter relationships.	(10)																
	Can understand numbers, phrases, and sentences.	(10)																
	RDG: Total	**(20)**																
WRITING	Can write words and numbers.	(10)																
	Can write phrases and simple sentences	(10)																
	WRT: Total	**(20)**																
OVER	**TOTAL SCORE**	**(100)**																
	LETTER GRADE																	

APPENDIX THREE

Awarding Marks in Grade Three

GRADE THREE: OUTCOMES & RATING SCALES for LISTENING

OUTCOME # 1		**OUTCOME # 2**	
Can understand phrases and sentences.		**Can understand spoken texts.**	
– formulaic phrases – statements – questions – instructions – requests/ offers/ suggestions, etc. These are heard from the teacher and other students, and in recorded listening materials.		Text-types include: – dialogues – descriptions – stories – songs – sets of instructions [These texts are mostly heard in recorded listening materials.] Students should be able to: – understand general meaning – extract specific information.	
RATING SCALE # 1		**RATING SCALE # 2**	
5	– Readily understands when spoken to. – Repetition is only very rarely required.	**10**	– Understands almost all texts fully and with ease.
		9	*Between the descriptor above and the descriptor below.*
4	– Usually understands when spoken to. – Repetition is occasionally required.	**8**	– Has a good understanding of most texts.
		7	*Between the descriptor above and the descriptor below.*
3	– Sometimes misunderstands when spoken to. – Repetition is sometimes required.	**6**	– Has difficulty in understanding some texts.
		5	*Between the descriptor above and the descriptor below.*
2	– Often has difficulty in understanding when spoken to. – Repetition is frequently required.	**4**	– Has difficulty in understanding many texts.
		3	*Between the descriptor above and the descriptor below.*
1	– Rarely understands when spoken to. – Repetition is almost always required.	**2**	– Has difficulty in understanding almost all texts.

GRADE THREE: OUTCOMES & RATING SCALES for SPEAKING

OUTCOME # 1	OUTCOME # 2
Can produce short spoken texts.	**Can interact with others.**
- Can describe people, places, things, etc. - Can retell stories. - Can give instructions. - Can express opinions.	- Can use formulaic expressions. - Can initiate and respond. - Can form and answer questions. - Can make and respond to requests, offers, suggestions, etc.

	RATING SCALE	
– Meaning is almost always clear. – Language is mostly correct. – Pronunciation is always easy to understand.	**10**	– Contributions are almost always clear and appropriate. – Is quick to initiate and respond. – Pronunciation is always easy to understand.
Between the descriptor above and the descriptor below.	**9**	*Between the descriptor above and the descriptor below.*
– Meaning is usually clear. – Language is reasonably correct. – Pronunciation is usually easy to understand.	**8**	– Contributions are mostly clear and appropriate. – Some searching for words, but this does not seriously interrupt interactions. – Pronunciation is usually easy to understand.
Between the descriptor above and the descriptor below.	**7**	*Between the descriptor above and the descriptor below.*
– Meaning is sometimes unclear. – Language is quite often incorrect. – Pronunciation is sometimes difficult to understand.	**6**	– Contributions are sometimes unclear or inappropriate. – Hesitation sometimes holds up the interaction. – Pronunciation is sometimes difficult to understand.
Between the descriptor above and the descriptor below.	**5**	*Between the descriptor above and the descriptor below.*
–Meaning is often unclear. – Language is frequently incorrect. – Pronunciation is often difficult to understand.	**4**	– Contributions are often unclear or inappropriate. – Slow speech and pauses require patience from the other participant(s). – Pronunciation is often difficult to understand.
Between the descriptor above and the descriptor below.	**3**	*Between the descriptor above and the descriptor below.*
– Has serious difficulty in communicating any meaning. – Language is almost always incorrect. – Pronunciation is almost always difficult to understand.	**2**	– Contributions are almost always unclear or inappropriate. – Slow speech and pauses require a lot of patience from the other participant(s). – Pronunciation is almost always difficult to understand.

