



Student Assessment Handbook

ENGLISH LANGUAGE

Special Education

Grades 1-12



September 2026

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BACKGROUND

Assessment of English language skills at Al-Amal Special Education School in Muscat and hearing impairment integration program in other regions closely follows the system used in mainstream schools, as outlined in the DEA Student Assessment Handbooks. However, due to students' severe hearing impairment, assessment focuses only on written language skills: Reading, Writing, Grammar, and Vocabulary.

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

The table below indicates the correlation between the Student Assessment Handbook' (SAH) **Grades 1 to 6** outcomes, Team Together Oman course and various international frameworks and tests.

	CEFR	GSE	PTE YL	English benchmark	Cambridge English Qualifications
Grade 1	Pre A1	10-22	--	---	Pre A1 starters
Grade 2	Pre A1/A1	17-29	First words	Level 1	
Grade 3	A1	20-32	Springboard	Level 2	
Grade 4	A1 /A2	24-39	Quickmarch	Level 3	A1 Movers
Grade 5	A2 /A2+	30-41	Quickmarch/ Breakthrough	Level 3/4	A1Movers 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

INTRODUCTION

A. FUTURE SKILLS ASSESSMENT

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

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

The framework categorizes these skills into three main areas:

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

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

B. E-ASSESSMENT

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

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

C. CONTINUOUS ASSESSMENT PRINCIPLES

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

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

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

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

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

D. MODERATION

Continuous Moderation

The purpose of moderation is to ensure that the criteria for awarding marks are being applied **fairly** and **consistently**. In Grades 1 to 12, **continuous moderation** is to be carried out, as a process of on-going consultation and teacher-development. The purpose is to arrive at a **shared understanding** of the criteria used for assessing the work and awarding different marks or grades.

Final Moderation Grade 12 only

For Formal Moderation, the Ministry has chosen to focus on 'moderation visits'. These are held towards the end of each semester, shortly before the exams.

For an exact, step-by-step description of the procedures and requirements for Final Moderation Visits, please refer to the documents produced by the **Moderation Department** at the DGEE.

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

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

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

READING

- For each student in the class, **two typical samples** of each of the main types of Reading required in each semester. (See: semester tests, reading section).
- The sample should be accompanied by the relevant text type (with instructions) and the date.
- The samples should include different types of reading texts (See: reading outcome & rating scale).
- The length and the level of difficulty of the reading texts and tasks should be suitable for Grade 12.

WRITING

- For each student in the class, **at least two typical samples** of each of the main types of Writing required in each semester. These pieces of work should fit the intended category (type) of Writing. They should be dated and annotated with marks and comments from the teacher. Needless to say, they should be genuine pieces of Writing which actually show the student's level of Writing skills.

E. LEARNING OUTCOMES IN GRADES 1 TO 12

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

Reading
Writing
- During the four-year period covered by Grades **1** and **4**, the main focus of each element shifts and progresses, as follows:

Skills	Beginning of Grade One	>>>	End of Grade Four
Reading	Recognising the letters of the alphabet	>>>	Understanding texts of different types
Writing	Writing numbers and the letters of the alphabet	>>>	Writing short texts of different kinds

In Grades **5** to **12**, the learning outcomes for English are grouped into **four elements**:

Reading Writing Grammar Vocabulary

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

Elements	Main Learning Outcomes
RDG	Can understand different types of written texts.
WRT	Can write sentences.
	Can write short texts.
GRM	Can understand and use the grammar already taught.
VCB	Can understand and use vocabulary already taught.

In **Grades 7 to 12**, however, there are a total of **Eight** key learning outcomes.

Elements	Main Learning Outcomes
RDG	Can understand a variety of written texts.
WRT	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 and respond to letters and emails. (<i>Interactive</i>)
	Can write texts which express and justify opinions. (<i>Evaluative</i>)
GRM	Can understand and use grammar.
VCB	Can understand and use vocabulary.

