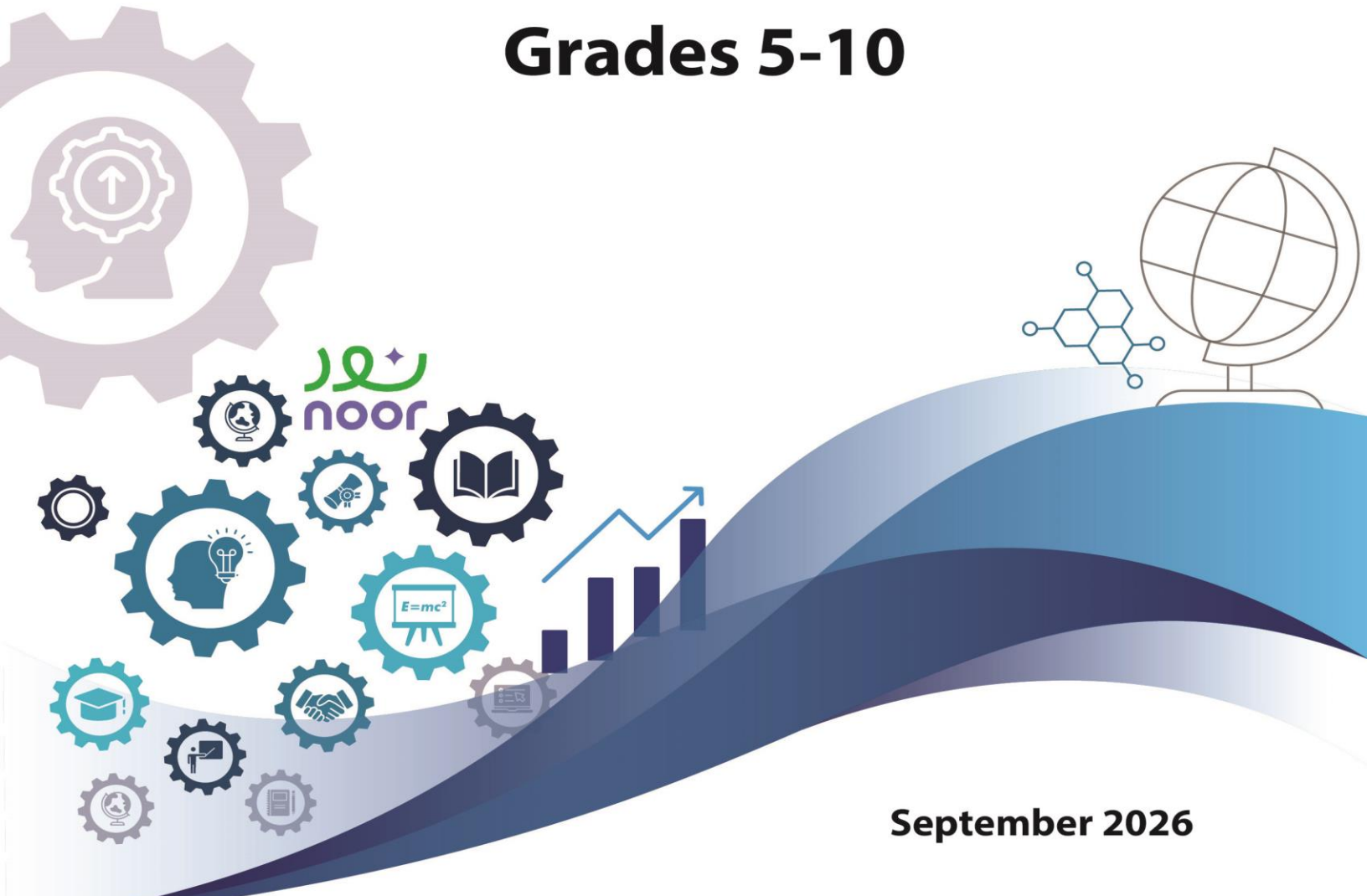




Student Assessment Handbook

ENGLISH LANGUAGE

Grades 5-10



September 2026

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BACKGROUND

This '**Student Assessment Handbook**' (SAH), **FOR GRADES 5-10** is aligned to the Common European Framework of Reference for Languages (CEFR) Levels, The Global Scale of English (GSE) outcomes, Cambridge English Qualifications Tests, English benchmark tests and International Certificate Young Learners (PTE YL).

The table below indicates the correlation between the Student Assessment Handbook' (SAH) Grades 5 to 8 outcomes, Team Together Oman course materials and various international accredited frameworks and tests.

	CEFR	GSE	PTE YL	English benchmark	Cambridge English Qualifications
Grade 5	A2 /A2+	30-41	Quickmarch/ Breakthrough	Level 3/4	A1 Movers and A2 Flyers
Grade 6	A2/B1	33-42	Breakthrough	Level 5	A2 Flyers and A2 key for Schools
Grade 7	A2+/B1	34-44	Breakthrough	Level 5	A2 Flyers/A2 Key for Schools and B1 Preliminary for Schools
Grade 8	A2+/B1	41-50	Breakthrough	Level 5	B1 Preliminary for Schools
Grade 9	B1/B1+	43-55	Breakthrough	Level 5	B1 Preliminary for Schools

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

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

INTRODUCTION

A. FUTURE SKILLS ASSESSMENT

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

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

The framework categorizes these skills into three main areas:

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

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

B. E-ASSESSMENT

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

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

C. CONTINUOUS ASSESSMENT PRINCIPLES

The aim of assessment is to provide **useful information about students' learning**.

- Assessment therefore focuses on the **learning outcomes** which students are expected to achieve.
- Assessment of students' achievement of these learning outcomes is based on the conscious, systematic **gathering of information** through the application of different assessment tools.
- Teachers are expected to apply as many **different tools** as possible in order to arrive at a well-balanced picture of students' achievement.

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

- **Formative**: to improve students' learning. Typically, this involves adapting lessons, giving feedback to students, encouraging self-assessment, etc.
- **Summative**: to measure (and report on) students' learning. Typically, this involves awarding marks and grades. This information is then passed on, as appropriate, to the Ministry, parents and other stakeholders.

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

D. LEARNING OUTCOMES

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

- When assessing learning outcomes, three important considerations are:
 - (i) To focus on **what the student learns**, not *what the teacher does*.
 - (ii) To assess whether students can **transfer** learning. This is '*an important quality of learning, i.e., a crucial indicator of whether a student understands (and can do) something is whether he or she is able to apply it in different circumstances*'.
 - (iii) To view language learning as a **cumulative** process: to be useful, recently learnt skills must be combined and integrated with previously learnt skills.

- In Grades 5 to 10, the learning outcomes for English are grouped into **five elements**: Listening Speaking Reading Writing Grammar & Vocabulary

In **Grades 5 & 6**, a total of **seven** 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.
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 **nine** key learning outcomes:

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.
WRT	Can write and respond to letters and emails. (<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.

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

Elements	Grades 5 to 9				Grade 10		
	CA			Total	CA		Total
	Other tools	STs	SMTs		Other tools	SMTs	
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: 'CA' = Continuous Assessment, 'STs' = short Tests, (SMTs) End-of-Semester Tests*)

1. CONTINUOUS ASSESSMENT TOOLS

This section outlines the main tools used for conducting continuous assessment both formative and summative.

