



**Sultanate of Oman
Ministry of Education
Directorate- General of Educational Evaluation
Educational Evaluation Department**

STUDENT ASSESSMENT HANDBOOK FOR ENGLISH GRADES (5-10)

September 2019

This '**Student Assessment Handbook' (SAH)** is based on the official *General Guidelines Document for Assessment* issued by the Directorate-General of Educational Evaluation (DGEE) at the Ministry of Education. Its purpose is to provide information and guidance for teachers, Senior Teachers (SETs), Regional Supervisors (RSs) and Regional Teacher Trainers (RTTs) on the assessment of students of English in **Grades 5 to 10** of Basic Education. It replaces all previously-issued student assessment documents for English and will be implemented **from September 2019**.

CONTENTS

GLOSSARY

GENERAL INTRODUCTION

- A. Continuous Assessment Principles
- B. Learning Outcomes
- C. Learning Outcomes in Grades 5 to 10
- D. Planning for Assessment

PART ONE: GATHERING INFORMATION

- 1 Gathering Information Tools
 - 1.1 Day-to-Day Observation
 - 1.2 Classroom Questioning
 - 1.3 Presentations
 - 1.4 Written Work
 - 1.5 Projects
 - 1.6 Independent Reading
 - 1.7 Quizzes
 - 1.8 Class Tests
 - 1.9 Semester Tests
- 2 Portfolios

PART TWO: RECORDING INFORMATION

- 2 Recording Information
 - 2.1 Informal Records
 - 2.2 Formal Records

PART THREE: USING INFORMATION

- 3 Using Information
 - 3.1 Formative Assessment
 - 3.1.1 Adaptation of Teaching
 - 3.1.2 Giving Feedback to Students
 - 3.1.3 Student Self-Assessment
 - 3.2 Summative Assessment
 - 3.2.1 Rating Scales
 - 3.2.2 Making Decisions on Marks
 - 3.2.3 Moderation
 - 3.2.4 Reporting

APPENDICES

- 1. Awarding Marks in Grades 5 and 6 (Outcomes, Scales & Mark Sheets)
- 2. Awarding Marks in Grades 7, 8 and 9 (Outcomes, Scales & Mark Sheets)
- 3. Awarding Marks in Grade 10 (Outcomes, Scales & Mark Sheets)
- 4. Specifications for Semester Tests
- 5. Generic Tasks for Independent Reading

p. 3-5

p. 6-11

p. 6

p. 7

p. 8-9

p. 10

p. 12-28

p. 12

p. 12

p. 13-15

p. 15-16

p. 16-17

p. 17

p. 18-21

p. 22

p. 22-24

p. 25-26

p. 26-27

p. 29-37

p. 29

p. 30-31

p. 31-37

p. 38-51

p. 39

p. 39

p. 40

p. 41-42

p. 42-43

p. 43

p. 43-44

p. 45-47

p. 47-50

p. 51

p. 52-107

p. 52-59

p. 60-72

p. 73-84

p. 85-101

p. 102-107

GLOSSARY

<i>Learning Outcomes</i>	Statements which describe what students should <i>know</i> , <i>understand</i> and, especially, <i>be able to do</i> . Outcomes can be grouped together into ' <i>elements</i> ' (e.g. 'Writing').
<i>Assessment</i>	A range of techniques designed to gather useful information about students' achievement of learning outcomes.
<i>Summative Assessment</i>	Assessment <u>of</u> student learning. Its purpose is to <i>measure</i> and report on standards of learning. Typically done by awarding marks & grades. Also involves reporting to the Ministry and to parents.
<i>Formative Assessment</i>	Assessment <u>for</u> student learning. Its purpose is to <i>improve</i> students' learning. Typically done through adaptation of teaching, giving feedback, student self-assessment, etc.
<i>Continuous Assessment</i>	Assessment that is conducted — in schools, by teachers — <i>throughout</i> the school year, including both formative and summative assessments. Provides a fairer, more balanced picture of students' attainment.
<i>Self-Assessment</i>	Assessment by students of their own strengths and weaknesses, their own learning strategies, and the quality of their own work.
<i>Self-Monitoring</i>	A particular kind of self-assessment, in which students assess the quality of their own work <i>while they are actually doing it</i> .
<i>Peer-Assessment</i>	Assessment by students of each other's work. A useful bridge to self-assessment.
<i>Washback Effect</i>	The impact that assessment has on what happens in the class-room, i.e. on the strategies that teachers and students adopt for language-learning. This impact can be either 'positive' or 'negative' or 'neutral'.
<i>Continuous Moderation</i>	An on-going process of consultation between teachers to arrive at a <i>shared under-standing</i> of the criteria used for assessing students' work and awarding different marks and grades.
<i>Stakeholders</i>	Individuals and institutions which are affected by — and so have an interest in — the education system and its procedures and outputs. These include everyone employed by the Ministry, as well as students, parents, employers, the wider community, etc.
<i>Feedback</i>	Comments from the teacher (or other students) about the quality of work — either completed or still in progress — with the aim of improving it (and other future work).

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

GENERAL INTRODUCTION

A. CONTINUOUS ASSESSMENT PRINCIPLES

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

- 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**.
- A wide variety of **sources of information** are available. Each of these sources has its own strengths and weaknesses, so in order to arrive at a properly balanced picture, teachers should make use of as many **different** sources as possible.
- Teachers can **use** the assessment information which has been gathered for **two** main purposes:
 - **Summatively**: to measure (and report on) students' learning. Typically, this involves awarding marks and grades. This information is then passed on, as appropriate, to the Ministry, parents and other stakeholders.
 - **Formatively**: to improve students' learning. Typically, this involves adapting lessons, giving feedback to students, encouraging self-assessment, etc.
- Both Formative and Summative Assessment are **necessary** and **important**; neither should be neglected.
- The whole way in which assessment is conducted can also have an important impact on teaching and learning practice. This impact on what happens in the classroom is known as '**washback effect**'. This effect can be either 'positive' or 'negative'. Assessment procedures and practices should aim for the 'positive', and avoid the 'negative' effect, this means focusing on Students' learning and progress rather than teaching only to pass exams.
- Other important **decisions** are also made on the basis of assessment information, sometimes with a major impact on the future of individual students and other stakeholders. For all these reasons, the **quality** — i.e. the truthfulness and reliability — of the information provided by assessment is crucial.

B. LEARNING OUTCOMES

- Learning Outcomes are statements which describe what students should know, understand and be able to do.
- In a skill like language-learning, the most important thing is what students are actually able to **do**. So outcome statements typically begin with: "**Can...**" However, knowledge, understanding and awareness also play an important role in supporting and enabling these skills.

- Learning outcomes may consist of ONE Main outcome and a series of specific, outcomes that contribute to the main outcome.

For Example:

('Can give presentations') is a main outcome.

('Can establish and maintain contact with the audience') is a specific outcome.

- At different times and for different purposes, assessment will focus on either the Main or the specific outcomes.

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 is whether he or she is able to apply it in different circumstances.*' (Gipps, 1994)
- (iii) To view language learning as a ***cumulative*** process: in order to be useful, recently learnt skills must be combined and integrated with previously-learnt skills.

C. LEARNING OUTCOMES for GRADES 5 to 10

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

Listening Speaking Reading Writing Grammar & Vocabulary

- However, as students progress through the grades, there is a shift in the particular learning outcomes within these elements.

In **Grades 5 & 6**, a total of **eight** key learning outcomes have been identified:

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

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

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

- Marks are awarded for these outcomes on the basis of three methods of assessment: Continuous Assessment (CA), Class Tests (CLTs) and End-of-Semester Tests (SMT)
- Different elements are assessed in different ways, using different combinations of these methods. The weightings for each element at each grade-level are as follows:

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

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

C. PLANNING FOR ASSESSMENT

	Teachers	Senior English Teachers
At the start of the school year	Read the latest Student Assessment Handbook (SAH).(dated 2018-2019)	Read the latest Student Assessment Handbook (SAH). Dated (2018-2019)
	Be familiar with: <ul style="list-style-type: none"> - Assessment strategies - Learning outcomes - Rating scales 	Make sure hard copies of the latest SAH are available in your school.
	Explain to your students: <ul style="list-style-type: none"> - How assessment is conducted - The marking criteria 	Organise a meeting with teachers to: <ul style="list-style-type: none"> - Check they have read and understood the SAH. - Arrange for everyone to have easy access to the document. - Highlight any updates. - Check they have prepared record sheets and understand how to complete them. - Agree on a plan for SAH workshops. - Explain the process of continuous moderation.
	Prepare relevant mark sheets and read the guidelines for completing them.	
	Make notes of important dates and deadlines	
	Attend all assessment meetings and workshops.	
During the school year	Apply the assessment principles outlined in the SAH.	Check assessment procedures are being conducted correctly by teachers.
	Be systematic and efficient in conducting assessment.	Lead workshops focusing on the content of the SAH.
	When you plan lessons, include opportunities for formative and summative assessment.	Communicate to your teachers, any new assessment information received from the DGEE.
	Take part in regular continuous moderation activities in your school.	Conduct regular continuous moderation sessions (see section 3.2.3).
	Reflect on and evaluate the quality of your assessment, and take steps to improve it.	Coordinate the preparation of Class Tests (CLTs).

Supervisors	Read the latest Student Assessment Handbook (SAH). Dated (2018-2019)
	Make sure your schools have a hard copy of the latest version of the SAH.
	Communicate to the SET, any new assessment information received from the DGEE.
	Support and promote the principles of good assessment outlined in the SAH.
	Check the SET is carrying out the following tasks: <ul style="list-style-type: none"> - Delivering SAH related meetings and workshops - Formal record keeping - Continuous moderation activities - Test writing NOTE: If there is no SET at a school, you should carry out these tasks.
	Provide advice and support to the SET to carry out the tasks listed above and be able to provide answers to teachers for any questions regarding assessment.
Trainers	Read the Student Assessment Handbook (SAH).
	In training, support and promote the principles of good assessment, outlined in the SAH.
	Be able to provide answers to teachers for any questions regarding assessment.

PART ONE

GATHERING INFORMATION

GATHERING INFORMATION

1. Gathering Information Tools

The aim of this section is to provide information and guidance which will help teachers to maximise the quantity and quality of the assessment information that they gather.

- This section includes **nine** main tools for gathering assessment information:
 - **Day-to-Day Observation, Classroom Questioning, Presentations, Written Work, Projects, and Independent Reading** — are examples of assessment as **an integral part of teaching**. Here, the emphasis is on the need for teachers to conduct constant, on-going assessment of both individuals and the whole class, so that he/she can note progress, identify problems and find solutions.
 - **Quizzes, Classroom Tests (CLTs) and Semester Tests (SMTs)**— are instruments and procedures which are designed specifically for assessing student learning.

2. Portfolios:

A Portfolio is an on-going collection of student's work gathered through different tools. However, it provides good opportunities for assessment of learning.