GRADE THREE: OUTCOMES & RATING SCALES for READING

OUTCOME # 1	OUTCOME # 2
Can understand sentences.	**Can understand short written texts.**
- Can understand sentences using familiar vocabulary that are related to the topics already covered. These sentences may be: - statements - questions & responses - instructions	Text-types include: – descriptions – stories – dialogues – sets of instructions – songs/ poems Students should be able to: - understand the general meaning. - extract specific information

RATING SCALE # 1		RATING SCALE # 2	
5	– Understands (almost) all sentences with ease.	**10**	– Has an excellent understanding of all texts. – Reading is quick and comfortable.
		9	*Between the descriptor above and the descriptor below.*
4	– Understands most sentences easily enough.	**8**	– Has a good understanding of most texts – Reads at a reasonable speed.
		7	*Between the descriptor above and the descriptor below.*
3	– Has a reasonably good understanding of sentences.	**6**	– Has a reasonably good understanding of most texts – Reading is quite slow.
		5	*Between the descriptor above and the descriptor below.*
2	– Has some difficulty in understanding sentences.	**4**	– Has only a limited understanding of most texts. – Reading is slow.
		3	*Between the descriptor above and the descriptor below.*
1	– Has great difficulty in understanding phrases and sentences.	**2**	– Has a poor understanding of all texts. – Reading is very slow.

GRADE THREE: OUTCOMES & RATING SCALES for WRITING

OUTCOME # 1	OUTCOME # 2
Can write sentences.	**Can write short written texts.**
- Can write phrases and simple sentences using vocabulary items already introduced. - Can apply the correct use of word order, capital letters, full stops, and question marks. - Can write clearly and, legibly with appropriate spacing	-Can write coherent short texts (of paragraph length). Text-types include: – descriptions – dialogues – processes – series of instructions – notes and messages – stories – explanations

	RATING SCALE	
– Word order and spelling are consistently correct. – Use of capital letters, full stops and question marks is very accurate. – Handwriting is very clear.	**10**	– Meaning is always clear. – Grammar, vocabulary, spelling, and punctuation are almost always correct. – Organisation/ layout are almost always appropriate to the text.
Between the descriptor above and the descriptor below.	**9**	*Between the descriptor above and the descriptor below.*
– Word order and spelling are usually correct. – Use of capital letters, full stops and question marks is mostly accurate. – Handwriting is usually clear.	**8**	– Meaning is almost always clear. – Grammar, vocabulary, spelling, and punctuation are usually correct. – Organisation/ layout are usually appropriate to the text.
Between the descriptor above and the descriptor below.	**7**	*Between the descriptor above and the descriptor below.*
– Word order and spelling are reasonably correct. – Use of capital letters, full stops and question marks is sometimes inaccurate. – Handwriting is reasonably clear.	**6**	– Meaning is usually clear. – Grammar, vocabulary, spelling, and punctuation are reasonably correct. – Organisation/ layout are reasonably appropriate to the text.
Between the descriptor above and the descriptor below.	**5**	*Between the descriptor above and the descriptor below.*
– Word order and spelling are often incorrect. – Use of capital letters, full stops and question marks is often inaccurate. – Handwriting is often unclear.	**4**	– Meaning is sometimes unclear. – Grammar, vocabulary, spelling, and punctuation are often incorrect. – Organisation/ layout are often inappropriate to the text.
Between the descriptor above and the descriptor below.	**3**	*Between the descriptor above and the descriptor below.*
– Word order and spelling are almost always incorrect. – Use of capital letters, full stops and question marks is almost always inaccurate. – Handwriting is always unclear.	**2**	– Meaning is rarely clear. – Grammar, vocabulary, spelling, and punctuation are almost always incorrect. – Organisation/ layout are almost always inappropriate to the text.

SUMMARY of MARKS AWARDED

GRADE THREE

Class: _____ **Year:** _____

Teacher: _____

LISTENING	Can understand phrases and sentences.	(5)																
	Can understand spoken texts.	(10)																
	ST # 1 (date:)	(5)																
	ST # 3 (date:)	(5)																
	LST: Total	**(25)**																
SPEAKING	Can produce short spoken texts.	(10)																
	Can interact with others.	(10)																
	ST # 2 (date:)	(5)																
	SPK: Total	**(25)**																
READING	Can understand sentences.	(5)																
	Can understand short written texts.	(10)																
	ST # 1 (date:)	(5)																
	ST # 3 (date:)	(5)																
	RDG: Total	**(25)**																
WRITING	Can write sentences.	(10)																
	Can write short written texts.	(10)																
	ST # 2 (date:)	(5)																
	WRT: Total	**(25)**																
OVERAL	**TOTAL SCORE**	**(100)**																
	LETTER GRADE																	