The weightings for each element at each grade-level are as follows:

Elements	Grades 1 + 2		Grades 3 + 4			Grades 5 to 9				Grades 10 + 11			Grade 12		
	CA	Total	CA	STs	Total	CA	STs	SMT	Total	CA	SMT	Total	CA	SMT	Total
Reading	50%	50%	35%	15%	50%	15%	5%	15%	35%	15%	20%	35%	15%	20%	35%
Writing	50%	50%	35%	15%	50%	15%	5%	15%	35%	15%	20%	35%	15%	20%	35%
Grammar	##	##	##	##	##	5%	5%	5%	15%	5%	10%	15%	##	15%	15%
Vocabulary	##	##	##	##	##	5%	5%	5%	15%	5%	10%	15%	##	15%	15%
OVERALL	100%	100%	70%	30%	100%	40%	20%	40%	100%	40%	60%	100%	30%	70%	100%

[Note: CA = Continuous Assessment; STs = Short Tests; SMT = Semester Test].

1. CONTINUOUS ASSESSMENT TOOLS:

This section includes the main tools for continuous assessment to assess: **reading** and **writing** in grades 1-4, **reading , writing, grammar and vocabulary** *grades 5-12*.

1.1 HOMEWORK

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

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

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

1.2 PROJECTS

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

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

- Projects can be carried out by individuals or by groups of students.
- They may be either
 - (a) an integral part of the course materials
 - (b) a supplementary task set by the teacher
- The scope of the project should be **realistic** in terms of:
 - a. the language (and cognitive) level of the student(s).
 - b. the amount of time required.
 - c. the availability (and cost) of the physical resources required.
 - d. the availability of English language material in the school/home environment.

1.3 OBSERVATION

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

Formative assessment: observation involves paying close attention to:

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

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

Note: Observation tool is used as **summative assessment tool** exclusively in Grades 1 and 2 to record Reading and Listening Learning Outcomes.

1.4 QUIZZES

Quizzes are short, focused assessment tool designed to measure students' knowledge or understanding of specific content. They can be used at any grade-level to gather additional information about students' learning. They can be 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.
- Quizzes will often have a relatively narrow focus, e.g., on a very specific learning outcome or language point.
- There is (usually) no need to prepare a written Marking Guide; a more informal approach is sufficient.
- Scores from quizzes should be transferred to 'Summary of Marks Awarded' (SMA).
- Teachers are recommended to use *the GSE Teacher Toolkit* and any available Apps to prepare quizzes.
- It is possible to use a wide variety of different test formats (types of tasks). Student responses can be either written or, where appropriate, spoken.
- Quizzes should be done during the lesson and should be **very short**, lasting **no more than 10 minutes**.

Formative assessment:

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

Summative assessment:

- For Grades (1-2) teachers rely on **observation** to record the mark, **no** quizzes are required.
- For grades (3-4), **two quizzes** are required for each learning outcome.

Skill	Learning Outcome	No. of Quizzes	Mark per Quiz	Recorded Mark
Reading	LO1	2 quizzes	10 marks	the highest mark.
	LO2	2 quizzes	15 marks	
	LO3	2 quizzes	10 marks	
Writing	LO1	2 quizzes	10 marks	the highest mark.
	LO2	2 quizzes	15 marks	
	LO3	2 quizzes	10 marks	

- For grades (5-11), **two to three quizzes** are required for each learning outcome in each semester.

Skill	No. of Quizzes	Mark per Quiz	Recorded Mark
Reading	2-3 quizzes	10 marks	the highest mark.
Writing	2 quizzes/ LO1	10 marks	the highest mark.
	2 quizzes/ LO2		
Vocabulary	2-3 quizzes	5 marks	the highest mark.
Grammar	2-3 quizzes	5 marks	the highest mark.

For grades 12, **two to three quizzes** are required for each learning outcome in each semester.