SKILLS	ASSESSMENT TOOLS	
	Summative	Formative
Listening	Short Tests (STs)	- Observation - Homework - Project - Quiz
Speaking	- Presentation - Observation	
Reading	- Quizzes - Short Tests (STs)	
Writing	- Quizzes - Short Tests (STs)	
GRM/VCB	- Quizzes - Short Tests (STs)	

Suggested Plan for Conducting Summative Assessment throughout the Year:

Month Tool		Semester 1					Semester 2				
		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Short Tests	Short Test 1										
	Short Test 2										
SPK	Presentation										
	Observation										
RDG	Quiz										
WRT	Quizzes 1+2										
	Quizzes 3+4										
GRM/ VCB	Quiz 1										
	Quiz 2										

1.1 HOMEWORK

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

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

- Teachers must ensure that homework is completed independently by students and should not accept any work that is not genuinely their own.
- Students may also submit homework online; however, teachers should strongly encourage them to write in their own handwriting, then either scan and upload it as a file, or use handwriting applications to submit directly.

1.2 PROJECTS

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

- Projects can be carried out by individuals or by groups of students.
- They may be either
 - (a) an integral part of the course materials.
 - (b) a supplementary task set by the teacher.
- The scope of the project should be **realistic** in terms of:
 - (a) the language (and cognitive) level of the student(s).
 - (b) the amount of time required.
 - (c) the availability (and cost) of the physical resources required.
 - (d) the availability of English language material in the school/home environment.
- Projects mainly used for **formative assessment** by commenting and giving feedback to students and **no marks** should be awarded.

1.3 OBSERVATION

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

Teachers should continually observe, and record observations of their students in the classroom. Teachers should observe not only individuals, but also groups and the whole class.

- Daily observation involves paying close attention to:
 - what students say, write and do

- which strategies students use to carry out tasks
 - how students react to new input
 - how students interact with each other
- Observation should be conducted **throughout the semester**.
 - Observation, when used for formative assessment, should take the form of comments and feedback to students, and **no marks** should be awarded.

➤ **Summative Assessment of Speaking (Interactions) through Observation**

- For each student, the teacher must keep a record to track progress and performance before awarding marks for the semester.
- The teacher uses the speaking Interactions Rating Scale to award the marks.
- The teacher should observe students throughout the semester and keep a provisional mark **in pencil**. Before the semester ends, this mark must be finalized—based on observation notes—and then recorded **in pen** in the summary of marks awarded.

1.4 PRESENTATION

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.
- Presentation is conducted **once each semester**.
- Marks are awarded to students using the special **Rating Scale** to be found in the relevant Appendices.
- The duration of these presentations (not including the questions from the audience) gradually increases as students' progress through the grade-levels: approximately **two** minutes in Grades 5 & 6; **three to four** minutes in Grades 7, 8 & 9; and **five** minutes in Grade 10.
- From the very beginning, students should be given regular opportunities to practice 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.
- 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.

1.5 QUIZZES

Quizzes are short, focused assessment tools designed to measure students' knowledge, skills, or understanding of specific content. Quizzes are usually limited in scope and administered within a short period of time (**10-20 minutes**). They can be used as formative and summative assessment.

- 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.
- Teachers are recommended to use *the GSE Teacher Toolkit* and any available electronic Apps to prepare quizzes.
- It is possible to use a wide variety of different test formats (types of tasks). Student responses can be either written or, where appropriate, spoken.

Quizzes as **formative assessment** should be used during lessons to check students' understanding of a specific skill or learning outcome, with the focus on feedback rather than grades.

Quizzes as **Summative Assessment**:

Teachers should ensure that students are given **sufficient practice** before taking any summative quiz.

Skill	No. of Quizzes	Marks per Quiz	How Marks Are Recorded
Reading	2 quizzes	10 marks For Grades 5-9	Take the highest mark.
		5 marks For Grade 10	
Grammar & Vocabulary	2 quizzes	5 marks	Take the highest mark.
Writing	A total of 4 quizzes each semester (2 quizzes for each type of writing)	5 marks each	For each type of writing, take the highest mark.

Teachers are required to conduct the quizzes each semester as outlined in the table.

1.6 SHORT TESTS (STs)

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

- In **Grades 5 to 9 only**, there will be **two** Short Tests per semester. Each test will consist of 2 sections, which will focus on **two different elements**, with 5 marks for each.
- Short Tests should be **short**, lasting no more than **one period**.
- The teacher is responsible for preparing the items and questions for each test paper manually OR electronically using the specifications.
- Students should be informed in advance of the dates, and of the two elements which will be tested.
- Each test must provide a valid assessment of students' language skills. For this reason, teachers **should not** use any texts or tasks which students have already heard or seen. Teachers may, therefore, need to create their own simple texts, similar — but not identical — to texts in the course materials. Likewise, tasks set in the Writing section **should not be identical** to tasks which students have already done in class.
- To ensure the quality of the test papers, it is recommended that, test-writers should not work alone, but **together with other teachers**. At the very least, they should ask another teacher to check their test paper before giving the test.
- Students should be informed in advance of the dates, and of the two elements which will be tested.
- If the test includes Listening, texts/ items should be read out to students **twice**.
- Each test-paper should be accompanied by a written **Marking Guide**.
- Immediately after marking any ST, teachers should enter the students' marks **in ink** on the 'Summary of Marks Awarded' (SMA).

1.7 SEMESTER TESTS (SMTs)

In **Grades 5 to 10**, the **governorate** is responsible for preparing the exam papers.

- All exam papers will be prepared according to the official Exam Specifications.
- 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.
- CEAM will provide electronic templates for all the English test papers and marking guides.)
- In order to provide a valid assessment of students' language skills, Listening or Reading texts, teachers will only use **unseen texts**. Sentences or short texts used in the GRM/ VCB section will, likewise, follow the same principle.
- In Grades 5 to 10, listening texts are provided on CDs /flashes or a link.

- 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.
- **Note:** Students who fail to achieve the overall pass-mark (50%) for the year's work will have the opportunity to try again a **Second Session exam**. The Specifications used for each of these Second Session papers are identical to those used in the First Session paper.

2. FORMATIVE ASSESSMENT:

The following sections is about different formative *assessment* strategies:

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

2.1 GIVING FEEDBACK to STUDENTS

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

- Before giving actual feedback, you will need to make some decisions:

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

- **Giving Written Feedback:** Written comments, corrections, and other notations on students' work constitute an important form of feedback. Similar to classroom questioning, various approaches may be applied. While teachers may choose to simply supply the correct form, it is often more effective to promote student self-correction. This can be achieved by:
 - Indicating the location of an error without providing further information.
 - Indicating the location of an error and specifying the type of mistake.
 - Providing a comment highlighting an overall area that requires improvement.
- **Peer-Feedback:** Students shall be provided with structured opportunities to assess each other's work. Peer assessment enhances self-assessment skills and promotes constructive, communicative interaction in the classroom.