1.1 DAY-TO-DAY 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.

Implementation

- Teachers should observe not only individuals, but also groups and the whole class.
- Daily observation involves paying close attention to:
 - what students say
 - what students write
 - what students do
 - which strategies students use to carry out tasks
 - how students react to new input
 - how students interact with each other
 - what is revealed by their facial expressions and body language
 - what is revealed by their self-assessments
- None of these 'indicators' is perfectly reliable on its own. However, **combined together**, they provide a very rich source of (diagnostic) information about student learning.

1.2 CLASSROOM QUESTIONING

Classroom Questioning is one of the most important tools for investigating students' learning. It involves using different types of questions to gather useful, reliable information to assess student learning. One of the advantages of classroom questioning is that, if the first question does not work as expected, the teacher can 'try again' by re-formulating the original question or by asking a new, follow-up question.

- **What** is asked — its content and exact form — is very important.
- Questions for assessing students' learning should be **relevant, clear** and generate a **valid response**. This means:

RELEVANCE	<i>Is the question directly related to the specific point that I am interested in?</i>
CLARITY	<i>Is it concise, simple and clear, so that (all) the students will understand it?</i>
RESPONSE VALIDITY	<i>Will students' responses to the question actually <u>tell</u> me anything? Will they provide me with reliable information?</i>

Implementation

- Assessment of student learning using this method should be done during the lesson, as the teacher is asking the questions.
- Teachers should identify **what** they want to assess and prepare the questions during lesson planning.
- Teachers should also plan **how** they are going to ask classroom questions.
- When teachers ask questions, they should consider the following:

	Description
QUANTITY	<i>Teachers should ensure they minimise TTT much and maximise STT in order to gather evidence about student learning.</i>
SPREAD	<i>Teachers should ensure they ask questions to <u>all students</u>, not just the ones who 'volunteer'.</i>
QUALITY	<i>Teachers should ensure that questions help assess understanding and achievement of learning outcomes.</i>

Strategies for effectively implementing classroom questioning that address **quantity**, **spread** and **quality** include:

	Strategy/ Solution	Description
QUANTITY	(a) <u>Don't Tell — Elicit!</u>	<i>T uses a range of elicitation techniques; gets Sts to talk; doesn't tell them what <u>they</u> could tell him/her.</i>
	(b) <u>Open Pairwork</u>	<i>T stays out of the interaction and improves the STT:TTT ratio by setting up 'open pairwork' in the classroom.</i>
	(c) <u>Closed Pairwork/ Groupwork</u>	<i>T improves the STT:TTT ratio even more by setting up regular group-work (or 'closed pairwork') activities.</i>
SPREAD	(d) <u>Open Qs</u>	<i>T includes questions to which there are many possible (correct) answers.</i>
	(e) <u>No Hands</u>	<i>T doesn't allow Sts to raise their hands; selects for herself which student(s) should respond.</i>
	(f) <u>No 'Teacher! Teacher!'</u>	<i>T allows Sts to raise their hands, but doesn't allow them to call out.</i>
	(g) <u>'No Comment' >> Peer-Correction</u>	<i>T withholds or delays feedback on the correctness of the response. Instead, she invites other students to either confirm the first student's response or correct it.</i>
QUALITY	(h) <u>Genuine Qs</u>	<i>T includes questions to which she <u>doesn't</u> already know the answer.</i>
	(i) <u>Thinking Time</u>	<i>T pauses after questions to allow Sts time to think about their response.</i>
	(j) <u>Check/ Confirm</u>	<i>T asks follow-up Qs to make sure that she has really understood a response.</i>
	(k) <u>'Why?'</u>	<i>T asks students to explain or justify the response they have just given.</i>
	(l) <u>'No Comment' >> Self-Correction</u>	<i>Instead of correcting, T merely indicates that there is a problem and invites the student to try again.</i>
[<u>Note</u> : T = Teacher; Sts = Students; Qs = Questions; TTT = Teacher Talking Time; STT = Student Talking Time]		

Note: Teachers are advised to try out these techniques, evaluate their effectiveness, and combine those which work best.

Further considerations

Note 1: teachers should avoid the overuse of '*choral responses*' from the whole class. This kind of response *can* be useful, but in terms of producing clear, reliable information, it has several potential drawbacks. For example, the teacher may hear (from the majority) a 'correct' response, but in fact:

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

Note 2: teachers should avoid the overuse of '*Initiation-Response-Feedback*' or 'IRF':

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

This procedure might meet with traditional expectations and it keeps the lesson moving along efficiently. However, it has several limitations as a tool for gathering information.

1.3 PRESENTATIONS

The ability to speak in public is an important learning outcome, so **from Grade Five onwards**, students are required to give English language presentations.

- In a typical presentation, the speaker stands in front of the rest of the class and speaks about a particular topic for a specified time. After this, he/she answers questions from the audience.
- The main content of the presentation can consist of information, ideas, opinions, project results, etc. This content will frequently be supported by visuals of some kind.
- The duration of these presentations (not including the questions from the audience) gradually increases as students' progress through the grade-levels: approximately **one** minute in Grades 5 & 6; **two to three** minutes in Grades 7, 8 & 9; and **three to four** minutes in Grade 10.
- It is important that students stick to the specified time-limit and learn to use the time as well as possible.

Implementation

- From the very beginning, students should be given regular opportunities to practise speaking in front of an audience — starting with mini-presentations on easy topics, and gradually increasing the length and complexity of the task.
- Topics can be chosen by the teacher, by the class or by individual presenters.
- Students may use brief notes but should **not** be allowed to read out from a prepared text.
- Presentations can be given individually or by small teams. In the latter case, more time can be allowed. (Note: Marks should, however, always be awarded individually.)
- During this practice, students should be given specific guidance on the 'physical' aspects of a presentation: how to use their voice, body, hands and eyes. The importance of 'starting well' should also be emphasised.

Assessment

- Marks are awarded to students using the special Rating Scale to be found in the relevant Appendices.
- Students should be made familiar with this Rating Scale, which sums up the main criteria for an effective presentation. (Note: Presentations provide ideal opportunities for self- and peer-assessment.)
- Teachers may wish to make audio- or (even better) video-recordings of presentations, and use these, possibly for assessment and moderation, but more particularly for **teaching** purposes. However, students should **never** be forced to appear on a recording against their will.

1.4 WRITTEN WORK

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

Teachers should use written work as an assessment tool because:

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

Implementation

- Written work can be time-consuming, so students may have to produce their written work outside of the classroom.
- The teacher must make sure that all written work 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. This policy should be explained clearly at the start of the school year and applied consistently.
- If, this policy is not followed there will be (at least!) three negative consequences:
 - Marks awarded will be inaccurate and meaningless.
 - Students producing their own work are likely to be de-motivated.
 - If work is not genuinely attempted by a student, then he/she has no chance at all of actually *learning* anything from it.

1.5 PROJECTS

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

Implementation

- Projects can be carried out by individuals or by groups of students.
- They may be either
 - (a) an integral part of the course materials, or
 - (b) a supplementary task set by the teacher.
- The scope of the project should be ***realistic*** in terms of:
 - (a) the language (and cognitive) level of the student(s);
 - (b) the amount of time required;
 - (c) the availability (and cost) of the physical resources required;
 - (d) the availability of English language material in the environment.
- The teacher's role is as follows:
 - (a) ***Before*** the start of the project: Approve the student's choice of title/subject and proposed working plan.

- (b) **During** the project: Provide encouragement, practical assistance and suggestions, where necessary.
- (c) **After** the project: Assess the work done (see below) and, where appropriate, give feedback.

Assessment

- For **summative assessment** (i.e. the awarding of marks), assess projects just as you would any other work done by a student.
- In order to do this, first decide what the main outcomes of the project are. For example, is the *product* of the project written or spoken? Which language skills (outcomes) are involved in carrying out the project? Then, use the relevant CA Rating Scale(s) accordingly.
- A project mark contributes towards the **Continuous Assessment** mark for the skill that the project focuses on. For example, if the main outcome of the project is speaking, then the mark would be put under 'Speaking' in the Continuous Assessment mark sheet.
- Do not (officially) award a mark for 'the project' as a whole. This is because the ability to carry out a project is not a learning outcome of English.
- You can also carry out **formative assessment** by commenting and giving feedback on any aspect of the project.

1.6 INDEPENDENT READING

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

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

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

Generic Tasks

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

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

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

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

Implementation

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

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

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

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

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

The Teacher's Role:

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

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

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

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

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

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

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

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

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

Assessment

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

1.7 QUIZZES

Quizzes are a more **informal** type of test than CLTs. They can be used at any grade-level to gather additional information about students' learning.

- There are no fixed marks for quizzes. Any information obtained from quizzes should be combined with information obtained from other sources or 'tools'
- Quizzes are a useful assessment tool, but tests of this kind should **not** become the main — and certainly not the only — assessment tool used by the teacher.

Implementation

- Quizzes should be done during normal classroom teaching.
- They should be **very short**, lasting **no more than 10 minutes**.
- 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.
- It is possible to use a wide variety of different test formats (types of task). Student responses can be either written or, where appropriate, spoken.
- Unlike CLTs, quizzes will often have a relatively narrow focus, e.g. on a very specific learning outcome or language point.

Assessment

- There is (usually) no need to prepare a written Marking Guide; a more informal approach will be sufficient.
- Scores from quizzes should be combined with information about each learning outcome, gathered using other tools, to award **Continuous Assessment** marks using the appropriate Rating Scale(s).

1.8 CLASS TESTS (CLTs)

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

- In a typical testing situation:
 - The same tasks are carried out by all of the students.
 - There is a time-limit within which the tasks must be completed.
 - Students must work independently.
 - There is a marking guide, with either the correct responses or a rating scale (set of criteria) for judging the quality of students' responses.

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

Class Test # 1: Listening & Reading

Class Test # 2: Grammar/Vocabulary & Writing

- For reasons of time and practicality, Speaking is not included in the CLTs. Instead, all 25 marks for Speaking are awarded on the basis of day-to-day assessment in the classroom.
- The table below provides the specifications for CLTs in Grades 5-9.

CLT	Skills	Outcomes	Tasks/ items	Marks	Suggested Date
1	Listening (2 tasks) Read (Twice)	Outcome 1	Listening Task One Short task with 5 items - ½ mark per item	2.5	Semester 1 20 th Oct- 30 th Nov
		Outcome 2	Listening Task Two Short task with 5 items - ½ mark per item	2.5	
	Reading (2 tasks)	Outcome 1	Reading Task One Short task with 5 items - ½ mark per item	2.5	Semester 2 1 st Mar – 15 th Apr
		Outcome 2	Reading Task Two Short task with 5 items - ½ mark per item	2.5	
Total Mark				10	
2	Grammar and Vocabulary (2 tasks)	Outcome 1	Task One (Grammar) Short task with 5 items - ½ mark per item	2.5	Semester 1 20 th Dec- 30 th Jan
		Outcome 2	Task Two (Vocabulary) Short task with 5 items - ½ mark per item	2.5	
	Writing (2 tasks)	Outcome 1	Writing Task One Short task. Mark using descriptors in the Continuous Assessment Rating Scales	2.5	Semester 2 15 th Apr- 15 th May
		Outcome 2	Writing Task Two Short task. Mark using descriptors in the Continuous Assessment Rating Scales	2.5	
Total Mark				10	

Note: In grade 5-9 specific task types are not specified. But CLTs should include a variety of tasks that are suitable for young learners, and teachers who prepare CLTs **must** follow the guidelines above.