Skill	No. of Quizzes	Mark per Quiz	Recorded Mark
Reading	2-3 quizzes	10 marks	the highest mark.
Writing	2 quizzes/ LO1	10 marks	the highest mark.
	2 quizzes/ LO2		

1.5 SHORT TESTS (STs)

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

In **Grades 3 to 4**, there will be **three** Short Tests.

- Each of these three tests will receive a maximum of 10 marks. So, the total STs marks will be **30%** of a student's overall mark for English.

In **Grades 5 to 9 only**, there will be **two** Short Tests per semester.

Each of these two tests will receive a maximum of 10 marks. So, the total ST mark will be **20%** of a student's overall mark for English.

- The teacher is responsible for preparing the items and questions for each test paper.
- Each test must provide a valid assessment of students' language skills. For this reason, teachers **should not** use any texts or tasks which students have already heard or seen. Teachers may, therefore, need to create their own simple texts, similar — but not identical — to texts in the course materials. Likewise, tasks set in the Writing section **should not be identical** to tasks which students have already done in class.

- To ensure the quality of the test papers, it is recommended that, test-writers should not work alone, but **together with other teachers**. At the very least, they should ask another teacher to check their test paper before giving the test.
- STs should be **short**, lasting no more than **one period**.
- Students should be informed in advance of the dates, and of the two elements which will be tested.
- Each test-paper should be accompanied by a written **Marking Guide**. For some types of tasks (e.g., RDG), teachers can simply make a list of correct answers, with a specified number of marks for each. For others (e.g., WRT), appropriate Rating Scales will be required.
- Immediately after marking any ST, teachers should enter the students' marks **in ink** on the 'Summary of Marks Awarded' (SMA).

1.6 SEMESTER TESTS (SMTs)

The Semester Test is a formal examination given at the end of each semester. It covers four of the elements: **GRM, VCB, RDG & WRT**.

- The Semester Test will be as follows:
 - Grades 5 & 6: One-and-a-half hours. (90 minutes)/ **40 marks**
 - Grades 7, 8 & 9: Two hours (120 minutes)/ **40 marks**
 - Grades 10 & 11: Two-and-a-half hours. (150 minutes)/ **60 marks**
 - Grades 12: Three hours (180 minutes)/ **70 marks**
 - Students who fail to achieve the overall pass-mark (50%) for the year's work will have the opportunity to try again as follows:

In Grades 5 to 12:

- 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 semesters.

In Grade 11 only: - For those who fail in both semesters, a special **Re-sit Exam** covering work done throughout the year. (See Specifications in **Appendix Five**.)

(**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 11**, the **school** is responsible for preparing the exam papers.
- In Grade 12, the exam papers will be prepared and administered **centrally, by the General Directorate for Educational Assessment (GDEA)**.
- In Grades 10 & 11 exams should be reviewed by the senior teacher & supervisor.

- All exam papers will be prepared according to the official Exam Specifications.
- Students will also need to know on what basis marks will be awarded in the tests.
- 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.
- Test-writers should also remember that language-learning is *cumulative*, and not focus solely on recently taught material.

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.)

- **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.

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. Therefore, teachers are encouraged to use various ***self-assessment activities***.

2.3 PEER-ASSESSMENT

Peer-Assessment: Students should be given opportunities to give feedback *to each other*. This process — known as peer-assessment — not only helps to develop student self-assessment, it can also produce interesting, genuinely communicative classroom interaction.