2.2 STUDENT SELF-ASSESSMENT

One of the central goals of Basic Education is that students gradually become autonomous learners, capable of deciding for themselves what they need to learn and how to learn it. This is encouraged by various **self-assessment activities**, found at the end of each unit. In these activities, students are asked to reflect on their learning experiences and to ask themselves some basic questions, such as:

- whether they found an activity easy or difficult
- what they have learnt from the unit (i.e., their recent progress in learning English)

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

2.3 PEER-ASSESSMENT

- Peer-assessment can play a very useful role as a kind of 'bridge' towards self-assessment. It can do this because it focuses students' attention on the same learning outcomes and 'criteria for success' as self-assessment. It also has the same aim, i.e., the improvement of the work being done.
- Peer-assessment is especially suited to the process of Writing: students can show each other their first (and second) drafts, and give each other feedback, based on simple, previously agreed criteria (e.g., 'Relevant?', 'Clear?', 'Interesting?', 'Friendly?', etc.), which will depend on the type of text being written.

2.4 PORTFOLIOS

A portfolio is an on-going collection of work done by the student. It provides concrete evidence of a student's learning and of the type and level of work that he/she has done.

- A portfolio should contain a varied selection of work and all four skills (LST, SPK, RDG, WRT) should be systematically included.
- Portfolios should be available for viewing and comment by visitors, other teachers, and parents.

APPENDIX ONE

Awarding Marks in Grades 5 & 6

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

OUTCOME # 1	RATING SCALE # 1
Can give short presentations.	
- 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. Presenters should be able to: - speak in public with confidence. - organize information and ideas into a coherent spoken text. - stay within the time allocated - make effective contact with the audience. - use voice (and gesture) clearly and appropriately. - use appropriate visual aids to support their presentations. - use grammar/ vocabulary appropriately and correctly. - monitor & correct own mistakes/miscues. - answer questions from the audience. <u>Note:</u> Students may use brief notes, but should not read out from a prepared text.	5 - 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.
	4 - 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.
	3 - 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.
	2 - 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.
	1 - Presentations are unclear and uninformative. - Contact with audience is very weak. - Voice is difficult to hear and/or pronunciation is difficult to understand. - Frequent serious errors make speech generally difficult to follow. - Supporting visuals are either missing or clearly inadequate. - Answers to Qs are very inadequate indeed.

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

OUTCOME # 2	RATING SCALE # 2	
Can interact with others.	10	– 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
Covers the ability to take part in different kinds of (mostly routine) interactions in a variety of contexts: – short exchanges – sharing information – expressing opinions – negotiating with others to make decisions This includes the ability to: – initiate and respond – use social language. – ask and answer questions – notice and repair misunderstandings – make and respond to suggestions, offers, requests, etc. – use appropriate grammar and vocabulary correctly – pronounce English clearly (or least intelligibly) <u>Note:</u> These interactions may be with the teachers, students or others.	8	– Interacts with others reasonably well in most situations. – Responds appropriately, but sometimes lacks flexibility and the ability to initiate. – Usually manages to keep the interaction going, but with occasional difficulties. – L1 accent, but only rarely impeding understanding.
		7 Between descriptors above and below
	6	– Manages to interact with others, but only in a rather limited way. – Can respond to relatively simple input, but has difficulty when a more complex response is required. – Patience is sometimes required from the other participant(s) in the interaction. – Noticeable L1 accent, leading to occasional misunderstandings.
		5 Between descriptors above and below
	4	– Has very obvious limitations in interacting with others. – Responses are slow and sometimes inappropriate. – Patience is often required from the other participant(s) in the interaction. – Strong L1 accent, placing some strain the other participant(s).
		3 Between descriptors above and below
	2	– Has great difficulty in interacting with others and in responding even to quite simple input. – There are frequent pauses and breakdowns in communication. – Serious pronunciation defects make speech difficult for other participant(s) to follow.

GRADES FIVE & SIX: OUTCOMES & RATING SCALES for READING

OUTCOME # 3	RATING SCALE # 3	
Can understand written texts.	10	– Has an excellent understanding of almost all texts. – Reading is quick and comfortable.
	9	Between descriptors above and below
Text-types include: – descriptions – stories – letters/ emails – series of instructions – tables/ graphs/ charts – biographies – factual texts – dialogues (in written form) Increasing length and complexity. Students should be able to understand general meaning, identify main points and extract specific information. They should also be able to use a range of strategies to approach these texts: – predicting – skimming/ scanning – using non-verbal information – deducing meaning of unknown words – identifying text-type, purpose and intended audience.	8	– Has a good understanding of most texts. – Reads at a reasonable speed.
	7	Between descriptors above and below
	6	– Has a reasonably good understanding of most texts. – Reading is quite slow.
	5	Between descriptors above and below
	4	– Has a limited understanding of most texts. – Reading is slow.
	3	Between descriptors above and below
	2	– Has a poor understanding of all texts. – Reading is very slow.

GRADES FIVE & SIX: OUTCOMES & RATING SCALES for WRITING

OUTCOME # 4		OUTCOME # 5	
Can write sentences.		Can write short texts.	
Covers the ability to: – 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: – descriptions -reports – dialogues -blog posts – processes – sets of instructions – notes/ messages – stories – informal letters/ emails -reviews Includes the ability to write coherent short texts of paragraph length.	
RATING SCALE # 4		RATING SCALE # 5	
5	– Meaning is always clear. – Grammar/ Vocab are appropriate and almost always correct. – Spelling and punctuation are excellent. – Handwriting is very clear.	5	– 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	– Meaning is almost always clear. – Grammar/ Vocab are usually appropriate and correct. – Spelling and punctuation are good. – Handwriting is usually clear.	4	– 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	– Meaning is usually clear. – Grammar/ Vocab are reasonably correct & appropriate. – Spelling and punctuation are reasonably good. – Handwriting is reasonably clear.	3	– 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	– Meaning is sometimes clear. – Grammar/ Vocab are frequently inappropriate or incorrect. – Spelling and punctuation are often inaccurate. – Handwriting is often unclear.	2	– 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	– Meaning is rarely clear. – Grammar/ Vocab are almost always inappropriate or incorrect. – Spelling and punctuation are very poor. – Handwriting is always unclear.	1	– 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 # 6	RATING SCALE # 6	
Can understand and use grammar and vocabulary.	5	– 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.
		4 – 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 – 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 – 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 – 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: Marks are awarded based only on semester exams and short tests.

LISTENING	
OUTCOME # 7	
Can understand spoken texts.	
In addition to understanding what is said to them directly in the classroom and elsewhere, students should be able to understand a range of text-types of differing lengths: - Descriptions - Short exchanges - Dialogues/ Interviews - Narratives - Talks - Presentations - Announcements - Poems/ Songs When dealing with these texts, students should be able to: - understand general meaning. - identify main points. - extract specific information.	