- The teacher is responsible for preparing the items and questions for each test paper.
- In the special case of GRM/VCB, the section should consist of two sub-sections (VCB and GRM), each with 5 items (Note: Half-a-mark for each item).
- Test-writers should focus on the key learning outcomes (e.g. 'Can...') and cover them as well as possible within the limited time available.
- Test-writers should try to give all the students a fair chance to show what they can do. This can be achieved by including both easier and more challenging tasks/items in the tests.
- Over the four CLTs, teachers should vary the test-formats (i.e. types of task) that they use. However, it is essential that the task-instructions are clear and that the students know what to do. So test-writers are advised to use task-types which are already familiar to the students.
- Each test must provide a valid assessment of students' language skills. For this reason, teachers **should not** use any Listening or Reading texts which students have already heard or seen. Teachers may, therefore, have to create their own simple texts, similar — but not identical — to texts in the course materials. Likewise, tasks set in the Writing section **should not be identical** to tasks which students have already done in class.
- Unlike in Classroom Questioning, the test-writer does not have a 'second chance' to produce a well-worded question. So great care should be taken to produce test-items that are clear and free of any errors.
- 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 other another teacher to check their test paper before giving the test. The most reliable way to check any test, is for teachers to try it themselves.
- It is also a good idea to review the quality of the test paper again after the students have taken it. Take note of any unexpected problems which occurred in your items (or marking guide). Learn from these problems and improve your test-writing performance next time!

Implementation

- CLTs should be **short**, lasting no more than 20 minutes.
- They should be administered as part of normal lessons.
- Individual teachers can decide for themselves on the dates when the CLTs will be administered. However, they should make sure that the test-dates are spread out through the school year.
- Students should be informed in advance of the dates, and of the two elements which will be tested. However, *no further information should be provided*.

- During the test, students will be expected to work individually. Students should **not** be allowed to copy from each other, or otherwise share answers, during the test. This is essential if the test results are to have any value or usefulness at all.
- If the test includes Listening, texts/ items should be read out to students twice.

Assessment

- Each test-paper should be accompanied by a written **Marking Guide**. For some types of task (e.g. LST, RDG, GRM and VCB), teachers can simply make a list of correct answers, with a specified number of marks for each. For others (e.g. WRT), a Rating Scale will be required: this can be 'borrowed' or adapted from the official CA Rating Scales in Appendices One and Two.
- In Writing, each task will have two-and-a-half marks. (Note: Base these marks on the descriptors in the Continuous Assessment Rating Scales in Apdx 3 & Apdx 4.)
- Immediately after marking any particular CLT, teachers should enter the students' marks in ink on the 'Summary of Marks Awarded' (SMA). [See Part Two: 'Formal Record-Keeping'.]

1.9 SEMESTER TESTS (SMTs)

The Semester Test is a formal examination given at the end of each semester. It covers four of the elements: **LST, GRM/VCB, RDG & WRT**. (Note: Speaking is not included, for reasons of time and practicality.)

- In Grades 5 to 9, **40 marks** will be awarded for the Semester Test.
- In Grade 10, **60 marks** will be awarded.
- The duration of each Semester Test will be as follows:
 - Grades 5 & 6: One-and-a-half hours. (90 minutes)
 - Grades 7, 8 & 9: Two hours (120 minutes)
 - Grade 10: Two-and-a-half hours. (150 minutes)
- Marks from the Grade 10 exams will contribute to the Certificate awarded to students on completion of Cycle Two.
- Students who fail to achieve the overall pass-mark (50%) for the year's work will have the opportunity to try again as follows:
 - For those who fail in Semester One, a **Second Session** exam for that semester.
 - For those who fail in Semester Two, a **Second Session** exam for that semester.
 - For those who fail in Semester One and Semester Two, **Second Session** exams for both of these semesters.

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

Implementation

- In **Grades 5 to 10**, the **region** is responsible for preparing the exam papers. Grade 10 exams are reviewed centrally by DGEE.
- All exam papers will be prepared according to the official Exam Specifications. Details of these can be found in Appendix Four.
- Teachers should make sure that students are familiar, in advance, with all the test formats (task-types) which appear in the Specifications. They should in particular ensure that the task-instructions are clear and that the students know what to do. Students will also need to know on what basis marks will be awarded in the tests.
(Note: To assist teachers with this task, DGEE will provide electronic templates for all the English test papers and marking guides.)
- Test-writers should try to give all the students a fair chance to show what they can do. This can be achieved by including both easier and more challenging tasks and items in the tests.
- In order to provide a valid assessment of students' language skills, Listening or Reading texts which students have already heard or seen will not be included in the exams. Only unseen texts will be used. Sentences or short texts used in the GRM/VCB section will, likewise, follow the same principle.
- Test-writers should also remember that language-learning is *cumulative*, and not focus solely on recently-taught material.
- In Grades 10 and 11, listening texts are provided on CDs. In Grades 5 to 9, listening texts are read out to students.
- To help ensure the quality of the exams, test-writing will be done in a **collaborative** way, with team of test-writers working closely together and supporting each other.
- It is also essential to review the quality of the test-paper again after the students have taken it. Taking note of any unexpected problems which occurred can help test-writers to improve their performance next time.

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 five elements (LST, SPK, RDG, WRT & GRM/VCB) should be systematically included.
- It should be organised in a clear, logical way, and a list of contents should be provided.
- Creating a portfolio is a collaborative process. Teachers and students should decide together, what work should be included and why.

Implementation

- Students' portfolio work should be kept in a file.
- There may also be other items (e.g. audio-recordings, posters and other larger display items) which will not fit into a file and will need to be stored in another location.
- The file used can be very simple. There is no need for parents to pay large amounts of money for 'fancy' or expensive files.
- At these grade-levels, looking after the portfolio and keeping it safe should be the ***student's*** responsibility, not the teacher. Where possible, a place for storing the portfolios can be set aside in the classroom, or elsewhere in the school.
- Portfolios should be available for viewing and comment by visitors, other teachers and parents.
- At the end of the school year, the teacher should select a small sample of the work done by each student, which can be handed on to their next teacher. The student should then be given the rest of the portfolio to keep at home.

Assessment

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

PART TWO

**RECORDING
INFORMATION**

2 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:

Need	Rationale
(a) To Have Easy Access to Accurate, High-Quality Information	- Both Formative and Summative Assessment require that you know your students well ; in particular, that you are well-informed about your students' progress and current level of achievement.
(b) To Overcome the Limitations of Memory	- It is very difficult — for any teacher to retain all the necessary information in their memory, and the more students you have, the more difficult this becomes!
(c) To Communicate Effectively with Other Stakeholders	- Parents, SETs, head teachers and RSs have the right to ask you questions about your students and their learning. They also have the right to expect credible, convincing answers. - If you have all the relevant information available, you will be able to answer these questions confidently and convincingly.

2.1.1 KEEPING INFORMAL RECORDS

- Informal recording keeping might include:
 - Notes and comments on different features of a student's performance, either in general or in a particular element or outcome.
 - Comments on the student's attitudes and learning strategies.
 - References to documents, pieces of work, etc, to be found elsewhere (e.g. in the student's portfolio, in the Skills Book, in project work, on display, etc).
 - Dates of important events or observations.
 - Questions requiring further investigation and the result of these enquiries.
 - Reminders-to-self about action which needs to be taken.

- Details of changes of CA marks awarded during the year (incl. the date and, where appropriate, the reason or reasons for the change.)
- Relevant background or personal information about the student (e.g. extended absences, etc).
- Start keeping your Informal Records **early** in the school year.
- Be **systematic** and develop regular routines for working on your records, so that they are kept up-to-date for all students.
- Informal Records are primarily there for your own reference. Unlike formal record sheets, they are not specifically written as a way of reporting to others. However, SETs, supervisors, and head teachers do have the right to **check** that you are keeping informal notes of this kind. So, when asked, you should willingly show your notes, explaining what particular entries mean, as necessary.

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

2.2 FORMAL RECORDS

- '**Formal**' records differ in several ways from '**informal**' records. For example, in the case of formal documents, the Ministry specifies not only that the documents must be completed, but also:
 - what formats will be used
 - how they are to be completed
 - when they are to be submitted
- 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)**.
- Blank mark sheets are provided for this purpose in the four Appendices at the end of the SAH. Apdx 1 is for Grades 5 & 6; Apdx 2 for Grades 7, 8, & 9; and Apdx 3 is for Grade 10.
- Detailed instructions for completing these mark sheets can be found in Sections 2.2.2, 2.2.3 and 2.2.4 below.

2.2.1 MARKS & LETTER-GRADES

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

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

- The minimum pass mark is 50% or letter-grade 'D'.
- An 'E' grade should therefore be regarded as a 'fail' even though students are automatically promoted from one grade-level to the next.
- Note: These five levels of performance also form the basis of all the Rating Scales used for Continuous Assessment.

2.2.2 GRADES FIVE to NINE

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

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

- These marks are now recorded on a **single** mark sheet, i.e. the **Summary of Marks Awarded (SMA)**.

- At these grade-levels, the SMA is to be completed in **five stages**:

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

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

SUMMARY of MARKS AWARDED: (Details of grade-level, school year, class and teacher.)				<u>Stage 1</u> - During semester -Provisional marks for outcomes (in pencil)	<u>Stage 2</u> - During semester -CLT dates and marks (in ink)	<u>Stage 3</u> -End of semester - Final marks for outcomes (in ink)	<u>Stage 4</u> -End of semester - SMT marks (in ink)	<u>Stage 5</u> - Round-up - Overall marks and letter-grades (in ink)
CLASS TESTS	CLT # 1: (date: 27 Oct)	Listening	(5)		5	5	5	5
		Reading	(5)		4	4	4	4
	CLT # 2: (date: 03 Dec)	GRM / VCB	(5)		3	3	3	3
		Writing	(5)		3	3	3	3
SPEAK' G	Outcome # 1: "Can"		(5)	5		5	5	5
	Outcome # 2: "Can"		(10)	8		10	10	10
READING	Outcome # 3: "Can"		(5)	3		3	3	3
	Outcome # 4: "Can"		(5)	3		4	4	4
WRITING	Outcome # 5: "Can"		(5)	2		3	3	3
	Outcome # 6: "Can"		(5)	3		3	3	3
G/V	Outcome # 7: "Can"		(5)	3		3	3	3
CONTINUOUS ASSESSMENT: Total			(60)			46	46	46
SEMESTER TEST: Total			(40)				31	31
OVERALL	TOTAL MARK		(100)					77
	LETTER GRADE							C

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

2.2.3 GRADE TEN

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

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

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

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

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

SUMMARY of MARKS AWARDED: <i>(Details of grade-level, school year, class and teacher.)</i>			Stage 1 - During semester - Provisional marks for outcomes (in pencil)	Stage 2 - End of semester - Final marks for outcomes (in ink)	Stage 3 - End of semester - SMT marks (in ink)	Stage 4 - Round-up - Overall marks and letter-grades (in ink)
SPEAK' G	Outcome # 1: "Can"	(5)	5	5	5	5
	Outcome # 2: "Can"	(10)	8	10	10	10
READING	Outcome # 3: "Can"	(5)	4	4	4	4
	Outcome # 4: "Can"	(5)	3	4	4	4
WRITING	Outcome # 5: "Can"	(5)	2	3	3	3
	Outcome # 6: "Can"	(5)	3	3	3	3
G/V	Outcome # 7: "Can"	(5)	3	3	3	3
CONTIN. ASSESSMENT: Total		(40)		32	32	32
SEMESTER TEST: Total		(60)			44	44
OVERALL	TOTAL MARK (100)					76
	LETTER GRADE					C

2.2.4 FURTHER NOTES on FORMAL RECORD-KEEPING

- The maximum possible mark for each outcome/skill/ CLT section is shown on the SMA sheet **in brackets**.
- 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;). Do **not** award half marks (e.g '3.5 out of 5', etc.).