APPENDIX ONE

Awarding Marks in Grade One

GRADE ONE: OUTCOMES & RATING SCALES for READING

OUTCOME # 1		OUTCOME # 2		OUTCOME # 3	
Can recognise the letters of the alphabet.		Can understand numbers.		Can understand familiar words, phrases and simple sentences.	
Can recognise the letters of the alphabet in lower case taught in Grade One. Can identify some known letters in words. Can identify the individual vowel and consonant letters in simple words.		Can recognise cardinal numbers up to ten written in words taught in Grade One.		Can recognise the use of question mark to signal a question. Can read a text in the correct direction. Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects). Can understand basic time words (e.g., days of the week, months of the year). Can recognise familiar names and very basic phrases on simple notices and signs. Can understand some simple, everyday signs (e.g., car park, bathroom). Can understand very short, simple instructions on everyday signs (e.g. No food or drink). Can demonstrate understanding of a word by matching it to picture. Can recognise basic action words. (e.g. clap, jump, walk).	
RATING SCALE # 1		RATING SCALE # 2		RATING SCALE # 3	
20	– Recognises, and is able to distinguish between, all of the letters.	10	Recognises and understands all numbers.	20	Recognises and understands all words, phrases and simple sentences.
16	Recognises, and is able to distinguish between, most of the letters.	8	Recognises and understands most numbers.	16	Recognises and understands most words, phrases and simple sentences.

12	Recognises, and is able to distinguish between, a reasonable number of the letters.	6	Has a reasonable understanding of numbers.	12	Has a reasonable understanding of words, phrases and simple sentences.
8	Recognises, and is able to distinguish between, a few of the letters.	4	Has some difficulty in recognising and understanding numbers.	8	Has some difficulty in recognising and understanding words, phrases and simple sentences.
4	Recognises, and is able to distinguish between, very few of the letters.	2	Has great difficulty in recognising and understanding numbers.	4	Has great difficulty in recognising and understanding words, phrases and simple sentences.

GRADE ONE: OUTCOMES & RATING SCALES for WRITING

OUTCOME # 4		OUTCOME # 5		OUTCOME # 6	
Can write the letters of the alphabet.		Can write numbers.		Can write words and phrases.	
Can trace and copy all the letters of the alphabet in lower case taught in Grade One. Can write the letters of the alphabet in lower case. Can join the letters together when writing simple words. Can use capital letters for names and titles (e.g. of people, of places).		Can trace and copy all the numerals taught in Grade One.		Can copy some short familiar words Can write familiar words. Can apply segmenting skills in forming these words Can combine familiar words into simple phrases Can use appropriate spacing within and between words. Can label simple pictures by coping single words. Can write basic short phrases with support.	
RATING SCALE # 4		RATING SCALE # 5		RATING SCALE # 6	
20	– Recognises, and is able to distinguish between, all the letters.	10	All numbers are well-formed and recognisable.	20	All words and phrases are correctly spelt and easily recognisable. Handwriting is very clear.
16	Recognises, and is able to distinguish between, most of the letters.	8	Most numbers are well-formed and recognisable.	16	Most words and phrases are correctly spelt and easily recognisable. Handwriting is usually clear.
12	Recognises, and is able to distinguish between, a reasonable number of the letters.	6	Numbers are reasonably well-formed and recognisable.	12	Words and phrases are sometimes incorrectly spelt and may be difficult to recognise. Handwriting is reasonably clear.
8	Recognises, and is able to distinguish between, a few of the letters.	4	Many numbers are poorly formed and difficult to recognise.	8	Words and phrases are often incorrectly spelt and sometimes difficult to recognise. Handwriting is often unclear.
4	Recognises, and is able to distinguish between, very few of the letters.	2	Almost all numbers are poorly formed and difficult to recognise.	4	Words and phrases are almost always incorrectly spelt and many are difficult to recognise. Handwriting is almost always unclear.