SUMMARY of MARKS AWARDED																		
GRADE 5 & 6 SEMESTER _____																		
Class: _____ Year: _____																		
Teacher: _____																		
SHORT TESTS	ST # 1:	Listening	(5)															
	(date:)	Reading	(5)															
	ST # 2:	GRM/ VCB	(5)															
	(date:)	Writing	(5)															
SPK	Can give short presentations.		(5)															
	Can interact with others.		(10)															
RDG	Can understand written texts.		(10)															
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)															
TOTAL SCORE			(100)															

APPENDIX TWO

Awarding Marks in Grades 7 to 10

GRADES SEVEN to TEN: OUTCOMES & RATING SCALES for SPEAKING⁽¹⁾

OUTCOME # 1	G.7-9	RATING SCALE # 1	G.10
Can give presentations. – Presenters should be able to speak in front of the class for three to five minutes. – Topics should be appropriate to students' age and interests and be of increasing complexity. – After the presentation, there should be an opportunity for the audience to ask questions. Presenters should be able to: – speak in public with confidence. – organize information and ideas into a coherent spoken text. – stay within the time allocated – make effective contact with the audience. – use voice (and gesture) clearly and appropriately. – use appropriate visual aids to support their presentations. – use a range of grammar/ vocabulary appropriately and correctly. – monitor & correct own mistakes/miscues. – give clear, informative answers to questions from the audience. <u>Note:</u> Students may use brief notes, but should not read out from a prepared text.	5	– 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.	10
		Between the descriptors above and below	9
	4	– 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.	8
		Between the descriptors above and below	7
	3	– 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.	6
		Between the descriptors above and below	5
	2	– 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.	4
		Between the descriptors above and below	3
	1	– 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.	2

GRADES SEVEN to TEN: OUTCOMES & RATING SCALES for SPEAKING⁽²⁾

OUTCOME # 2	RATING SCALE # 2	
Can interact with others.	– 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.	10
Covers the ability to take part in different kinds of interactions (mostly routine) in a variety of contexts:		
– short exchanges	Between the descriptors above and below	9
– sharing information	– 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.	8
– expressing opinions	Between the descriptors above and below	7
– making arrangements	– 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.	6
– negotiating with others to make decisions	Between the descriptors above and below	5
This includes the ability to:	– 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).	4
– initiate and respond	Between the descriptors above and below	3
– use social language.	– 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.	2
– 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		
<u>Note:</u> These interactions may be with the teachers, students or others.		

GRADES SEVEN to TEN: OUTCOMES & RATING SCALES for READING

OUTCOME # 3	RATING SCALE # 3		
Can understand different types of written text. Covers the ability to understand four general categories of text: Interactive: (i) <i>Informal letters/ emails/ postcards/ invitations, etc.</i> (ii) <i>More formal letters</i> (iii) <i>dialogues (in written form)</i> Informative: <i>Descriptions ; sets of instructions; tables/ graphs/ charts ; factual texts; dictionary entries; encyclopedia entries, posters, leaflets/brochures</i> Narrative: <i>Stories (fictional); personal experiences; biographies; news reports.</i> Evaluative: <i>Magazine articles ; reviews; other texts whose main purpose is to express (and justify) opinions</i> This requires in particular the ability to: - understand general meaning. - identify main points. - extract specific information. It also involves the ability to use a range of strategies in dealing with texts: - 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	G.10		G.7-9
	5	– Has an excellent understanding of all texts. – Reading is quick and comfortable.	10
		Between the descriptors above and below	9
	4	– Has a good understanding of most texts. – Reads at a reasonable speed.	8
		Between the descriptors above and below	7
	3	– Has a reasonably good understanding of most texts. – Reading is quite slow.	6
		Between the descriptors above and below	5
	2	– Has a limited understanding of most texts. – Reading is slow.	4
		Between the descriptors above and below	3
	1	– Has a poor understanding of all texts. – Reading is very slow.	2

GRADES SEVEN to TEN: OUTCOMES & RATING SCALES for WRITING⁽¹⁾

OUTCOME # 4	RATING SCALE # 4	
Can write and respond to letters and emails.	5	– Message to the intended reader(s) is <u>very clear</u>. – Writing clearly succeeds in achieving its intended purpose. – Writing is very well-organised, clear and coherent – A varied range of grammar and vocabulary, with a very good level of accuracy.
		– 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.
	3	– 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.
		– 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.
	1	– 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.
These 'Interactive' texts may include: – informal letters (to friends and relatives) – emails – postcards – notes/messages – blogs and, where appropriate, replies to these texts. Grade 10 only : formal letters & emails (e.g., request, invitations, complaints, advice, feedback etc.) – application letters, application forms etc. Writing these texts involves the ability to: – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts. <i>Students should be able to write letters and emails up to 100 words.</i>		

GRADES SEVEN to TEN: OUTCOMES & RATING SCALES for WRITING⁽²⁾

OUTCOME # 5	RATING SCALE: # 5	
Can write texts with the purpose of providing information. These 'Informative' texts may include: – reports – articles – summaries – completed forms – sets of instructions – descriptions – notes/lists – graphs/ tables – adverts – posters – brochures/ leaflets, etc. Writing these texts involves the ability to: – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts. <i>Students should be able to write texts up to 100 words.</i>	5	– 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.
		– 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	– 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.
		– 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	– 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 to TEN: OUTCOMES & RATING SCALES for WRITING⁽³⁾

OUTCOME # 6	RATING SCALE # 6	
Can write stories and narrate events in the past. These 'Narrative' texts may include: - accounts of real-life events/experiences - fictional narratives - biographies - historical texts - reports - diary entries, etc. Writing these texts involves the ability to: - adapt writing appropriately for different purposes and readers. - organize ideas and information into a coherent text. - use discourse markers correctly. - combine sentences together using a range of cohesive devices. - use grammar and vocabulary appropriately and correctly. - use capital letters and punctuation marks. - write with clear, legible handwriting. - evaluate, edit and improve their own draft texts. <i>Students should be able to write texts with up to 100 words.</i>	5	- Produces narratives which are fully successful in engaging the reader. - Lively, effective use of appropriate detail. - Writing is very well-structured, clear and coherent. - A varied range of grammar and vocabulary with a very good level of accuracy.
		- Produces narratives which are reasonably successful in engaging the reader. - Generally good use of appropriate detail. - Writing is generally well-structured, and mostly clear and coherent. - A fair range of grammar and vocabulary with a good level of accuracy.
	3	- Produces narratives which are only partially successful in engaging the reader. - Somewhat limited use of appropriate detail. - Writing is not well-structured, but is still reasonably clear and coherent. - A limited range of grammar and vocabulary with a reasonable level of accuracy.
		- Produces narratives which have very limited success in engaging the reader. - Inadequate use of appropriate detail. - Writing is poorly-structured, and often unclear. - A very limited range of grammar and vocabulary with frequent errors.
	1	- Produces narratives which fail entirely to engage the reader. - Little or no use of appropriate detail. - Writing is incoherent and confusing. - Extremely limited range of grammar and vocabulary with frequent serious errors.

GRADES SEVEN to TEN: OUTCOMES & RATING SCALES for WRITING(4)

OUTCOME # 7	RATING SCALE # 7
Can write texts which express and justify opinions. These 'Evaluative' texts may include: – articles – advice/ feedback – complaints/ criticism – commentary – reviews – recommendations – for -against (grade 10 only) – other kinds of texts whose main purpose is to express (and justify) an opinion Writing these texts involves the ability to: – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible handwriting. – evaluate, edit and improve their own draft texts <i>Students should be able to write texts up to 100 words.</i>	5 – Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
	4 – Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
	3 – Expresses opinions on topics, in a somewhat limited way. – Inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised, but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of Accuracy.
	2 – Express opinions on topics, but the results are clearly inadequate. – Generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
	1 – Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.