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

PART THREE

**USING
INFORMATION**

3 USING INFORMATION

This part of the handbook provides information about **Formative** and **Summative** uses of the assessment information which has been gathered.

3.1 FORMATIVE ASSESSMENT

Formative Assessment is assessment for learning, with the aim of helping students to achieve the relevant learning outcomes. Its purpose is to improve achievement, typically by intervening in some way in the teaching-learning process.

- This kind of assessment tends to focus on the smaller outcomes which contribute towards the achievement of the larger outcomes. It is especially interested in 'how' and 'why' learning is achieved, and in what specific action can be taken to change things — always remembering that the larger outcomes are the long-term target.
- Formative Assessment research conducted in various countries has consistently produced two contradictory findings:
 - (1) Genuinely formative assessment produces results, having a clear, positive impact on student learning.
 - (2) Formative assessment is frequently neglected by teachers. Even when conducting Continuous Assessment, much of what teachers do is actually summative, i.e. for the purpose of awarding marks, rather than formative.
- In other words, more time and attention is often paid to Summative than to Formative Assessment — when it should be other way round!
- The following sections give information about three types of **Formative Assessment**:
 - Adaptation of Teaching
 - Giving Feedback to Students
 - Student Self-Assessment

3.1.1 ADAPTATION of TEACHING

Whole Class

Assessment information which you gather may highlight successful learning or problems with learning. In either case, you may decide to adapt your teaching in order either to solve the problem or to build on the success.

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

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

Individual Students

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

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

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

3.1.2 GIVING FEEDBACK to STUDENTS

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.)

- The model for providing useful feedback is based on three key requirements. In order for a student to improve, he/she must:
 - have an idea of the desired standard of performance,
 - be able to compare the actual performance with the desired performance;
 - take action to close the gap between the two.

- One of the most important ways in which you, as teacher, can help this process move forward is by providing students with useful feedback.
- Before giving actual feedback, you will need to make a number of decisions:

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

- Each of these options has its advantages and disadvantages, which you will need to bear in mind in particular cases. However, as a general principle, it is recommended that you keep things fresh by *varying* your feedback strategies — and then evaluating how effective these strategies are with your students.
- However, making the right decisions on these matters is still not enough. If feedback is to be really effective, it also needs to be:
 - **Inclusive** - all your students — including the ‘excellent’ ones — can benefit from useful feedback, so as to do (even) better.
 - **Selective** - do not give students feedback on every single activity, performance or piece of work done.
 - **Knowledgeable** - Your feedback should be based on a sound knowledge of:
 - o the English language in particular
 - o effective language-learning strategies in general.
 - **Clear** - communicate effectively in language which is clear and can be readily understood by students.
 - **Specific** - Give students a clear idea of what to do in order to improve. Make specific, concrete suggestions as to where and how the work could be improved.
 - **Supportive but honest** - state your comments, suggestions and criticisms honestly, but also do this in a tactful, patient and pleasant manner.
 - **Interactive** - before making your own comments, ask questions, encourage self-assessment, involve students in identifying problems and solutions.

Two further points to consider regarding feedback:

- **Peer-Assessment:** Remember that you are not the only person in the classroom who can give feedback. Students should be given opportunities to give feedback *to each other*. This process — known as peer-assessment — not only helps to develop student self-assessment (see Section 3.1.3 below); it can also produce interesting, genuinely communicative classroom interaction.
- **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:
 - either (i) only indicating where a mistake is, with no additional information;
 - or (ii) indicating where a mistake is and what type of mistake it is;
 - or (iii) writing a comment about a point which (overall) needs to be improved.

3.1.3 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 'English for Me' course materials, this is encouraged by the use of 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
- whether they have enjoyed something (i.e. particular activities/ topics/ materials)
- how well they can now do something now (i.e. their achievement of particular learning outcomes)
- what they have learnt from the unit (i.e. their recent progress in learning English)
- how well they have performed during the unit (i.e. the quality of their recent work)
- how they have approached particular tasks (i.e. their learning strategies)

In addition, adopt a number of *other* positive strategies:

Strategy	Notes
1 At the start of the school year, explain to the students what self-assessment is, why it is important, and what you will be expecting of them during lessons.	<i>Emphasise that self-assessment is nothing 'special' or 'frightening', but a very normal, everyday thing to do.</i>
2 Encourage students to believe that they <u>can</u> (learn to) do it.	<i>Encourage students and provide <u>regular</u>, on-going opportunities for students to 'try out' self-assessment and in this way build their confidence.</i>
3a Using language that they understand, give students information about the learning outcomes.	<i>These learning outcomes are exactly the same as the ones which the teacher assesses.</i>
3b Explain the general criteria for assessing these outcomes, as in the Rating Scales.	<i>Communicate these criteria simply and clearly, using L.1 where necessary.</i>
4a <u>Before</u> students start work on any particular task, tell them — or, even better, elicit from them — what the ' criteria for success ' are.	<i>Focus on a <u>small</u> number of key criteria, and express these in clear, simple language.</i>
4b Then, <u>while</u> students are doing the task, keep reminding them of these criteria and encouraging them to monitor the quality of their own work — and to improve it as necessary.	<i>The ability to 'self-monitor' — using appropriate criteria for success — is crucial in carrying out <u>any</u> task which is worth doing well.</i>
5 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).	<i>Typical questions might be: 'What do you think?', 'Is that clear/ correct/ OK?' etc. If the answer to any of these questions is: 'No/ Not really', then you can ask follow-up questions like: 'What's wrong with it?', 'What could you/he/she write instead?' etc, thus pointing the way to improvement.</i>
6 In all your classroom practice, try to create the right kind of classroom atmosphere , one which encourages openness and honesty.	<i>The whole process of self- and peer-assessment will only work effectively if you succeed in doing this.</i>

'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 exactly the same learning outcomes and 'criteria for success' as self-assessment. It also has the same ultimate 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.

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

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

3.2 SUMMATIVE ASSESSMENT

Summative Assessment is assessment of students' learning, with the aim of providing evidence for reporting to the Ministry, to parents, and to other concerned parties. Its purpose is to measure standards, typically by awarding marks and grades.

This kind of assessment tends to focus on the larger (target) outcomes. It is less interested in the specifics of 'how' and 'why' learning is achieved than in the actual end-product: the students' ability to use the English language in different ways.

3.2.1 RATING SCALES

- Rating Scales are intended to make teachers' judgements as **fair**, **consistent** and **professional** as possible.
 - **'scale'** (n): 'a *measuring instrument*' with 'a *set of marks with regular spaces between them*'
 - **'rate'** (vb): 'to *say how good you think sb/sth is*', or 'to *judge the quality of sb/sth*'

- A Rating Scale can, in principle, be used to assess either achievement in general or performance on a particular occasion (as, for example, in a test). In Continuous Assessment, it is ***the student's general level of achievement*** which is of interest.
- In the Student Assessment Handbook for Grades 5 to 10:
 - A specific Rating Scale is provided for each learning outcome.
 - Each scale describes five different levels of achievement.
 - These 'descriptors' usually consist (at each level of achievement) of two or three statements.
 - Each of these statements covers a different aspect of the students' performance, for example, for Writing (Interactive): 'impact on reader', 'task achievement', 'appropriateness' and 'correctness'.
 - Typically, the statements make use of descriptive adjectives (e.g. 'clear', 'appropriate'), adverbs ('usually', 'reasonably') and quantifiers (e.g. 'few', 'most').
 - Teachers need to use their professional judgement to interpret these words and apply them in practice.
 - They should also consult with others in order to create a shared understanding of what these words mean. (See below: '*Continuous Moderation*').

3.2.2 MAKING DECISIONS on MARKS

Standard Procedure

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

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

Difficult Cases

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

Case	Nature of Difficulty	Strategy
A	Student does not fit easily into any one descriptor because the level is different for different 'aspects': e.g. 'fluency' fits the '12' descriptor; but 'clarity' is a '9', and pronunciation is also a '9'. (See Grade Two: SPK, Outcome #2, 'Interaction')	<ul style="list-style-type: none"> - <i>Think globally. As in real life, focus on the <u>overall</u> impression made by the work done. Obviously, in the example given, the mark should be either '12' or '9'.</i> - <i>Do not simply apply an 'automatic' method, such as averaging, or giving the highest or the lowest score.</i> - <i>Make a <u>professional</u> judgement.</i>
B	Level is difficult to determine because the student's performance seems to <u>vary</u> considerably from one occasion to another.	<ul style="list-style-type: none"> • <i>First, investigate — <u>why</u> do these variations occur?</i> • <i>Then, base your marks on those pieces of evidence which you believe are most reliable.</i>
C	Level undergoes a substantial <u>change</u> as the semester progresses, e.g. a student's presentations very noticeably improve.	<ul style="list-style-type: none"> • <i>Do <u>not</u> just 'average out' all the marks awarded throughout the year.</i> • <i>Base your mark on where the student stands (overall) at the <u>end</u> of the year.</i> • <i>In the (rarer) case of a student 'going backwards', apply the same method, but also make a special point of <u>investigating</u> the cause(s).</i>
D	Student produces good work, but only after a <u>lot</u> of help from the teacher (e.g. when producing a series of drafts for a written text).	<ul style="list-style-type: none"> • <i>Provide the kind of help which encourages awareness and <u>self</u>-correction.</i> • <i>Base your final decision on the student's <u>real</u> (i.e. independent) level of achievement.</i>
E	Student has produced very little work/evidence of achievement.	<ul style="list-style-type: none"> • <i>Tell the <u>truth</u> — i.e. award a (very) low mark, but not zero.</i>

IMPORTANT NOTE: Strategy 'E' applies to all decisions on awarding marks. The best way to **really** 'help' students — in the long run — is to tell them the **truth**, and then work together with them to improve whatever needs to be improved.

Anticipating (and Avoiding) Problems

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

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

3.2.3 Continuous MODERATION

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

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

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

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

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

Note: Students should never be forced to appear in a recording against their will.