APPENDIX FOUR

Awarding Marks in Grade Four

GRADE FOUR: OUTCOMES & RATING SCALES for LISTENING

OUTCOME # 1	OUTCOME # 2
Can understand sentences and short texts.	**Can understand longer spoken texts.**
Can understand: – formulaic phrases – statements – questions – instructions – Requests/ offers/ suggestions, etc. These are heard from the teacher and other students, and in recorded listening materials.	Text-types include: – dialogues – descriptions – stories – songs – sets of instructions [These texts are mostly heard in recorded listening materials.] Students can: – understand general meaning – extract specific information.

	RATING SCALE	
– Readily understands when spoken to. – Repetition is only very rarely required.	**5**	– Understands almost all texts fully and with ease.
– Usually understands when spoken to. – Repetition is occasionally required.	**4**	– Has a good understanding of most texts.
– Sometimes misunderstands when spoken to. – Repetition is sometimes required.	**3**	– Has difficulty in understanding some texts.
– Often has difficulty in understanding when spoken to. – Repetition is frequently required.	**2**	– Has difficulty in understanding many texts.
– Rarely understands when spoken to. – Repetition is almost always required.	**1**	– Has difficulty in understanding almost all texts.

GRADE FOUR: OUTCOMES & RATING SCALES for SPEAKING

OUTCOME # 1	OUTCOME # 2
Can produce a variety of spoken texts.	**Can interact with others.**
Can: – describe people, places, things, etc. – make comparisons – give a set of instructions – talk about processes – tell (familiar) stories – express opinions – give short talks	Can: - use formulaic expressions. - initiate and respond. - ask and answer questions. - make and respond to requests, offers, suggestions, etc.

	RATING SCALE	
– Meaning is almost always clear. – Language is mostly correct. – Pronunciation is always easy to understand.	**10**	– Contributions are almost always clear and appropriate. – Is quick to initiate and respond. – Pronunciation is always easy to understand.
Between the descriptor above and the descriptor below.	**9**	*Between the descriptor above and the descriptor below.*
– Meaning is usually clear. – Language is reasonably correct. – Pronunciation is usually easy to understand.	**8**	– Contributions are mostly clear and appropriate. – Some searching for words, but this does not seriously interrupt interaction. – Pronunciation is usually easy to understand.
Between the descriptor above and the descriptor below.	**7**	*Between the descriptor above and the descriptor below.*
– Meaning is sometimes unclear. – Language is quite often incorrect. – Pronunciation is sometimes difficult to understand.	**6**	– Contributions are sometimes unclear or inappropriate. – Hesitation sometimes holds up the interaction. – Pronunciation is sometimes difficult to understand.
Between the descriptor above and the descriptor below.	**5**	*Between the descriptor above and the descriptor below.*
–Meaning is often unclear. – Language is frequently incorrect. – Pronunciation is often difficult to understand.	**4**	– Contributions are often unclear or inappropriate. – Slow speech and pauses require patience from the other participant(s). – Pronunciation is often difficult to understand.
Between the descriptor above and the descriptor below.	**3**	*Between the descriptor above and the descriptor below.*
– Has serious difficulty in communicating any meaning. – Language is almost incorrect. – Pronunciation is almost always difficult to understand.	**2**	– Contributions are almost unclear or inappropriate. – Slow speech and pauses require a lot of patience from the other participant(s). – Pronunciation is almost always difficult to understand.