<u>SPECIAL EDUCATION</u> SUMMARY of MARKS AWARDED <u>GRADE ONE</u> Class: _____ Year: _____ Teacher: _____																
READING	Can recognise the letters of the alphabet.	(20)														
	Can understand numbers.	(10)														
	Can understand familiar words, phrases and simple sentences.	(20)														
	READING: Total	(50)														
WRITING	Can write the letters of the alphabet.	(20)														
	Can write numbers.	(10)														
	Can write words and phrases.	(20)														
	WRITING: Total	(50)														
OVERALL	TOTAL SCORE	(100)														
	LETTER GRADE															

Awarding Marks in Grade Two

GRADE TWO: OUTCOMES & RATING SCALES for READING

OUTCOME # 1		OUTCOME # 2		OUTCOME # 3	
Can recognise more complex vowels and consonants.		Can understand numbers.		Can understand phrases and sentences.	
Can apply blending skills to decode words (incl. multi-syllable words) as well as knowledge of alternative spellings of letter-sounds. Can identify compound vowels and consonants in simple words.		Can recognise cardinal numbers up to 20 written as words.		Can understand basic time words. Can recognise familiar nouns and very basic phrases on simple signs and notices. Can understand some simple everyday signs. Can understand simple written instructions for classroom activities. Can demonstrate understanding of word by matching it to a picture. Can read sentences correctly from left to write. Can identify familiar words in short, simple written texts. Can guess meaning of words from accompanying pictures. Can find proper nouns in short, simple texts. Can understand phrases and simple sentences in short, simple texts.	
RATING SCALE # 1		RATING SCALE # 2		RATING SCALE # 3	
20	– Matches letters with consistent accuracy. – Decodes (almost) all words quickly and easily.	10	– All numbers are well-formed and recognisable.	20	Understands (almost) all phrases and sentences with ease.

16	– Matches letters with reasonable accuracy. Decodes most words accurately, despite occasional mistakes.	8	Most numbers are well-formed and recognisable.	16	Understands most phrases and sentences easily enough.
12	– Makes some noticeable errors when matching letters. Has only moderate success in decoding words.	6	Numbers are reasonably well-formed and recognisable.	12	Has a reasonably good understanding of phrases and sentences.
8	– Has some difficulty in – Makes frequent errors when matching letters. Has some difficulty in decoding words.	4	Many numbers are poorly formed and difficult to recognise.	8	Has some difficulty in understanding phrases and sentences.
4	– Finds it very difficult indeed to matches letters. Has great difficulty in decoding words.	2	Almost all numbers are poorly formed and difficult to recognise.	4	Has great difficulty in understanding phrases and sentences.

GRADE TWO: OUTCOMES & RATING SCALES for WRITING

OUTCOME # 4		OUTCOME # 5		OUTCOME # 6	
Can write words.		Can write numbers.		Can write phrases and sentences.	
Can write and spell a range of familiar words of 3 or 4 letters. Can form correctly all the letters of the alphabet in lower and upper case.		Can trace and copy all the numerals taught in Grade Two. Can write dates using all the numerals already taught.		Can write phrases and simple sentences using familiar words. Can use capital letters, full stops, and question marks. Can write in clear, legible handwriting with appropriate spacing. Can write a standard greeting in a card given a model. Can link two simple sentences using 'and'. Can complete a simple form with basic personal information.	
RATING SCALE # 4		RATING SCALE # 5		RATING SCALE # 6	
20	All letters are formed correctly. All words are correctly spelt and easily recognisable.	10	– All numbers are well-formed and recognisable.	20	Word order and spelling are consistently correct. Use of capital letters, full stops, question marks is very accurate. Handwriting is very clear.
16	Most letters are formed correctly. – Most words are correctly spelt and easily recognisable.	8	– Most numbers are well-formed and recognisable.	16	Word order and spelling are usually correct. Use of capital letters, full stops and, question marks is mostly accurate. Handwriting is usually clear.
12	Some letters are not formed correctly. – Words are sometimes incorrectly spelt and difficult to recognise.	6	– Numbers are reasonably well-formed and recognisable.	12	Word order and spelling are reasonably correct. Use of capital letters, full stops and question marks is sometimes inaccurate. Handwriting is reasonably clear.
8	Many letters are formed incorrectly. – Words are sometimes incorrectly spelt and difficult to recognise.	4	– Many numbers are incorrectly formed and sometimes difficult to recognise.	8	Word order and spelling are often incorrect. Use of capital letters, full stops and question marks is often inaccurate. Handwriting is often unclear.
4	Almost all letters are poorly formed. Words and phrases are always incorrectly spelt.	2	Almost all numbers are poorly formed and difficult to recognise.	4	Word order and spelling are almost always incorrect. Use of capital letters, full stops and question marks is almost always inaccurate. Handwriting is almost always unclear.