In connection with these moderation activities, the following points should be noted:

- Every activity involves teachers **getting together** to talk about students' work and how that work should be assessed.
- Some of the activities can be initiated very informally by teachers; others require action by the SET or (more officially) a Supervisor. However, it is **always** possible, whatever the local circumstances to do **something**.
- All discussions should be based on **evidence** and marking **criteria**.
- Initially, some teachers may feel a little uncomfortable with these 'sharing' procedures. However, hopefully, all teachers will eventually come to appreciate the increased feeling of security and confidence that they have when awarding marks.

A Practical Example: The procedure for conducting **Activity 4** from the **Continuous Moderation activities** table above.

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

1. The SET (as Facilitator) explains the purpose of the meeting and outlines the steps of the activity.
2. SET hands out the relevant Rating Scale(s). Brief discussion, with emphasis on key-words in the scale(s).
3. SET hands out prepared samples of students' Writing.
4. Individuals award marks using the relevant Rating Scale.
5. Whole-group reporting back: brief comparison of the marks awarded.
6. Pairs discuss each piece of Writing — *referring to the Rating Scale(s)* — and reach joint agreement on an appropriate mark
7. Whole-group reporting back: brief comparison of the marks awarded.
8. Whole-group (all four teachers): discussion of any piece of Writing where the pairs' marks differ. Then, final agreement on an appropriate mark.

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

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

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

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

3.2.4 REPORTING

Parents receive four reports regarding their son's or daughter's achievement in the learning outcomes for English for the year:

- In the middle of Semester 1, a '**descriptive**' report
- At the end of Semester 1, a '**full**' report
- In the middle of Semester 2, a '**descriptive**' report
- At the end of Semester 2, a '**full**' report for the whole year

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

By contrast, the full report does not include any comments. It simply gives information about the student's final percentage mark and letter-grade for English. In this case, it is the accuracy of the data provided which is important. Teachers should take care that any calculations that they have made are correct and that no mistakes have been made in copying data from one place to another.

APPENDIX ONE

Awarding Marks in Grades 5 & 6

Learning Outcomes, Rating Scales & Recording Sheets

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

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

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

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

GRADES FIVE & SIX: OUTCOMES & RATING SCALES for READING

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

GRADES FIVE & SIX: OUTCOMES & RATING SCALES for WRITING

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

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

OUTCOME # 7	RATING SCALE # 7	
<p>Can understand and use grammar and vocabulary.</p>	5	<ul style="list-style-type: none"> – Has a very good understanding of the meaning of different grammatical structures and vocabulary items. – Uses a range of structures with consistent accuracy. – Makes appropriate use of a wide range of vocabulary.
<p>In relation to any particular <i>grammatical structure</i>, this outcome focuses on students' ability to:</p> <ul style="list-style-type: none"> – recognize its various forms. – understand its meaning(s). – use it appropriately in context. <p>Covers <i>all grammatical structures taught at these and previous levels.</i></p> <p>*****</p> <p>In relation to any particular <i>vocabulary item (word or phrase)</i>, this outcome focuses on students' ability to:</p> <ul style="list-style-type: none"> – recognize its spoken and written forms. – understand its meaning(s). – use it appropriately in context. <p>Covers <i>all core vocabulary items taught at these and previous levels.</i></p>	4	<ul style="list-style-type: none"> – Has a good understanding of the meaning of different grammatical structures and vocabulary items. – Uses most structures with a good level of accuracy. – Makes appropriate use of a fairly wide range of vocabulary.
	3	<ul style="list-style-type: none"> – Has a reasonably good understanding of the meaning of different grammatical structures and vocabulary items. – Uses core structures with a reasonable level of accuracy. – Makes appropriate use of a moderate repertoire of vocabulary.
	2	<ul style="list-style-type: none"> – Has only a limited understanding of the meaning of different grammatical structures and vocabulary items. – Use of core structures is often inaccurate. – Makes appropriate use of a limited repertoire of vocabulary.
	1	<ul style="list-style-type: none"> – Has a very poor understanding of the meaning of different grammatical structures and vocabulary items. – Use of core structures is seriously distorted. – Makes appropriate use of only a very narrow repertoire of vocabulary.

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

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

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

APPENDIX TWO

Awarding Marks in Grades 7, 8 & 9

Learning Outcomes, Rating Scales & Recording Sheets

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

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

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

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

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

OUTCOME # 3	RATING SCALE # 3	
<p>Can understand different types of written text.</p> <p>Covers the ability to understand four general categories of text:</p> <p><u>Interactive:</u> (i) <i>Informal letters/ e-mails/ postcards/ invitations, etc.</i> (ii) <i>More formal letters</i> (iii) <i>dialogues (in written form)</i></p> <p><u>Informative:</u> <i>Descriptions ; sets of instructions; tables/ graphs/ charts ; factual texts; dictionary entries; encyclopedia entries, posters, leaflets/brochures</i></p> <p><u>Narrative:</u> <i>Stories (fictional); personal experiences; biographies; news reports.</i></p> <p><u>Evaluative:</u> <i>Magazine articles ; reviews; other texts whose mian purpose is to express (and justify) opinions</i></p> <p>This requires in particular the ability to:</p> <ul style="list-style-type: none"> - understand general meaning. - identify main points. - extract specific information. <p>It also involves the ability to use a range of strategies in dealing with texts:</p> <ul style="list-style-type: none"> – identifying text-type, purpose and intended audience – making predictions and comparisons – using world knowledge – using non-verbal information – identifying writers' opinions, attitudes, feelings or intentions – deducing the meaning of unknown words – recognising and understanding the meaning of cohesive devices 	5	<ul style="list-style-type: none"> – Has an excellent understanding of all texts. – Reading is quick and comfortable.
		4
		<ul style="list-style-type: none"> – Has a good understanding of most texts. – Reads at a reasonable speed.
	3	<ul style="list-style-type: none"> – Has a reasonably good understanding of most texts. – Reading is quite slow.
		2
		<ul style="list-style-type: none"> – Has a limited understanding of most texts. – Reading is slow.
	1	<ul style="list-style-type: none"> – Has a poor understanding of all texts. – Reading is very slow.

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

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

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

OUTCOME # 5	RATING SCALE # 5
<p>Can write and respond to letters and e-mails.</p>	<p>5</p> <ul style="list-style-type: none"> – Message to the intended reader(s) is <u>very clear</u>. – Writing clearly succeeds in achieving its intended purpose. – Writing are very well-organised, clear and coherent – A varied range of grammar and vocabulary, with a very good level of accuracy.
<p>These 'Interactive' texts may include:</p> <ul style="list-style-type: none"> – informal letters (to friends and relatives) – e-mails – postcards – notes/messages – invitations – letters of complaint, etc <p>and, where appropriate, replies to these texts.</p> <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts. <p><i>Students should be able to write letters and e-mails up to 75 words.</i></p>	<p>4</p> <ul style="list-style-type: none"> – Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – Writing is generally well-organised, and mostly clear and coherent – A fair range of grammar and vocabulary, with a good level of accuracy.
	<p>3</p> <ul style="list-style-type: none"> – Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Writing is not well-organised, but is still reasonably clear and coherent – A limited range of grammar and vocabulary, with a reasonable level of accuracy.
	<p>2</p> <ul style="list-style-type: none"> – Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Writing is poorly-organised, and often unclear. – A very limited range of grammar and vocabulary, and frequent errors.
	<p>1</p> <ul style="list-style-type: none"> – Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary, and frequent serious errors.

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

OUTCOME # 6	RATING SCALE: # 6	
<p>Can write texts with the purpose of providing information.</p> <p>These ‘Informative’ texts may include:</p> <ul style="list-style-type: none">– reports– articles– summaries– completed forms– sets of instructions– descriptions– notes/lists– graphs/ tables– adverts– posters– brochures/ leaflets, etc. <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none">– adapt writing appropriately for different purposes and readers.– organize ideas and information into a coherent text.– use discourse markers correctly.– combine sentences together using a range of cohesive devices.– use grammar and vocabulary appropriately and correctly.– use capital letters and punctuation marks.– write with clear, legible hand-writing.– evaluate, edit and improve their own draft texts. <p><i>Students should be able to write texts up to 75 words.</i></p>	<p>5</p>	<ul style="list-style-type: none">– Presents relevant information clearly and in an interesting way._ Very good use of details and examples.– Writing is very well-structured, clear and coherent.– A varied range of grammar and vocabulary with a very good level of accuracy.
	<p>4</p>	<ul style="list-style-type: none">– Presents relevant information with reasonable success._ Good use of details and examples.– Writing is generally well-structured, and mostly clear and coherent– A fair range of grammar and vocabulary with a good level of accuracy.
	<p>3</p>	<ul style="list-style-type: none">– Manages to present relevant information, but only in a somewhat limited way.-Minimal use of details and examples.–Writing is not well-structured, but is still reasonably clear and coherent.– A limited range of grammar and vocabulary with a reasonable level of accuracy.
	<p>2</p>	<ul style="list-style-type: none">– Attempts to present information, but the results are obviously inadequate._ poor use of details and examples.– Writing is poorly-structured, and often unclear– A very limited range of grammar and vocabulary with frequent errors.
	<p>1</p>	<ul style="list-style-type: none">– Presents very little relevant information indeed._ No use of details and examples.– Writing is incoherent and confusing.– Extremely limited range of grammar and vocabulary with frequent serious errors

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

OUTCOME # 7	RATING SCALE # 7	
Can write stories and narrate events in the past.	5	<ul style="list-style-type: none"> – 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
<p>These 'Narrative' texts may include:</p> <ul style="list-style-type: none"> - accounts of real life events/experiences, - fictional narratives - biographies, - historical texts - reports - diary entries, etc. <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts. <p><i>Students should be able to write texts with up to 75 words.</i></p>	4	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> – Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is not well-structured, but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
	2	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> -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.

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

OUTCOME # 8	RATING SCALE # 8	
<p>Can write texts which express and justify opinions.</p>	5	<p>_Expresses opinions on topics in a lively, convincing way.</p> <ul style="list-style-type: none"> – 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.
		<p>4</p> <ul style="list-style-type: none"> – 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
		<p>3</p> <ul style="list-style-type: none"> – 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
		<p>2</p> <p>_Express opinions on topics, but the results are clearly inadequate.</p> <ul style="list-style-type: none"> – 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.
		<p>1</p> <ul style="list-style-type: none"> – 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.

These **‘Evaluative’** texts may include:

- articles
- advice/ feedback
- complaints/ criticism
- commentary
- reviews
- recommendations
- 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 hand-writing.
- evaluate, edit and improve their own draft texts

Students should be able to write texts up to 75 words.