GRADES SEVEN to TEN: OUTCOMES & RATING SCALE for GRAMMAR/VOCABULARY

OUTCOME # 8	RATING SCALE # 8	
Can understand and use grammar and vocabulary. In relation to any particular <i>grammatical structure</i>, this outcome focuses on students' ability to: – recognize its various forms. – understand its meaning(s). – use it appropriately in context. Covers <i>all grammatical structures taught at these and previous levels.</i> ***** * In relation to any particular <i>vocabulary item (word or phrase)</i>, this outcome focuses on students' ability to: – recognize its spoken and written forms. – understand its meaning(s). – use it appropriately in context. Covers <i>all core vocabulary items taught at these and previous levels.</i>	5	– 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.
		4
	3	– 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.
		– 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	– 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.
		– 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 to TEN: Marks are awarded based on semester tests and short tests only

LISTENING

OUTCOME # 9

Can understand different types of spoken texts.

In addition to understanding what is said to them directly in the classroom and elsewhere, students should be able to understand a range of text-types of differing lengths:

Interactive: *Short exchanges, dialogues, interviews, blogs*

Informative: *Descriptions; factual texts; presentations; talks*

Narrative: *Stories (fictional); personal experiences; biographies;
historical texts; radio broadcasts*

Evaluative: *Talks; discussions; debates*

When dealing with these texts, students should be able to:

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

In doing this, they should be able to:

- identify text-type, purpose and intended audience of the text-types listed above.
- make inferences about matters not directly stated in the text.
- identify speakers' opinions, attitudes, feelings and intentions.
- recognise and understand the meaning of discourse markers.
- recognise and understand the meaning of cohesive devices.

SUMMARY of MARKS AWARDED																	
GRADE 7 / 8 SEMESTER ONE																	
Class: _____ Year: _____																	
Teacher: _____																	
SHORT TESTS	ST # 1: (date: _____)	Listening	(5)														
		Reading	(5)														
	ST # 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.		(10)														
WRT	Can write texts with the purpose of providing information.		(5)														
	Can write and respond to letters and emails.		(5)														
G/V	Can understand and use grammar and vocabulary.		(5)														
CONTINUOUS ASSESSMENT: Total			(60)														
SEMESTER TEST: Total			(40)														
TOTAL SCORE			(100)														

SUMMARY of MARKS AWARDED																		
GRADE 7/ 8 SEMESTER TWO																		
Class: _____ Year:_____																		
Teacher: _____																		
SHORT TESTS	ST # 1: (date: _____)	Listening	(5)															
		Reading	(5)															
	ST # 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.		(10)															
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)															
TOTAL SCORE			(100)															

SUMMARY of MARKS AWARDED																	
GRADE 9 SEMESTER ONE																	
Class: _____ Year: _____																	
Teacher: _____																	
SHORT TESTS	ST # 1: (date: _____)	Listening	(5)														
		Reading	(5)														
	ST # 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.		(10)														
WRT	Can write stories and narrate events in the past.		(5)														
	Can write and respond to letters and emails.		(5)														
G/V	Can understand and use grammar and vocabulary.		(5)														
CONTINUOUS ASSESSMENT: Total			(60)														
SEMESTER TEST: Total			(40)														
TOTAL SCORE			(100)														

SUMMARY of MARKS AWARDED																		
GRADE 9 SEMESTER TWO																		
Class: _____ Year:_____																		
Teacher: _____																		
SHORT TESTS	ST # 1: (date: _____)	Listening	(5)															
		Reading	(5)															
	ST # 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.		(10)															
WRT	Can write texts with the purpose of providing information.		(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)															
TOTAL SCORE			(100)															

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 with the purpose of providing information.	(5)															
	Can write and respond to letters and emails.	(5)															
G / V	Can understand and use grammar and vocabulary.	(5)															
CONTINUOUS ASSESSMENT: Total		(40)															
SEMESTER TEST: Total		(60)															
TOTAL SCORE		(100)															

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 stories and narrate events in the past.	(5)															
	Can write texts which express and justify opinions.	(5)															
G / V	Can understand and use grammar and vocabulary.	(5)															
CONTINUOUS ASSESSMENT: Total		(40)															
SEMESTER TEST: Total		(60)															
TOTAL SCORE		(100)															

APPENDIX THREE

SPECIFICATIONS for SHORT TESTS (5-9)

SHORT TESTS 1 & 2 SPECIFICATIONS (Grade 5)

SEMESTER ONE

SHORT TEST 1 [One period / 10 marks]					SUGGESTED DATE
	MATERIALS	WITH:	STUDENT TASK	MARKING	
LST	<u>Sts hear</u> (twice): 5 short, numbered dialogues with 2 different pairs of speakers. Length: (30-40) words.	6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match the texts with the appropriate pictures.	1 mark for each item. <u>Total: 5 marks</u>	Mid of October
RDG	1 narrative text. Length: (100-125) words.	5 statements relating to the text.	Indicate whether each statement is True or False.	1 mark for each item. <u>Total: 5 marks</u>	
Total Mark :10					

SHORT TEST 2 [One period / 10 marks]					SUGGESTED DATE
	MATERIALS	WITH:	STUDENT TASK	MARKING	
GRM/VCB	1 text, containing 5 missing words. Length: 50-60 words.	For each gap, 3 multiple-choice options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 5 marks</u>	End of November
WRT	A set of instructions for writing an email.	<i>(Possibly: input material. of some kind, e.g., a short text requiring a response)</i>	Write a text of at least 40 words.	Award a score based on a five-level Rating Scale. <u>Total: 5 marks</u>	
Total Mark :10					

[Short Tests 1&2: Grade 5, Sem. One]

SHORT TESTS 1 & 2 SPECIFICATIONS (Grade 5)

SEMESTER TWO

SHORT TEST 1 [One period / 10 marks]					SUGGESTED DATE
LST	MATERIALS	WITH:	STUDENT TASK	MARKING	Mid of March
	Sts hear (twice): 1 short interview. Length: 100-125 words.	5 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 5 marks</u>	
RDG	1 Interactive text. (email) Length: 100-125 words	5 Wh-Questions	Write a SHORT answer to each question.	1 mark for each item. <u>Total: 5 marks</u>	
Total Mark :10					

SHORT TEST 2 [One period / 10 marks]					SUGGESTED DATE
GRM/ VCB	MATERIALS	WITH:	STUDENT TASK	MARKING	First week of May
	1 text, containing 5 missing words. Length: 50-60 words.	For each gap, 3 multiple-choice options.	Indicate which of the 3 options is correct.	1 mark for each item. <u>Total: 5 marks</u>	
WRT	A set of 3 pictures showing a story.	A list of 5 useful vocabulary items.	Write a text of at least 40 words.	Award an overall score based on a five-level Rating Scale. <u>Total: 5 marks</u>	
Total Mark :10					

[Short Tests 1&2: Grade 5, Sem. Two]

SHORT TESTS 1 & 2 SPECIFICATIONS (Grade 6)**SEMESTER ONE**

SHORT TEST 1				[One period / 10 marks]	SUGGESTED DATE
LST	MATERIALS	WITH:	STUDENT TASK	MARKING	Mid of October
	<u>Sts hear</u> (twice): 5 short, numbered dialogues with 2 different pairs of speakers. Length: (40-50) words	6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match the texts with the appropriate pictures.	1 mark for each item. <u>Total: 5 marks</u>	
	RDG	1 narrative text. Length: (125-150) words.	5 statements relating to the text.	Indicate whether each statement is True or False.	
Total Mark :10					