<u>SPECIAL EDUCATION</u> SUMMARY of MARKS AWARDED <u>GRADE TWO</u> Class: _____ Year: _____ Teacher: _____																
READING	Can recognise more complex vowels and consonants.	(20)														
	Can understand numbers.	(10)														
	Can understand phrases and sentences.	(20)														
	READING: Total	(50)														
WRITING	Can write words.	(20)														
	Can write numbers.	(10)														
	Can write phrases and sentences.	(20)														
	WRITING: Total	(50)														
OVERALL	TOTAL SCORE	(100)														
	LETTER GRADE															

Awarding Marks in Grade Three

GRADE THREE: OUTCOMES & RATING SCALES for READING

OUTCOME # 1		OUTCOME # 2		OUTCOME # 3	
Can understand words and phrases.		Can understand sentences.		Can understand short written texts.	
Covers recognition and understanding of: – all the key vocabulary items and phrase-types already introduced. – all the letters of the alphabet in lower and upper case. – the digraphs, clusters and common rimes already taught.		Covers the ability to understand sentences using familiar vocabulary and relating to the topics already covered. These sentences may be: – statements – questions & responses – instructions		Text-types include: – descriptions – stories – dialogues – sets of instructions Students should be able to: – understand general meaning – extract specific information.	
RATING SCALE # 1		RATING SCALE # 2		RATING SCALE # 3	
10	– Easily recognises and understands words and phrases.	15	Has an excellent understanding of sentences.	10	Has an excellent understanding of all texts. Reading is quick and comfortable.
8	Recognises and understands most words and phrases.	12	Has a good understanding of sentences.	8	– Has a good understanding of most texts. – Reads at a reasonable speed.
6	Has occasional difficulty in understanding words and phrases.	9	– Has a reasonably good understanding of sentences.	6	– Has a reasonably good understanding of most texts. – Reading is quite slow.
4	Has difficulty in recognising and understanding words and phrases.	6	Has a limited understanding of sentences.	4	Has a limited understanding of most texts. Reading is slow.
2	Has great difficulty in recognising and understanding words and phrases.	3	Has a poor understanding of sentences.	2	Has a poor understanding of all texts. Reading is very slow.

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

OUTCOME # 4		OUTCOME # 5	
Can write words.		Can write sentences.	
Covers the ability to: – write and spell all the vocabulary items already introduced. – form correctly all the letters of the alphabet in lower case and upper case.		Covers: – the writing of simple sentences using vocabulary items already introduced. – the correct use of word order, capital letters, full stops, question marks. – clear, legible handwriting with appropriate spacing.	
RATING SCALE # 4		RATING SCALE # 5	
10	All letters and numbers are formed correctly. All words are correctly spelt and easily recognisable.	15	Word order and spelling are consistently correct. Use of capital letters, full stops and question marks is very accurate. Handwriting is very clear.
8	Most letters and numbers are formed correctly. Most words are correctly spelt and easily recognisable.	12	Word order and spelling are usually correct. Use of capital letters, full stops and question marks is mostly accurate. Handwriting is usually clear.
6	Some letters and numbers are not formed correctly. Words are sometimes incorrectly spelt and difficult to recognise.	9	Word order and spelling are reasonably correct. Use of capital letters, full stops and question marks is sometimes inaccurate. Handwriting is reasonably clear.
4	Many letters and numbers are formed incorrectly. Words are often incorrectly spelt and difficult to recognise.	6	Word order and spelling are often incorrect. Use of capital letters, full stops and question marks is often inaccurate. Handwriting is often unclear.
2	Almost all letters and numbers are formed incorrectly. Words are almost always incorrectly spelt and difficult to recognise.	3	Word order and spelling are almost always incorrect. Use of capital letters, full stops and question marks is almost always inaccurate. Handwriting is always unclear.