GRADE FOUR: OUTCOMES & RATING SCALES for READING

OUTCOME # 1	OUTCOME # 2
Can understand sentences and short texts.	**Can understand longer texts of different types.**
- Can understand sentences and short texts using familiar vocabulary that are related to the topics already covered. - Sentences: e.g., statements, questions, responses, instructions. - Short texts: e.g., (short) descriptions, narratives, or dialogues.	Text-types include: – descriptions – dialogues – stories – sets of instructions – songs/poems Students should be able to: - understand general meaning - extract specific information - read with increasing fluency and independence

	RATING SCALE	
– Has an excellent understanding of sentences and short texts.	**10**	– Has an excellent understanding of all texts. – Reading is quick and comfortable.
Between the descriptor above and the descriptor below.	**9**	*Between the descriptor above and the descriptor below.*
– Has a good understanding of sentences and short texts.	**8**	– Has a good understanding of most texts. – Reads at a reasonable speed.
Between the descriptor above and the descriptor below.	**7**	*Between the descriptor above and the descriptor below.*
– Has a reasonably good understanding of sentences and short texts.	**6**	– Has a reasonably good understanding of most texts. – Reading is quite slow.
Between the descriptor above and the descriptor below.	**5**	Between descriptors above *and the descriptor below.*
– Has a limited understanding of sentences and short texts.	**4**	– Has a limited understanding of most texts. – Reading is slow.
Between the descriptor above and the descriptor below.	**3**	*Between the descriptor above and the descriptor below.*
– Has a poor understanding of sentences and short texts.	**2**	– Has a poor understanding of all texts. – Reading is very slow.

GRADE FOUR: OUTCOMES & RATING SCALES for WRITING

OUTCOME # 1		**OUTCOME # 2**
Can write sentences.		**Can write a variety of short written texts.**
Can write: - simple, correct sentences with appropriate use of word order and punctuation. - more complex sentences with appropriate use of linking words and adjectives. Also includes clear, legible handwriting with appropriate spacing.		Can write short, coherent texts (of paragraph length). Text-types include: – descriptions – dialogues – processes – sets of instructions – notes and messages – stories
	RATING SCALE	
– Meaning is always clear. – Grammar, vocabulary, spelling, and punctuation are almost always correct. – Handwriting is very clear.	**10**	– Meaning is always clear. – Grammar, vocabulary, spelling, and punctuation are almost always correct. – Organization/ layout are almost always appropriate to the text.
Between the descriptor above and the descriptor below.	**9**	*Between the descriptor above and the descriptor below.*
– Meaning is almost always clear. – Grammar, vocabulary, spelling, and punctuation are usually correct. – Handwriting is usually clear.	**8**	– Meaning is almost always clear. – Grammar, vocabulary, spelling, and punctuation are usually correct. – Organization/ layout are usually appropriate to the text.
Between the descriptor above and the descriptor below.	**7**	*Between the descriptor above and the descriptor below.*
– Meaning is usually clear. – Grammar, vocabulary, spelling, and punctuation are reasonably correct. – Handwriting is reasonably clear.	**6**	– Meaning is usually clear. – Grammar, vocabulary, spelling, and punctuation are reasonably correct. – Organization/ layout are reasonably appropriate to the text.
Between the descriptor above and the descriptor below.	**5**	*Between the descriptor above and the descriptor below.*
– Meaning is sometimes clear. – Grammar, vocabulary, spelling, and punctuation are often incorrect. – Handwriting is often unclear.	**4**	– Meaning is sometimes unclear. – Grammar, vocabulary, spelling, and punctuation are often incorrect. – Organization/ layout are often inappropriate to the text.
Between the descriptor above and the descriptor below.	**3**	*Between the descriptor above and the descriptor below.*
– Meaning is rarely clear. – Grammar, vocabulary, spelling, and punctuation are almost always incorrect. – Handwriting is always unclear.	**2**	– Meaning is rarely clear. – Grammar, vocabulary, spelling, and punctuation are almost always incorrect. – Organization/ layout are almost always inappropriate to the text.

SUMMARY of MARKS AWARDED

GRADE FOUR

Class: _____ **Year:** _____

Teacher: _____

LISTENING	Can understand sentences and short texts.	(5)																			
	Can understand longer spoken texts.	(5)																			
	ST # 1 (date:)	(5)																			
	ST # 3 (date:)	(5)																			
	LST: Total	**(20)**																			
SPEAKING	Can produce a variety of spoken texts.	(10)																			
	Can interact with others.	(10)																			
	ST # 2 (date:)	(5)																			
	SPK: Total	**(25)**																			
READING	Can understand sentences and short texts.	(10)																			
	Can understand longer texts of different types.	(10)																			
	ST # 2 (date:)	(5)																			
	RDG: Total	**(25)**																			
WRITING	Can write sentences.	(10)																			
	Can write a variety of short written texts.	(10)																			
	ST # 1 (date:)	(5)																			
	ST # 3 (date:)	(5)																			
	WRT: Total	**(30)**																			
OVERALL	**TOTAL SCORE**	**(100)**																			
	LETTER GRADE																				