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

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

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

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

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

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

APPENDIX THREE

Awarding Marks in Grade 10

Learning Outcomes, Rating Scales & Recording Sheets

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

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

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

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

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

OUTCOME # 3	RATING SCALE # 3	
Can understand different types of written text.	5	<ul style="list-style-type: none"> – Has an excellent understanding of all texts. – Reading is quick and comfortable.
<p>Covers the ability to understand four general categories of text:</p> <p><u>Interactive</u>: (i) <i>Informal letters/ e-mails/ postcards/ invitations, etc.</i> (ii) <i>More formal letters</i> (iii) <i>dialogues (in written form)</i></p> <p><u>Informative</u>: <i>Descriptions ; sets of instructions; tables/ graphs/ charts ; factual texts; dictionary entries; encyclopedia entries, posters, leaflets/brochures</i></p> <p><u>Narrative</u>: <i>Stories (fictional); personal experiences; biographies; news reports.</i></p> <p><u>Evaluative</u>: <i>Magazine articles ; reviews; other texts whose main purpose is to express (and justify) opinions</i></p> <p>This requires in particular the ability to:</p> <ul style="list-style-type: none"> - understand general meaning. - identify main points. - extract specific information. <p>It also involves the ability to use a range of strategies in dealing with texts:</p> <ul style="list-style-type: none"> – identifying text-type, purpose and intended audience – making predictions and comparisons – using world knowledge – using non-verbal information – identifying writers’ opinions, attitudes, feelings or intentions – deducing the meaning of unknown words – recognising and understanding the meaning of cohesive devices 	4	<ul style="list-style-type: none"> – Has a good understanding of most texts. – Reads at a reasonable speed.
	3	<ul style="list-style-type: none"> – Has a reasonably good understanding of most texts. – Reading is quite slow.
	2	<ul style="list-style-type: none"> – Has a limited understanding of most texts. – Reading is slow.
	1	<ul style="list-style-type: none"> – Has a poor understanding of all texts. – Reading is very slow.

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

OUTCOME # 4	RATING SCALE # 4
<p>Can write and respond to letters and e-mails.</p>	<p>5</p> <ul style="list-style-type: none"> – Message to the intended reader(s) is <u>very clear</u>. – Writing clearly succeeds in achieving its intended purpose. – Writing are very well-organised, clear and coherent – A varied range of grammar and vocabulary, with a very good level of accuracy.
<p>These 'Interactive' texts may include:</p> <ul style="list-style-type: none"> – informal / formal letters & e-mails (e.g. request, invitations, complaints, advice, feedback etc.) – notes/messages – application letters, application forms etc. <p>and, where appropriate, replies to these texts.</p> <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts. <p><i>Students should be able to write letters and e-mails up to 100 words.</i></p>	<p>4</p> <ul style="list-style-type: none"> – Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – Writing is generally well-organised, and mostly clear and coherent – A fair range of grammar and vocabulary, with a good level of accuracy.
	<p>3</p> <ul style="list-style-type: none"> – Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Writing is not well-organised, but is still reasonably clear and coherent – A limited range of grammar and vocabulary, with a reasonable level of accuracy.
	<p>2</p> <ul style="list-style-type: none"> – Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Writing is poorly-organised, and often unclear. – A very limited range of grammar and vocabulary, and frequent errors.
	<p>1</p> <ul style="list-style-type: none"> – Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary, and frequent serious errors.

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

OUTCOME # 5	RATING SCALE: # 5	
<p>Can write texts with the purpose of providing information.</p> <p>These 'Informative' texts may include:</p> <ul style="list-style-type: none">– reports– articles– summaries– completed forms– sets of instructions– descriptions– notes/lists– graphs/ tables/charts/pie charts– adverts– posters– brochures/ leaflets, etc. <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none">– adapt writing appropriately for different purposes and readers.– organize ideas and information into a coherent text.– use discourse markers correctly.– combine sentences together using a range of cohesive devices.– use grammar and vocabulary appropriately and correctly.– use capital letters and punctuation marks.– write with clear, legible hand-writing.– evaluate, edit and improve their own draft texts. <p><i>Students should be able to write texts up to 100 words.</i></p>	5	<ul style="list-style-type: none">– Presents relevant information clearly and in an interesting way._ Very good use of details and examples.– Writing is very well-structured, clear and coherent.– A varied range of grammar and vocabulary with a very good level of accuracy.
	4	<ul style="list-style-type: none">– Presents relevant information with reasonable success._ Good use of details and examples.– Writing is generally well-structured, and mostly clear and coherent– A fair range of grammar and vocabulary with a good level of accuracy.
	3	<ul style="list-style-type: none">– Manages to present relevant information, but only in a somewhat limited way.-Minimal use of details and examples.–Writing is not well-structured, but is still reasonably clear and coherent.– A limited range of grammar and vocabulary with a reasonable level of accuracy.
	2	<ul style="list-style-type: none">– Attempts to present information, but the results are obviously inadequate._ poor use of details and examples.– Writing is poorly-structured, and often unclear– A very limited range of grammar and vocabulary with frequent errors.
	1	<ul style="list-style-type: none">– Presents very little relevant information indeed._ No use of details and examples.– Writing is incoherent and confusing.– Extremely limited range of grammar and vocabulary with frequent serious errors

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

OUTCOME # 6	RATING SCALE # 6	
<p>Can write stories and narrate events in the past.</p>	5	<ul style="list-style-type: none"> – 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
		<p>These 'Narrative' texts may include:</p> <ul style="list-style-type: none"> - accounts of real life events/experiences, - fictional narratives - biographies, - historical texts - reports - diary entries, etc.
		<p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts.
<p>These 'Narrative' texts may include:</p> <ul style="list-style-type: none"> - accounts of real life events/experiences, - fictional narratives - biographies, - historical texts - reports - diary entries, etc. <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts. <p><i>Students should be able to write texts with up to 100 words.</i></p>	4	<ul style="list-style-type: none"> -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.
		<p>3</p> <ul style="list-style-type: none"> – Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is not well-structured, but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
	2	<ul style="list-style-type: none"> – 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.
		<p>1</p> <ul style="list-style-type: none"> -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.

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

OUTCOME # 7	RATING SCALE # 7	
<p>Can write texts which express and justify opinions.</p> <p>These ‘Evaluative’ texts may include:</p> <ul style="list-style-type: none"> – articles – advice/ feedback – complaints/ criticism – commentary – recommendations – reviews – for -against – other kinds of texts whose main purpose is to express (and justify) an opinion <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts <p><i>Students should be able to write texts up to 100 words.</i></p>	5	<p>_Expresses opinions on topics in a lively, convincing way.</p> <ul style="list-style-type: none"> – Supports all points effectively with relevant evidence and detail. – Writing are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
		<p>– Expresses opinions on topics in a reasonably convincing way.</p> <ul style="list-style-type: none"> – Supports most points with relevant evidence and detail. – Writing are generally organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy
	3	<p>– Expresses opinions on topics, in a somewhat limited way.</p> <ul style="list-style-type: none"> – Writing is inconsistent in supporting points with relevant details. – Writing are poorly- organised, but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
		<p>_Expresses opinions on topics, but the results are clearly inadequate.</p> <ul style="list-style-type: none"> – Writing is generally weak in supporting points with relevant evidence. – Writing lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
		<p>– Makes only very feeble attempts to express opinions on topics.</p> <ul style="list-style-type: none"> – Fails to support points with any relevant evidence. – Writing are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.

GRADE TEN: OUTCOMES & RATING SCALE for GRAMMAR/VOCABULARY

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

**GRADE TEN — OUTCOME which is awarded MARKS
on the basis of SEMESTER TESTS ONLY**

LISTENING
OUTCOME # 9
Can understand different types of spoken texts.
<p>In addition to understanding what is said to them directly in the classroom and elsewhere, students should be able to understand a range of text-types of differing lengths:</p> <p><u>Interactive:</u> <i>Short exchanges, dialogues, interviews</i></p> <p><u>Informative:</u> <i>Descriptions; factual texts; presentations; talks</i></p> <p><u>Narrative:</u> <i>Stories (fictional); personal experiences; biographies; historical texts; radio broadcasts</i></p> <p><u>Evaluative:</u> <i>Talks; discussions; debates</i></p> <p>When dealing with these texts, students should be able to:</p> <ul style="list-style-type: none"> – understand general meaning. – identify main points. – extract specific information. <p>In doing this, they should be able to:</p> <ul style="list-style-type: none"> – identify text-type, purpose and intended audience of the text-types listed above. – make inferences about matters not directly stated in the text. – identify speakers’ opinions, attitudes, feelings and intentions. – recognise and understand the meaning of discourse markers. – recognise and understand the meaning of cohesive devices.

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

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

APPENDIX FOUR

SPECIFICATIONS for SEMESTER TESTS

SPECIFICATIONS for SEMESTER TESTS

GRADE FIVE

SUMMARY

SEMESTER ONE

1½ hours

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

40 marks

SEMESTER TWO

1½ hours

LISTENING	GRM/ VCB	READING	WRITING
True/ False (< Short Texts)	Labelling (< Pictures) (VCB)	Matching (Short Texts w/ Pictures)	Punctuation (Insertion)
Multiple Choice (< Narrative Text)	Gap-fill (No words provided) (Sentences) (GRM)	Wh-Questions (Short Answers) (< Interactive Text)	Word Cues (> Sentences)
#####	Informative / Narrative Text) (INTEGRATED) GRM/VCB	#####	Picture Cue (> Description)

40 marks

DETAILED SPECIFICATIONS (Grade 5)**SEMESTER ONE** [90 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : 5 short, numbered texts with 1 speaker and a common theme or context. Length of each text: 15-20 words.	<u>On test paper</u> : 6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match the texts with the appropriate pictures.	1 mark for each item. <u>Total</u> : 5 marks
LST (2)	<u>Sts hear (twice)</u> : 1 informative text (with 1 speaker). Length: 100-125 words	<u>On test paper</u> : A table/ grid (or other visual) featuring words or simple pictures, along with 5 blank spaces for completion or labelling.	Fill the blank spaces as instructed, with ticks, crosses, numbers, smiley-faces, etc,	1 mark for each item. <u>Total</u> : 5 marks
VCB	5 simple pictures, each showing one vocabulary item.	A list of 8 vocabulary-items (5 correct, 3 distractors).	Match each picture with the correct word.	0.5 marks for each item. <u>Total</u> : 2.5 marks
GRM	5 separate sentences, each with a gap where 1 grammatical word has been removed.	(No other materials)	Complete each sentence, filling the gap with ONE correct word.	0.5 marks for each item. <u>Total</u> : 2.5 marks
GRM/ VCB	1 text, containing 10 missing words. Length: 50-60 words.	For each gap, a multiple choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. <u>Total</u> : 5 marks
RDG (1)	5 separate pictures.	For each picture, 3 statements. (1 correct; 2 distractors)	Indicate which of the 3 statements is correct.	1 mark for each item. <u>Total</u> : 5 marks
RDG (2)	1 narrative text.. Length: 100-125 words	5 statements relating to the text.	Indicate whether each statement is True or False.	1 mark for each item. <u>Total</u> : 5 marks
WRT (1)	2 sentences with all punctuation marks and capital letters removed.	(No other materials)	Write the 2 sentences, inserting punctuation marks and capital letters as appropriate.	Award an overall score based on a four-level Rating Scale. <u>Total</u> : 2 marks
WRT (2)	3 pictures showing simple actions/ situations.	For each picture, the initial 1 or 2 words of a relevant sentence.	Complete each sentence appropriately.	Award an overall score based on a six-level Rating Scale. <u>Total</u> : 3 marks
WRT (3)	A set of instructions for the writing of an e-mail.	(Possibly: input material. of some kind, e.g. a short text requiring a response)	Write a text of at least 40 words.	Award a score based on a five-level Rating Scale. <u>Total</u> : 5 marks