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

OUTCOME # 6	
Can produce short written texts.	
Text-types include: – descriptions – dialogues – processes – series of instructions – notes & messages – stories – explanations Includes the ability to write coherent short texts (of paragraph length).	
RATING SCALE # 6	
10	Meaning is always clear. – Grammar, vocabulary, spelling and punctuation are almost always correct. Organisation & layout are almost always appropriate to the text.
8	Meaning is almost always clear. Grammar, vocabulary, spelling and punctuation are usually correct. Organisation & layout are usually appropriate to the text.
6	Meaning is usually clear. – Grammar, vocabulary, spelling and punctuation are reasonably correct. – Organisation & layout are reasonably appropriate to the text.
4	Meaning is sometimes unclear. Grammar, vocabulary, spelling and punctuation are often incorrect. – Organisation & layout are often inappropriate to the text.
2	Meaning is rarely clear. Grammar, vocabulary, spelling and punctuation are almost always incorrect. – Organisation & layout are almost always inappropriate to the text.

<u>SPECIAL EDUCATION</u> SUMMARY of MARKS AWARDED <u>GRADE THREE</u> Class: _____ Year: _____ Teacher: _____																
READING	Can understand words and phrases.	(10)														
	Can understand sentences.	(15)														
	Can understand short written texts.	(10)														
	ST # 1 (date:)	(5)														
	ST # 2 (date:)	(5)														
	ST # 3 (date:)	(5)														
	READING: Total	(50)														
WRITING	Can write words.	(10)														
	Can write sentences.	(15)														
	Can produce short written texts.	(10)														
	ST # 1 (date:)	(5)														
	ST # 2 (date:)	(5)														
	ST # 3 (date:)	(5)														
	WRITING: Total	(50)														
OVERALL	TOTAL SCORE	(100)														
	LETTER GRADE															

Awarding Marks in Grade Four

GRADE FOUR: OUTCOMES & RATING SCALES for READING

OUTCOME # 1		OUTCOME # 2		OUTCOME # 3	
Can understand words and phrases.		Can understand sentences and short texts.		Can understand longer texts (of different types).	
Covers recognition and understanding of : – all the key vocabulary items and phrase-types already introduced. – all the letters of the alphabet in lower and upper case. – the digraphs, clusters and common rimes already taught.		– Covers the ability to understand sentences and short texts using familiar vocabulary and relating to the topics already covered. – Sentences: e.g., statements, questions, responses, instructions. – Short texts: e.g., (short) descriptions, narratives or dialogues.		Text-types include: – descriptions – dialogues – stories – sets of instructions – songs/poems Students should be able to: – understand general meaning – extract specific information. – read with increasing fluency and independence.	
RATING SCALE # 1		RATING SCALE # 2		RATING SCALE # 3	
10	– Easily recognises and understands words and phrases.	15	Has an excellent understanding of sentences and short texts.	10	Has an excellent understanding of all texts. Reading is quick and comfortable.
8	Recognises and understands most words and phrases.	12	Has a good understanding of sentences and short texts.	8	– Has a good understanding of most texts. – Reads at a reasonable speed.
6	Has occasional difficulty in understanding words and phrases.	9	– Has a reasonably good understanding of sentences and short texts.	6	– Has a reasonably good understanding of most texts. – Reading is quite slow.
4	Has difficulty in recognising and understanding words and phrases.	6	Has a limited understanding of sentences and short texts.	4	Has a limited understanding of most texts. Reading is slow.
2	Has great difficulty in recognising and understanding words and phrases.	3	Has a poor understanding of sentences and short texts.	2	Has a poor understanding of all texts. Reading is very slow.