APPENDIX FIVE

SPECIFICATIONS for SHORT TESTS (GRADES THREE & FOUR)

GRADE THREE SHORT TESTS SPECIFICATIONS

SHORT TEST ONE **[One period / 10 marks]**

ST	SKILLS	OUTCOMES	LANGUAGE & VOCABULARY	MATERIALS	STUDENT TASK	MARKING	SUGGESTED DATE
1	**Listening**	Can understand spoken texts	**Units 1 - 3**	**Task One: (Multiple -Choice)** Three short conversations. For each conversation, there is a question and three pictures. Length of each: 15-20 words.	Students Listen carefully and choose the right answer (A, B or C).	1 mark for each item. **3 marks**	End of unit **4**
				Task Two: (Matching) A conversation between an adult and a child with a big picture, which shows people doing different things. Above or below the picture, there are two names. Length 60-80 words.	Students listen and draw lines to match names with the people in the picture.	1 mark for each item. **2 marks**	
						Total Mark: 5	
	Reading	Can understand sentences and short texts	**Units 1 - 3**	**Task One: (Multiple -Choice)** Two pictures, each picture with 3 sentences.	Students read the sentences and tick **(√)** the correct sentence.	1 mark for each item. **2 marks**	
			Unit 4 (vocabulary)	**Task Two: (Gap-fill)** A text (40-50 words) which has 3 missing words (gaps) with a picture. Above the text, there is a box with 5 words. (3 correct, 2 distractors).	Students complete the text with one word or a number from the box.	1 mark for each item. **3 marks**	
						Total Mark: 5	

[*Grade 3, Short Test One*]

SHORT TEST TWO **[One period / 10 marks]**

ST	SKILLS	OUTCOMES	LANGUAGE & VOCABULARY	MATERIALS	STUDENT TASK	MARKING	SUGGESTED DATE
2 **Part One**	**Writing**	Can write short texts (Guided writing).	**Units 5+6 + LC3**	1 picture showing people doing different actions. *(With some help to write the text. e.g., start of the first sentence, middle and end of the text).*	Students complete the text based on the picture and given hints.	Award an overall score based on a five-level Rating Scale.	End of unit **6**
						Total Mark: 5	

ST	SKILLS	OUTCOMES	LANGUAGE & VOCABULARY	MATERIALS	STUDENT TASK	MARKING	SUGGESTED DATE
2 **Part Two**	**Speaking**	Can interact with others.	**Units 5+6 + LC3**	1 picture showing a scene or a situation.	Students answer the teacher's questions with one word or two. For example: What is this? (Plate).	Award an overall score based on a five-level Rating Scale.	End of unit **6**
						Total Mark:5	

Note: For speaking short test allocate one minute per student. Ask each student two or three warm-up questions which will not be assessed. This might be asking their name, etc. Then ask the suggested questions which you will assess using rating scale out of 5 for the pupils' answers. Accept short answers as long as they are appropriate. Students should continue taking the Speaking test in another period if the time is not enough.

[*Grade 3, Short Test Two*]

SHORT TEST THREE **[One period / 10 marks]**

ST	SKILLS	OUTCOMES	LANGUAGE & VOCABULARY	MATERIALS	STUDENT TASK	MARKING	SUGGESTED DATE
3	**Listening**	Can understand spoken texts.	**Units 7+8 + LC4**	**Task One: (Numbering)** A short conversation between a child and an adult with 3 pictures. Length 60-80 words.	Students listen and number the pictures. (1 to 3).	1 mark for each item. **3 marks**	End of unit **8**
				Task Two: (Multiple-Choice) Two short conversations. For each conversation, there are 2 pictures. Length of each: 15-20 words.	Students listen and tick **(√)** the correct picture.	1 mark for each item. **2 marks**	
					Total Mark	**5**	
	Reading	Can understand sentences and short texts.	**Units 7+8 + LC4**	**Task One: (Yes/No)** 1 picture showing a scene or a situation with 2 sentences.	Students read the sentences and write 'Yes' or 'No'.	1 mark for each item. **2 marks**	
				Task Two: (Wh-Questions) A text (50-60 words) with a picture and 3 Wh-questions.	Students answer with one word or a number.	1 mark for each item. **3 marks**	
					Total Mark	**5**	