SEMESTER TWO [90 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<i>Sts hear (twice)</i> : 5 short texts, each with 1 speaker. Length of each text: 15-20 words.	<u>On test paper</u> : For each text, 1 statement.	Indicate whether each statement is TRUE or FALSE.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	<i>Sts hear (twice)</i> : 1 narrative text with 1 speaker. Length: 100-125 words.	<u>On test paper</u> : 5 multiple choice items, each with 3 options.	Indicate which of the 3 options is correct.	1 mark for each item. <u>Total: 5 marks</u>
VCB	5 pictures, each showing a vocabulary-item.	A space for each letter in the vocabulary-item.	Write the relevant word, using the spaces provided.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GRM	5 separate sentences, each with a gap where a grammatical word or phrase has been removed.	(No other materials)	Complete each sentence, filling the gap with ONE correct word.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GRM/ VCB	1 text, containing 10 missing words. Length: 50-60 words.	For each gap, a multiple choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. <u>Total: 5 marks</u>
RDG (1)	5 short, numbered texts with a common theme or context. Length of each text: 15-20 words.	6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match each text with the appropriate picture.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 interactive text (e-mail). Length: 100-125 words.	5 <i>Wh</i> -Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total: 5 marks</u>
WRT (1)	2 sentences with all punctuation marks and capital letters removed.	(No other materials)	Write the 2 sentences, inserting punctuation marks and capital letters as appropriate.	Award an overall score based on a four-level Rating Scale. <u>Total: 2 marks</u>
WRT (2)	3 pairs of (content) words.	(Appropriate instructions)	In each case, write a meaningful sentence including both words.	Award an overall score based on a six-level Rating Scale. <u>Total: 3 marks</u>
WRT (3)	1 picture showing a scene or situation.	A list of 4 relevant vocabulary items.	Describe what is happening in the picture, writing at least 40 words.	Award a score based on a five-level Rating Scale <u>Total: 5 marks</u>

[Exam Specifications: Grade 5, Sem. Two]

SPECIFICATIONS for SEMESTER TESTS

GRADE SIX

SUMMARY

SEMESTER ONE

1½ hours

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

40 marks

SEMESTER TWO

1½ hours

LISTENING	GRM/ VCB	READING	WRITING
True/ False (< Short Texts)	Labelling (< Pictures) (VCB)	Matching (Short Texts w/ Pictures)	Picture Cue (> Description)
Multiple Choice (< Narrative Text)	Gap-fill (No words provided) (Sentences) (GRM)	Wh-Questions (Short Answers) (< Interactive Text)	Information Points (> Biography)
#####	Informative / Narrative Text) (INTEGRATED)	#####	#####

40 marks

DETAILED SPECIFICATIONS (Grade 6)**SEMESTER ONE** [90 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : 5 short, numbered texts with 1 speaker and a common theme or context. Length of each text: 15-25 words.	<u>On test paper</u> : 6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match the texts with the appropriate pictures.	1 mark for each item. <u>Total</u> : 5 marks
LST (2)	<u>Sts hear (twice)</u> : 1 informative text (with 1 speaker). Length: 125-150 words	<u>On test paper</u> : A table/ grid (or other visual) featuring words or simple pictures, along with 5 blank spaces for completion or labelling.	Fill the blank spaces as instructed, with ticks, crosses, numbers, smiley-faces, etc.,	1 mark for each item. <u>Total</u> : 5 marks
VCB	5 simple pictures, each showing one vocabulary item.	A list of 8 vocabulary-items (5 correct, 3 distractors).	Match each picture with the correct word.	0.5 marks for each item. <u>Total</u> : 2.5 marks
GRM	5 separate sentences, each with a gap where 1 grammatical word has been removed.	(No other materials)	Complete each sentence, filling the gap with ONE correct word.	0.5 marks for each item. <u>Total</u> : 2.5 marks
GRM/ VCB	1 text, containing 10 missing words. Length: 60-70 words.	For each gap, a multiple-choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. <u>Total</u> : 5 marks
RDG (1)	5 separate pictures.	For each picture, 3 statements. (1 correct; 2 distractors)	Indicate which of the 3 statements is correct.	1 mark for each item. <u>Total</u> : 5 marks
RDG (2)	1 narrative text. Length: 125-150 words	10 statements relating to the text.	Indicate whether each statement is TRUE or FALSE.	0.5 marks for each item. <u>Total</u> : 5 marks
WRT (1)	2 sentences with all punctuation marks and capital letters removed.	(No other materials)	Write the 2 sentences, inserting punctuation marks and capital letters as appropriate.	Award an overall score based on a four-level Rating Scale. <u>Total</u> : 2 marks
WRT (2)	3 pictures showing simple actions/ situations.	For each picture, the initial 1 or 2 words of a relevant sentence.	Complete each sentence appropriately.	Award an overall score based on a six-level Rating Scale. <u>Total</u> : 3 marks
WRT (3)	A set of instructions for the writing of an e-mail.	(Possibly: input material. of some kind, e.g. a short text requiring a response)	Write a text of at least 40 words.	Award an overall score based on a five-level Rating Scale. <u>Total</u> : 5 marks

SEMESTER TWO [90 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<i>Sts hear (twice)</i> : 5 short texts, each with 1 speaker. Length of each text: 15-25 words.	<u>On test paper</u> : For each text, 1 statement.	Indicate either TRUE or FALSE next to each statement.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	<i>Sts hear (twice)</i> : 1 narrative text with 1 speaker. Length: 125-150 words.	<u>On test paper</u> : 5 multiple choice items, each with 3 options.	Indicate which of the 3 options is correct.	1 mark for each item. <u>Total: 5 marks</u>
VCB	5 pictures, each showing a vocabulary-item.	A space for each letter in the vocabulary-item.	Write the relevant word, using the spaces provided.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GRM	5 separate sentences, each with a gap where a grammatical word or phrase has been removed.	(No other materials)	Complete each sentence, filling the gap with ONE correct word.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GRM/ VCB	1 text, containing 10 missing words. Length: 60-70words.	For each gap, a multiple-choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. <u>Total: 5 marks</u>
RDG (1)	5 short, numbered texts with a common theme or context. Length of each text: 15-25 words.	6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match each text with the appropriate picture.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 interactive text. Length: 125-150 words.	5 <i>Wh</i> -Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total: 5 marks</u>
WRT (1)	1 picture showing a scene or situation.	A list of 4 relevant vocabulary items.	Describe what is happening in the picture, using at least 40 words.	Award a score based on a five-level Rating Scale <u>Total: 5 marks</u>
WRT (2)	A set of 6 information-points about events in the life of a (dead) person.	(No other materials)	Write a biography including all the information points given.	Award a score based on a five-level Rating Scale <u>Total: 5 marks</u>

[Exam Specifications: Grade 6, Sem. Two]

SPECIFICATIONS for SEMESTER TESTS GRADES SEVEN & EIGHT

SUMMARY

SEMESTER ONE

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

SEMESTER TWO

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

DETAILED SPECIFICATIONS (Grades 7 & 8)

SEMESTER ONE [120 minutes / 40 marks]

	MATERIALS		WITH:	STUDENT TASK	MARKING
LST (1)	Sts hear (twice): 5 short, numbered texts with 1 speaker and a common theme or context. Length of each text: 15-25 words.		On test paper: 6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match the texts with the appropriate pictures.	1 mark for each item. Total: 5 marks
LST (2)	Sts hear (twice): 1 informative text with 1 speaker. Length: 150-200 words.		On test paper: 5 multiple choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. Total: 5 marks
VCB	1 text with 5 gaps where a vocabulary item (word or phrase) has been removed. Length: 60-70 words.		.A list of 8 vocabulary items. (5 correct & 3 distractors)	Complete the text, filling the 5 gaps with words from the list	0.5 marks for each item. Total: 2.5 marks
GRM	5 separate sentences, each with a gap where 1 grammatical word has been removed.		(No other materials)	Complete each sentence, filling the gap with ONE correct word.	0.5 marks for each item. Total: 2.5 marks
GRM/ VCB	1 text, containing 10 missing words. Length: 70-80 words.		For each gap, a multiple-choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. Total: 5 marks
RDG (1)	4 short, numbered excerpts from four different texts.	6 short texts, 4 of which follow on from the excerpts in the first column (plus 2 distractors).		Match the excerpts in the first column with the texts in the second column.	1 mark for each item. Total: 4 marks
	(Note: Total length of each combined pair of texts: 20-25 words.)				
RDG (2)	1 interactive text. Length: 150-200 words.		6 Wh-Questions.	Write a SHORT answer to each question.	1 mark for each item. Total: 6 marks
WRT (1)	A topic, title or question requiring students to express and justify an opinion.		(Appropriate instructions)	Write an evaluative text of at least 60 words.	Award an overall score based on a five-level Rating Scale. Total: 5 marks
WRT (2)	EITHER: A set of 6 pictures showing a story.		A list of 8 useful vocabulary items.	Write a text of at least 60 words.	Award an overall score based on a five-level Rating Scale. Total: 5 marks
	OR: A set of instructions for the writing of a narrative text.		(Other input material as necessary)		

SEMESTER TWO [120 minutes / 40 marks]

	MATERIALS		WITH:	STUDENT TASK	MARKING
LST (1)	Sts hear (twice): 5 short, numbered texts, each with 1 speaker. Length of each text: 15-25 words.		On test paper: 1 Wh-Q and a set of 6 responses (words or phrases), 5 of which are related to the texts, plus 1 distractor.	Match the texts with the appropriate words/ phrases.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	Sts hear (twice): 1 narrative text (with 1 speaker). Length: 150-200 words.		On test paper: 5 Wh-Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total: 5 marks</u>
VCB	5 word-definitions (incl. part-of-speech).	For each definition, 1 example (sentence) in which the word is included as follows: the initial (1, 2 or 3) letters followed by a space for each remaining letter.		Complete each word by adding the missing letters.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GRM	1 text with 5 gaps where 1 grammatical word has been removed. Length: 60-70 words.		A list of 10 grammatical words (5 correct, 5 distractors).	Complete the text, filling the 5 gaps with words from the list.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GRM/ VCB	1 text, containing 10 missing words. Length: 70-80 words.		For each gap, a multiple- choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. <u>Total: 5 marks</u>
RDG (1)	4 short, numbered texts with a common theme or context. Length of each text: 20-25 words.		6 pictures showing people, animals, objects, places, activities, situations, etc. (4 correct, 2 distractors).	Match the texts with the appropriate pictures.	1 mark for each item. <u>Total: 4 marks</u>
RDG (2)	1 evaluative text. Length: 150-200 words.		6 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 6 marks</u>
WRT (1)	A set of 7 information points which belong in a single context, e.g. <i>a description of a person, place, animal, object, etc.</i>		(No other materials)	Write a paragraph including all the information provided.	Award an overall score based on a four-level Rating Scale. <u>Total: 4 marks</u>
WRT (2)	A set of instructions for the writing of a letter/ e-mail.		(Possibly: input material. of some kind, e.g. a short text requiring a response)	Write a text of at least 60 words.	Award an overall score based on a six-level Rating Scale. <u>Total: 6 marks</u>