SHORT TEST 2					[One period / 10 marks]	SUGGESTED DATE
GRM/ VCB	MATERIALS	WITH:	STUDENT TASK	MARKING	End of November	
	1 text, containing 5 missing words. Length: 50-60 words.	For each gap, 3 multiple-choice options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 5 marks</u>		
WRT	A set of 3 pictures showing a story.	A list of 5 useful vocabulary items.	Write a text of at least 60 words.	Award a score based on a five-level Rating Scale. <u>Total: 5 marks</u>		
					Total Mark :10	

[Short Tests 1&2: Grade 6, Sem. One]

SHORT TESTS 1 & 2 SPECIFICATIONS (Grade 6)

SEMESTER TWO

SHORT TEST 1 [One period / 10 marks]					SUGGESTED DATE
	MATERIALS	WITH:	STUDENT TASK	MARKING	Mid of March
LST	Sts hear (twice): 1 informative text with 1 speaker. Length: 100-120 words.	5 multiple choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. Total: 5 marks	
RDG	1 Narrative text. Length: 130-150 words.	5 Wh-Questions	Write a SHORT answer to each question.	1 mark for each item. Total: 5 marks	
Total Mark :10					

SHORT TEST 2 [One period / 10 marks]					SUGGESTED DATE
	MATERIALS	WITH:	STUDENT TASK	MARKING	First week of May
GRM/ VCB	1 text, containing 5 missing words. Length: 50-60 words.	For each gap, 3 multiple-choice options.	Indicate which of the three options is correct.	1 mark for each item. Total: 5 marks	
WRT	A set of instructions for writing an email.	(Possibly: input material. of some kind, e.g., a short text requiring a response)	Write a text of at least 50 words.	Award an overall score based on a five-level Rating Scale. Total: 5 marks	
Total Mark :10					

[Short Tests 1&2: Grade 6, Sem. Two]

SHORT TESTS 1 & 2 SPECIFICATIONS (Grades 7& 8)

SEMESTER ONE

SHORT TEST 1					[One period / 10 marks]	SUGGESTED DATE
LST	MATERIALS	WITH:	STUDENT TASK	MARKING	Mid of October	
	Sts hear (twice): 5 short, numbered texts, each with 1 speaker. Length :40-50 words.	For each text, 1 Wh-Q with 3 multiple- choice pictures.	Indicate which of the three options is correct.	1 mark for each item. Total: 5 marks		
RDG	5 short, numbered excerpts (texts), with a common theme or context.	6 short texts, 5 of which follow on from the excerpts in the first column (plus 1distractor).	Match the excerpts in the first column with the texts in the second column.	1 mark for each item. Total: 5 marks		
	(Note: The total length of each combined pair of texts: 40-50 words.)					
Total Mark :10						

SHORT TEST 2 [One period / 10 marks]					SUGGESTED DATE
	MATERIALS	WITH:	STUDENT TASK	MARKING	
GRM/ VCB	1 text, containing 5 missing words. Length: 50-60 words.	For each gap, 3 multiple- choice options.	Indicate which of the three options is correct.	1 mark each item. <u>Total: 5 marks</u>	End of November
WRT	Grade 7: A set of 7 information points which belong to a single context, e.g. <i>a description of a person, place, animal, object, etc.</i>	(No other materials)	Write a text including all the information provided.	Award an overall score based on a five-level Rating Scale. <u>Total: 5 marks</u>	
	Grade 8: A graph/ figure/chart requiring students to write a survey report.	Possibly: input material of some kind.	Write a text of at least 80 words.		
Total Mark :10					

[Short Tests1&2: Grades 7 & 8, Sem. One]

SHORT TESTS 1 & 2 SPECIFICATIONS (Grades 7 & 8)

SEMESTER TWO

SHORT TEST 1					[One period / 10 marks]	SUGGESTED DATE
LST	MATERIALS	WITH:	STUDENT TASK	MARKING		
	<u>Sts hear</u> (twice): 1 dialogue (with 2 speakers). Length: 200-250 words.	5 True/ False items.	Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total: 5 marks</u>		
	RDG	1 interactive text. Length (250-300) words.	5 Wh-Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total: 5 marks</u>	
Total Mark :10						

SHORT TEST 2					[One period / 10 marks]	SUGGESTED DATE
	MATERIALS	WITH:	STUDENT TASK	MARKING		
GRM/ VCB	1 text, containing 5 missing words. Length: 50-60 words.	For each gap, 3 multiple-choice options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total</u> : 5 marks	First week of May	
WRT	A topic, title or question requiring students to express and justify an opinion.	(Appropriate instructions)	Grade 7: Write an evaluative text of at least 70 words.	Award an overall score based on a five-level Rating Scale. <u>Total</u> : 5 marks		
			Grade 8: Write an evaluative text of at least 80 words.			
Total Mark :10						

[Short Tests 1&2: Grades 7 & 8, Sem. Two]

SHORT TESTS 1 & 2 SPECIFICATIONS (Grade 9)**SEMESTER ONE**

SHORT TEST 1					[One period / 10 marks]	SUGGESTED DATE
LST	MATERIALS	WITH:	STUDENT TASK	MARKING	Mid of October	
	<u>Sts hear</u> (twice): 5 short, numbered texts, each with 1 speaker. Length of each text: 40-50 words.	For each text, 1 Wh-Question, with a set of 3 pictures.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 5 marks</u>		
	RDG	1 informative text. Length: 250-300 words.	5 Wh-Questions.	Write a SHORT answer to each question.		1 mark for each item. <u>Total: 5 marks</u>
Total Mark :10						

SHORT TEST 2					[One period / 10 marks]	SUGGESTED DATE
GRM/ VCB	MATERIALS	WITH:	STUDENT TASK	MARKING	End of November	
	1 text, containing 5 missing words. Length: 70-80 words.	For each gap, 4 multiple- choice options.	Indicate which of the four options is correct.	1 mark for each item. <u>Total:</u> 5 marks		
WRT	A set of instructions for the writing of a narrative text.	(Other input material as necessary)	Write a narrative text of at least 100 words.	Award an overall score based on a five-level Rating Scale. <u>Total:</u> 5 marks		
Total Mark :10						

[Short Tests 1&2: Grade 9, Sem. One]

SHORT TESTS 1 & 2 SPECIFICATIONS (Grade 9)

SEMESTER TWO

SHORT TEST 1					[One period / 10 marks]	SUGGESTED DATE
	MATERIALS	WITH:	STUDENT TASK	MARKING		
LST	<u>Sts hear</u> (twice): 1 narrative text (with 1 speaker). Length: 200-250 words.	Note taking: 5 short sentences or notes each with one gap.	For each gap, write a word or number or a date.	1 mark for each item. <u>Total: 5 marks</u>		Mid of March
RDG	5 short, numbered texts with a different themes.(e.g. road signs, ads, messages, etc.) Length of each text: 25-30 words.	5 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 5 marks</u>		
					Total Mark :10	