[*Grade 3, Short Test Three*]

GRADE FOUR SHORT TESTS SPECIFICATIONS

SHORT TEST ONE **[One period / 10 marks]**

ST	SKILLS	OUTCOMES	LANGUAGE & VOCABULARY	MATERIALS	STUDENT TASK	MARKING	SUGGESTED DATE
1	**Listening**	Can understand short texts.	**Units 1-3**	**Task One: (Matching)** A conversation between an adult and a child with a big picture, showing people doing different things. Above or below the picture, there are 2 names. Length 70-90 words.	Students listen and draw lines.	1 mark for each item. **2 marks**	End of unit **4**
				Task Two: (Multiple-Choice) Three short conversations. For each conversation, there is a question and three pictures. Length of each: 20-25 words.	Students Listen carefully and choose the right answer (A, B or C).	1 mark for each item. **3 marks**	
					Total Mark	**5**	
	Writing	Can write sentences.	**Unit 4**	5 pictures showing people doing different actions.	Students write a sentence about each picture.	Award an overall score based on a five-level Rating Scale.	
					Total Mark	**5**	

[*Grade 4, Short Test One*]

SHORT TEST TWO **[One period / 10 marks]**

ST	SKILLS	OUTCOMES	LANGUAGE & VOCABULARY	MATERIALS	STUDENT TASK	MARKING	SUGGESTED DATE
2 **Part One**	**Reading**	Can understand sentences and short texts.	**Units 5+6**	**Task One: (Matching)** 2 very short texts (Each: 10-15 words) with 3 pictures. (2 correct, 1 distractor).	Students read and match the texts to the correct pictures.	1 mark for each item. **2 marks**	End of unit **6**
		Can understand longer texts.		**Task Two:(Multiple-Choice)** One informative text with 3 statements, each with 3 options. Length: 80-100 words.	Students read the text and choose the correct option.	1 mark for each item. **3 marks**	
					Total Mark	**5**	

ST	SKILLS	OUTCOMES	LANGUAGE & VOCABULARY	MATERIALS	STUDENT TASK	MARKING	SUGGESTED DATE
2 **Part Two**	**Speaking**	Can interact with others.	**Units 5+6**	Two pictures showing a scene or a situation.	Students describe the differences.	Award an overall score based on a five-level Rating Scale.	End of unit **6**
					Total Mark	**5**	

Note: For speaking short test allocate one minute per student. Ask each student two or three warm-up questions which will not be assessed. This might be asking their name, etc. Then ask the students to describe four differences between the two pictures. Students should continue taking the speaking test in another period if the time is not enough.

[*Grade 4, Short Test Two*]

SHORT TEST THREE **[One period / 10 marks]**

ST	SKILLS	OUTCOMES	LANGUAGE & VOCABULARY	MATERIALS	STUDENT TASK	MARKING	SUGGESTED DATE
3	**Listening**	Can understand longer spoken text.	**Units 7+8+LC4**	**Task One: :(Numbering)** A short conversation between a child and an adult, with 3 pictures. Length 70-90 words.	Students listen and number the pictures (1 to 3).	1 mark for each item. **3 marks**	End of unit **8**
				Task Two: (Multiple-Choice) Two short conversations, with 2 pictures for each. Length of each: 20-25 words.	Students and tick **(√)** the correct picture.	1 mark for each item. **2 marks**	
					Total Mark	**5**	
	Writing	Can write a variety of short written texts.	**Units 7+8+LC4**	A set of 3 pictures showing a simple story. With 5 useful vocabulary items.	Students write a short story based on the pictures and the given words. (At least 30 words)	Award an overall score based on a five-level Rating Scale.	
					Total Mark	**5**	

[*Grade 4, Short Test Three*]