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

SPECIFICATIONS for SEMESTER TESTS

GRADE NINE

SUMMARY

SEMESTER ONE

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

SEMESTER TWO

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

DETAILED SPECIFICATIONS (Grade 9)

SEMESTER ONE [120 minutes / 40 marks]

	MATERIALS		WITH:	STUDENT TASK	MARKING
LST (1)	Sts hear (twice): 5 short, numbered texts with 1 speaker and a common theme or context. Length of each text: 20-25 words.		On test paper: 6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match the texts with the appropriate pictures.	1 mark for each item. Total: 5 marks
LST (2)	Sts hear (twice): 1 informative text with 1 speaker. Length: 200-250 words.		On test paper: 5 multiple choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. Total: 5 marks
VCB	1 text with 5 gaps where a vocabulary item (word or phrase) has been removed. Length: 50-60 words.		For each gap, a multiple-choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. Total: 2.5 marks
GRM	5 separate sentences, each with a gap where 1 grammatical word has been removed.		(No other materials)	Complete each sentence, filling the gap with ONE correct word.	0.5 marks for each item. Total: 2.5 marks
GRM/ VCB	1 text, containing 10 missing words. Length: 70-80 words.		For each gap, a multiple-choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. Total: 5 marks
RDG (1)	4 short, numbered excerpts from four different texts.	6 short texts, 4 of which follow on from the excerpts in the first column (plus 2 distractors).		Match the excerpts in the first column with the texts in the second column.	1 mark for each item. Total: 4 marks
	(Note: Total length of each combined pair of texts: 25-30 words.)				
RDG (2)	1 interactive text. Length: 200-250 words.		6 Wh-Questions.	Write a SHORT answer to each question.	1 mark for each item. Total: 6 marks
WRT (1)	A topic, title or question requiring students to express and justify an opinion.		(Appropriate instructions)	Write an evaluative text of at least 75 words.	Award an overall score based on a five-level Rating Scale. Total: 5 marks
WRT (2)	EITHER: A set of 6 pictures showing a story.		A list of 8 useful vocabulary items.	Write a text of at least 75 words.	Award an overall score based on a five-level Rating Scale. Total: 5 marks
	OR: A set of instructions for the writing of a narrative text.		(Other input material as necessary)		

SEMESTER TWO [120 minutes / 40 marks]

	MATERIALS		WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : 5 short, numbered texts, each with 1 speaker. Length of each text: 20-25 words.		<u>On test paper</u> : 1 Wh-Q and a set of 6 responses (words or phrases), 5 of which are related to the texts, plus 1 distractor.	Match the texts with the appropriate words/ phrases.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	<u>Sts hear (twice)</u> : 1 narrative text (with 1 speaker). Length: 200-250 words.		<u>On test paper</u> : 5 <i>Wh</i> -Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total: 5 marks</u>
VCB	5 word-definitions (incl. part-of-speech).	For each definition, 1 example (sentence) in which the word is included as follows: the initial (1, 2 or 3) letters followed by a space for each remaining letter.		Complete each word by adding the missing letters.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GRM	1 text with 5 gaps where 1 grammatical word has been removed. Length: 50-60 words.		A list of 10 grammatical words (5 correct, 5 distractors).	Complete the text, filling the 5 gaps with words from the list.	0.5 marks for each item. <u>Total: 2.5 marks</u>
GRM/ VCB	1 text, containing 10 missing words. Length: 70-80 words.		For each gap, a multiple -choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. <u>Total: 5 marks</u>
RDG (1)	4 short, numbered texts with a common theme or context. Length of each text: 20-25 words.		6 pictures showing people, animals, objects, places, activities, situations, etc. (4 correct, 2 distractors).	Match the texts with the appropriate pictures.	1 mark for each item. <u>Total: 4 marks</u>
RDG (2)	1 evaluative text. Length: 200-250 words.		6 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 6 marks</u>
WRT (1)	A set of 7 information points which belong in a single context, e.g. <i>a description of a person, place, animal, object, etc.</i>		(No other materials)	Write a paragraph including all the information provided.	Award an overall score based on a four-level Rating Scale. <u>Total: 4 marks</u>
WRT (2)	A set of instructions for the writing of a letter/ e-mail.		(Possibly: input material. of some kind, e.g. a short text requiring a response)	Write a text of at least 75 words.	Award an overall score based on a six-level Rating Scale. <u>Total: 6 marks</u>

[Exam Specifications: Grade 9, Sem. Two]

SPECIFICATIONS for SEMESTER TESTS GRADE TEN

SUMMARY

SEMESTER ONE

2½ hours	LISTENING	VOCABULARY	GRAMMAR	READING	WRITING	60 marks
	Multiple Choice (< interview)	Multiple Choice (Text)	Gap-fill (Words provided) (Dialogue)	Multiple Choice And Gap-fill (< Evaluative Text)	Informative Text (summary of chart)	
	<i>Wh</i> -Qs And True/False (Narrative Text)	#####	Multiple Choice (Sentences)	<i>Wh</i> -Qs (Short Answers) <u>AND</u> True/False (< Narrative Text)	Task Instructions (Letter/e-mail)	

SEMESTER TWO

2½ hours	LISTENING	VOCABULARY	GRAMMAR	READING	WRITING	60 marks
	Multiple Choice (< Dialogue)	Multiple Choice (Text)	Gap-fill (Words provided) (Dialogue)	Multiple Choice And Gap-fill (< Interactive (Text)	Topic/ Title/ Question (Opinion Text)	
	<i>Wh</i> -Qs And True/False (Informative Text)	#####	Multiple Choice (Sentences)	<i>Wh</i> -Qs (Short Answers) <u>AND</u> True/False (< Informative Text)	Task Instructions (Narrative Text)	

DETAILED SPECIFICATIONS (Grade 10)

SEMESTER ONE [150 minutes / 60 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : 1 interactive (interview) text with 2 speakers. Length: 250-300 words.	<u>On test paper</u> : 7 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total</u> : 7 marks
LST (2)	<u>Sts hear (twice)</u> : 1 narrative text with 1 speaker. Length: 250-300 words.	<u>On test paper</u> : <u>Task 1</u> : 4 Wh-Questions. <u>Task 2</u> : 4 True/ False items	<u>Task 1</u> : Write a SHORT answer to each question. <u>Task 2</u> : Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total</u> : 8 marks
VCB	A text with 5 gaps where a vocabulary item (word or phrase) has been removed. Length: 80-90 words.	For each gap, a multiple-choice item with 4 options.	Indicate which of the four options is correct.	1 mark for each item. <u>Total</u> : 5 marks
GRM (1)	1 dialogue with 5 gaps where 1 structure-word has been removed. Length: 80-90 words.	A list of 10 structure words (5 correct, 5 distractors).	Complete the text, filling the 5 gaps with words from the list.	0.5 marks for each item. <u>Total</u> : 2.5 marks
GRM (2)	5 separate sentences, each with a gap where 1 grammatical word has been removed.	For each gap, a multiple-choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. <u>Total</u> : 2.5 marks
RDG (1)	1 evaluative text. Length: 400-450 words.	<u>On test paper</u> : <u>Task 1</u> : 6 multiple-choice items, each with 3 options. <u>Task2</u> : 4 gap-fill items (table or sentences)	<u>Task1</u> : Indicate which of the three options is correct. <u>Task2</u> : complete each gap (no more than 2 words)	1 mark for each item. <u>Total</u> : 10 marks
RDG (2)	1 narrative text. Length: 350-400 words.	<u>On test paper</u> : <u>Task 1</u> : 6 Wh-Questions. <u>Task 2</u> : 4 True/False items	<u>Task 1</u> : Write a SHORT answer to each question. <u>Task 2</u> : indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total</u> : 10 marks

WRT (1)	A graph/ figure/chart requiring students to write a summary of data	<i>Possibly: input material. of some kind,</i>	Write a text of at least 80 words.	Award a score based on a five-level Rating Scale. Total: 5 marks
WRT (2)	A set of instructions for the writing of a letter/ e-mail.	<i>(Possibly: input material. of some kind, e.g. a short text requiring a response)</i>	Write a text of at least 100 words.	Award a score based on a five-level Rating Scale. Total: 10 marks

[Exam Specifications: Grade 10, Sem. One]

SEMESTER TWO [150 minutes / 60 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : 1 interactive text with 2 speakers . Length: 250-300 words.	<u>On test paper</u> : 7 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. Total: 7 marks
LST (2)	<u>Sts hear (twice)</u> : 1 informative text with 1 speaker. Length: 250-300 words.	<u>On test paper</u> : <u>Task 1</u> : 4 Wh-Questions. <u>Task 2</u> : 4 True/ False items	<u>Task 1</u> : Write a SHORT answer to each question. <u>Task 2</u> : Indicate whether the statement is TRUE or FALSE.	1 mark for each item. Total: 8 marks
VCB	A text with 5 gaps where a vocabulary item (word or phrase) has been removed. Length: 80-90 words.	For each gap, a multiple-choice item with 4 options.	Indicate which of the four options is correct.	1 mark for each item. Total: 5 marks
GRM (1)	1 dialogue with 5 gaps where a grammatical word has been removed. Length: 80-90 words	A list of 8 vocabulary-items (5 correct, 3 distractors).	Complete the text, filling the 5 gaps with words from the list.	0.5 marks for each item. Total: 2.5 marks
GRM (2)	5 separate sentences, each with a gap where a (grammatical) word or phrase has been removed.	For each gap, a multiple-choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. Total: 2.5 marks
RDG (1)	1 interactive text. Length: 350-400 words.	<u>On test paper</u> : <u>Task 1</u> : 6 multiple-choice items, each with 3 options. <u>Task2</u> : 4 gap-fill items (table)	<u>Task1</u> : Indicate which of the three options is correct. <u>Task2</u> : complete each gap (no more than 2 words).	1 mark for each item. Total: 10 marks

RDG (2)	1 informative text. Length: 400-450 words.	<u>On test paper:</u> <u>Task 1:</u> 6 Wh-Questions. <u>Task 2:</u> 4 True/False items	<u>Task 1:</u> Write a SHORT answer to each question. <u>Task 2:</u> indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total:</u> 10 marks
WRT (1)	A topic, title or question which requires the student to express and justify an opinion	<i>(No other materials)</i>	Write an evaluative text of at least 80 words.	Award a score based on a five-level Rating Scale. <u>Total:</u> 5 marks
WRT (2)	A set of instructions for the writing of a narrative text.	<i>(Other input material as necessary)</i>	Write a text of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total:</u> 10 marks

[Exam Specifications: Grade 10, Sem. Two]

APPENDIX FIVE

GENERIC TASKS for INDEPENDENT READING

CLASSIFICATION of GENERIC TASKS

BRONZE-LEVEL TASKS:

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

SILVER-LEVEL TASKS:

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

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

GOLD-LEVEL TASKS:

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

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

PLATINUM-LEVEL TASKS:

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

TASK-OPTIONS AVAILABLE (according to TEXT-TYPE)

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

STUDENT'S RECORD of INDEPENDENT READING

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

[illegible]

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