SHORT TEST 2					[One period / 10 marks]	SUGGESTED DATE
	MATERIALS	WITH:	STUDENT TASK	MARKING		
GRM/ VCB	1 text, containing 5 missing words. Length: 70-80 words.	For each gap, 4 multiple- choice options.	Indicate which of the four options is correct.	1 mark for each item. <u>Total: 5 marks</u>		First week of May
WRT	A topic, title or question requiring students to express and justify an opinion.	(Appropriate instructions)	Write an evaluative text of at least 100 words.	Award an overall score based on a five-level Rating Scale. <u>Total: 5 marks</u>		
					Total Mark :10	

[Short Tests 1&2: Grade 9, Sem. Two]

APPENDIX FOUR

SPECIFICATIONS for SEMESTER TESTS

SPECIFICATIONS for SEMESTER TESTS: **GRADE FIVE**

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 dialogues with 2 speakers. Length of each text: 40-50 words.	6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match the dialogues with the appropriate pictures.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	<u>Sts hear (twice)</u> : 1 dialogue. Length: 100-125 words.	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 simple pictures, each showing one vocabulary item.	A list of 6 vocabulary-items (5 correct, 1 distractor).	Match each picture with the correct word.	1 mark for each item. <u>Total: 5 marks</u>
GRM	5 separate sentences, each with a gap where 1 grammatical word has been removed.	For each gap, 2 multiple-choice options.	Indicate which of the 2 options is correct.	1 mark for each item. <u>Total: 5 marks</u>
RDG (1)	5 separate texts. Length of each text: 15-20 words.	For each text, one picture.	Match the texts with the appropriate pictures	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 Narrative text. Length: 100-125 words.	5 statements relating to the text.	Indicate whether each statement is True or False.	1 mark for each item. <u>Total: 5 marks</u>
WRT (1)	A set of instructions for the writing of a descriptive text.	<i>(Other input material as necessary)</i>	Write a text of at least 40 words.	Award an overall score based on a five-level Rating Scale. <u>Total: 5 marks</u>
WRT (2)	A set of instructions for the writing of an email.	<i>(Possibly: input material. of some kind, e.g., a short text requiring a response)</i>	Write a text of at least 40 words.	Award a score based on a five-level Rating Scale. <u>Total: 5 marks</u>

[Exam Specifications: Grade 5, Sem. One]

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

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<i>Sts hear (twice):</i> 5 short dialogues, each with 2 speakers. Length of each: 40-50 words.	For each dialogue, 1 statement.	Indicate whether each statement is TRUE or FALSE.	1 mark for each item. <u>Total:</u> 5 marks
LST (2)	<i>Sts hear (twice):</i> 1 short interview. Length: 100-125 words.	5 multiple choice items, each with 3 options.	Indicate which of the 3 options is correct.	1 mark for each item. <u>Total:</u> 5 marks
GRM/ VCB	1 text, containing 10 missing words. Length: 50-60 words.	For each gap, 3 multiple-choice options.	Indicate which of the 3 options is correct.	1 mark for each item. <u>Total:</u> 10 marks
RDG (1)	5 short, numbered excerpts from five different texts. Total length of each combined pair of texts: 20-25 words.	6 short texts, 5 of which follow on from the excerpts in the first column (plus 1 distractor).	Match the excerpts in the first column with the texts in the second column.	1 mark for each item. <u>Total:</u> 5 marks
RDG (2)	1 interactive text (email). Length: 100-125 words.	5 <i>Wh</i> -Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total:</u> 5 marks
WRT (1)	A set of 3 pictures showing a story.	A list of 5 useful vocabulary items.	Write a text of at least 40 words.	Award an overall score based on a five-level Rating Scale. <u>Total:</u> 5 marks
WRT (2)	A set of instructions for the writing of a descriptive text.	<i>(Other input material as necessary)</i>	Write a text of at least 40 words.	Award an overall score based on a five-level Rating Scale. <u>Total:</u> 5 marks

[Exam Specifications: Grade 5, Sem. Two]

SPECIFICATIONS for SEMESTER TESTS: GRADE SIX

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 dialogues, each with 2 speakers. Length of each text: 40-50 words.	6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match the dialogues with the appropriate pictures.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	<u>Sts hear (twice)</u> : 1 interview (with 2 speakers). Length: 125-150 words.	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.	1 mark for each item. <u>Total: 5 marks</u>
GRM	5 separate sentences, each with a gap where 1 grammatical word has been removed.	For each gap, 2 multiple-choice options.	Indicate which of the 2 options is correct.	1 mark for each item. <u>Total: 5 marks</u>
RDG (1)	3 short texts with common theme. Length of each text: 45-50 words.	For the three texts, 5 statements.	Match the statements with the texts.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 interactive text. Length: 125-150 words.	5 statements relating to the text.	Indicate whether each statement is TRUE or FALSE.	1 mark for each item. <u>Total: 5 marks</u>
WRT (1)	A set of 3 pictures showing a story.	A list of 5 useful vocabulary items.	Write a text of at least 50 words.	Award an overall score based on a five-level Rating Scale. <u>Total: 5 marks</u>
WRT (2)	A set of instructions for writing a short review.	<i>(Possibly: input material. of some kind, e.g., a short questions/points requiring a response)</i>	Write a text of at least 50 words.	Award an overall score based on a five-level Rating Scale. <u>Total: 5 marks</u>

[Exam Specifications: Grade 6, Sem. One]

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

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<i>Sts hear (twice):</i> 1 interview. Length 100-120 words.	5 statements relating to the interview.	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 informative text with 1 speaker. Length: 100-120 words.	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>
GRM/VCB	1 text, containing 10 missing words. Length: 60-70words.	For each gap, 3 multiple-choice options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 10 marks</u>
RDG (1)	5 real-life texts / messages/ road signs, etc. Length of each text: 25-30 words.	For each text , 3 multiple-choice sentences.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 narrative 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)	A set of instructions for the writing of an email.	<i>(Possibly: input material. of some kind, e.g., a short text requiring a response)</i>	Write a text of at least 50 words.	Award an overall score based on a five-level Rating Scale <u>Total: 5 marks</u>
WRT (2)	A set of instructions for the writing of an informative text.	<i>(No other materials)</i>	Write a text of at least 50 words.	Award an overall 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

DETAILED SPECIFICATIONS (Grades 7 & 8)

SEMESTER ONE [120 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear</u> (twice): 5 short, numbered texts, each with 1 speaker. Length of each text: 40-50 words.	For each text, 1 Wh- Question with 3 multiple choice pictures.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	<u>Sts hear</u> (twice): 1 dialogue with 2 speakers. Length: (150-200) words.	5 True/ False items.	Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total: 5 marks</u>
GRM/ VCB	1 text, containing 10 missing words. Length: 80-90 words.	For each gap, 3 multiple- choice options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 10 marks</u>
RDG (1)	5 short, numbered excerpts (texts). with a common theme or context. (Note): Total length of each combined pair of texts: (40-50) words.	6 short texts, 5 of which follow on from the excerpts in the first column (plus 1 distractor).	Match the excerpts in the first column with the texts in the second column.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 narrative text. Length: 200-250 words.	5 Wh-Questions	Write a SHORT answer to each question	1 mark for each item. <u>Total: 5 marks</u>
WRT (1)	Grade 7: 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> (fact file)	<i>Possibly: input material of some kind.</i>	Write a text including all the information provided.	Award an overall score based on a five-level Rating Scale. <u>Total: 5 marks</u>
	Grade 8: A graph/ figure/chart requiring students to write a survey report.	<i>Possibly: input material of some kind.</i>	Write a text of at least 80 words.	
WRT (2)	A set of instructions for the writing of an email.	<i>(Possibly: input material of some kind e.g., a short text requiring a response)</i>	Write a text of at least 80 words.	Award an overall score based on a five-level Rating Scale. <u>Total: 5 marks</u>

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

DETAILED SPECIFICATIONS (Grades 7 & 8)**SEMESTER TWO** [120 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : 5 short, numbered dialogues with 2 speakers. Length of each text: (40-50) words.	For each dialogue, 1 Wh-Question with 3 multiple choice options. (words)	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	<u>Sts hear (twice)</u> : 1 informative text (with 1 speaker). Length: 150-200 words.	5 True/ False items	Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total: 5 marks</u>
GRM/ VCB	1 text, containing 10 missing words. Length: 80-90 words.	For each gap, 3 multiple-choice options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 10 marks</u>
RDG (1)	5 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. (5 correct, 1 distractors).	Match the texts with the appropriate pictures.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 interactive text. Length (200-250) words.	5 Wh-Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total: 5 marks</u>
WRT (1)	A topic, title or question requiring students to express and justify an opinion.	<i>(Appropriate instructions)</i>	Write a text of at least 80 words.	Award an overall score based on a five-level Rating Scale. <u>Total: 5 marks</u>
WRT (2)	EITHER: A set of 6 pictures showing a story.	A list of 8 useful vocabulary items.	Write a text of at least 80 words.	Award an overall score based on a five-level Rating Scale. <u>Total: 5 marks</u>
	OR: A set of instructions for the writing of a narrative text.	<i>(Other input material as necessary)</i>		

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

SPECIFICATIONS for SEMESTER TESTS: GRADE NINE

DETAILED SPECIFICATIONS (Grade 9)

SEMESTER ONE [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: 40-50 words.	1 Wh-Q and a set of 3 pictures.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	<u>Sts hear (twice)</u> : 1 interview with 2 speakers. Length: 200-250	5 multiple choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 5 marks</u>
GRM/VCB	1 text, containing 10 missing words. Length: 70-80 words.	For each gap, 4 multiple -choice options.	Indicate which of the four options is correct.	1 mark for each item. <u>Total: 10 marks</u>
RDG (1)	4 short texts describing people's needs, interests, activities, etc. Length of each text: 30-35 words.	5 short, numbered texts with a common theme or context. Length of each text: 50-55 words (4 correct, 1 distractor).	Match the texts with the most suitable for the people.	1 mark for each item. <u>Total: 4 marks</u>
RDG (2)	1 evaluative text. Length: 250-300 words.	6 Wh-Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total: 6 marks</u>
WRT (1)	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 an overall score based on a five-level Rating Scale. <u>Total: 5 marks</u>
WRT (2)	A set of instructions for the writing of an email.	<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 an overall score based on a five-level Rating Scale. <u>Total: 5 marks</u>

[Exam Specifications: Grade 9, Sem. One]

DETAILED SPECIFICATIONS (Grade 9)**SEMESTER TWO** [120 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear</u> (twice): 5 short, numbered conversations with 2 speakers and different themes or contexts. Length of each text: 40-50 words.	For each conversation ,1 Wh-Q with a set of 3 multiple choice options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total:</u> 5 marks
LST (2)	<u>Sts hear</u> (twice): 1 narrative text (with 1 speaker). Length: 200-250 words.	Note taking: 5 short sentences or notes each with one gap	For each gap, write a word or number or a date.	1 mark for each item. <u>Total:</u> 5 marks
GRM/ VCB	1 text, containing 10 missing words. Length: 70-80 words.	For each gap, 4 multiple-choice options.	Indicate which of the four options is correct.	1 mark for each item. <u>Total:</u> 10 marks
RDG (1)	4 short, numbered texts with a different theme. (e.g. road signs, ads, messages, etc.) Length of each text: 25-30 words.	For each text, 3 multiple-choice options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total:</u> 4 marks
RDG (2)	1 interactive text. Length: 250-300 words.	6 <i>Wh</i> -Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total:</u> 6 marks
WRT (1)	A topic, title or question requiring students to express and justify an opinion.	<i>(Appropriate instructions)</i>	Write an evaluative text of at least 100 words.	Award an overall score based on a five-level Rating Scale. <u>Total:</u> 5 marks
WRT (2)	A set of instructions for the writing of an informative text.	<i>(Other input material as necessary)</i>	Write a text of at least 100 words.	Award an overall score based on a five-level Rating Scale. <u>Total:</u> 5 marks

[Exam Specifications: Grade 9, Sem. Two]

SPECIFICATIONS for SEMESTER TESTS: **GRADE TEN**

DETAILED SPECIFICATIONS (Grade 10)

SEMESTER ONE [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.	7 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 7 marks</u>
LST (2)	<u>Sts hear (twice)</u> : 1 informative text with 1 speaker. Length: 250-300 words.	<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: 8 marks</u>
VCB	A text with 5 gaps where a vocabulary item (word or phrase) has been removed. Length: 80-90 words.	For each gap, 4 multiple-choice options.	Indicate which of the four options is correct.	1 mark for each item. <u>Total: 5 marks</u>
GRM	1 dialogue with 5 gaps where a grammatical word has been removed. Length: 80-90 words.	For each gap, 2 multiple-choice options.	Indicate which of the two options is correct.	1 mark for each item. <u>Total: 5 marks</u>
RDG (1)	1 narrative text. Length: 350-400 words.	<u>Task 1</u> : 6 multiple-choice items, each with 3 options. <u>Task 2</u> : 4 gap-fill items.	<u>Task 1</u> : Indicate which of the three options is correct. <u>Task 2</u> : complete each gap (no more than 2 words).	1 mark for each item. <u>Total: 10 marks</u>
RDG (2)	1 Evaluative text. Length: 400-450 words.	<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: 10 marks</u>
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 100 words.	Award a score based on a five-level Rating Scale. <u>Total: 5 marks</u>
WRT (2)	A set of instructions for the writing of an email.	<i>(Possibly: input material. of some kind.</i>	Write a text of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>

[Exam Specifications: Grade 10, Sem. One]

DETAILED SPECIFICATIONS (Grade 10)

SEMESTER TWO [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.	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>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, 4 multiple-choice options.	Indicate which of the four options is correct.	1 mark for each item. <u>Total</u> : 5 marks
GRM	1 dialogue with 5 gaps where 1 structure-word has been removed. Length: 80-90 words.	For each gap, 2 multiple-choice options.	Indicate which of the two options is correct.	1 mark for each item. <u>Total</u> : 5 marks
RDG (1)	1 informative text. Length: 400-450 words.	<u>Task 1</u> : 6 multiple-choice items, each with 3 options. <u>Task 2</u> : 4 gap-fill items (table or sentences)	<u>Task 1</u> : Indicate which of the three options is correct. <u>Task 2</u> : complete each gap (no more than 2 words)	1 mark for each item. <u>Total</u> : 10 marks
RDG (2)	1 interactive text. Length: 350-400 words.	<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>(Other input material as necessary)</i>	Write an evaluative text of at least 100 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>(No other materials)</i>	Write a narrative 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]

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