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

OUTCOME # 4		OUTCOME # 5	
Can write words.		Can write sentences.	
Covers the ability to: – write and spell all the vocabulary items already introduced. – form correctly all the letters of the alphabet in lower case and upper case.		Covers: – the writing of simple sentences using vocabulary items already introduced. – the correct use of word order, capital letters, full stops, question marks. – clear, legible handwriting with appropriate spacing.	
RATING SCALE # 4		RATING SCALE # 5	
10	All letters and numbers are formed correctly. All words are correctly spelt and easily recognisable.	15	Word order and spelling are consistently correct. Use of capital letters, full stops and question marks is very accurate. Handwriting is very clear.
8	Most letters and numbers are formed correctly. Most words are correctly spelt and easily recognisable.	12	Word order and spelling are usually correct. Use of capital letters, full stops and question marks is mostly accurate. Handwriting is usually clear.
6	Some letters and numbers are not formed correctly. Words are sometimes incorrectly spelt and difficult to recognise.	9	Word order and spelling are reasonably correct. Use of capital letters, full stops and question marks is sometimes inaccurate. Handwriting is reasonably clear.
4	Many letters and numbers are formed incorrectly. Words are often incorrectly spelt and difficult to recognise.	6	Word order and spelling are often incorrect. Use of capital letters, full stops and question marks is often inaccurate. Handwriting is often unclear.
2	Almost all letters and numbers are formed incorrectly. Words are almost always incorrectly spelt and difficult to recognise.	3	Word order and spelling are almost always incorrect. Use of capital letters, full stops and question marks is almost always inaccurate. Handwriting is always unclear.

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

OUTCOME # 6	
Can produce short written texts.	
Text-types include: – descriptions – dialogues – processes – sets of instructions – notes and messages – stories Students should be able to write short, coherent texts (of paragraph length).	
RATING SCALE # 6	
10	Meaning is always clear. Grammar, vocabulary, spelling and punctuation are almost always correct. Organisation & layout are almost always appropriate to the text.
8	Meaning is almost always clear. Grammar, vocabulary, spelling and punctuation are usually correct. Organisation & layout are usually appropriate to the text.
6	Meaning is usually clear. – Grammar, vocabulary, spelling and punctuation are reasonably correct. – Organisation & layout are reasonably appropriate to the text.
4	Meaning is sometimes unclear. Grammar, vocabulary, spelling and punctuation are often incorrect. – Organisation & layout are often inappropriate to the text.
2	Meaning is rarely clear. Grammar, vocabulary, spelling and punctuation are almost always incorrect. – Organisation & layout are almost always inappropriate to the text.

<u>SPECIAL EDUCATION</u> SUMMARY of MARKS AWARDED <u>GRADE FOUR</u> Class: _____ Year: _____ Teacher: _____																			
READING	Can understand words and phrases.	(10)																	
	Can understand sentences and short texts.	(15)																	
	Can understand longer texts (of different types).	(10)																	
	ST # 1 (date:)	(5)																	
	ST # 2 (date:)	(5)																	
	ST # 3 (date:)	(5)																	
	READING: Total	(50)																	
WRITING	Can write words.	(10)																	
	Can write sentences.	(15)																	
	Can produce short written texts.	(10)																	
	ST # 1 (date:)	(5)																	
	ST # 2 (date:)	(5)																	
	ST # 3 (date:)	(5)																	
	WRITING: Total	(50)																	
OVERALL	TOTAL SCORE	(100)																	
	LETTER GRADE																		

APPENDIX TWO

Awarding Marks in Grades Five & Six

GRADES FIVE & SIX: OUTCOMES & RATING SCALES for READING

OUTCOME # 1			
Can understand different types of written text.			
Text-types include: - descriptions – stories - letters/ emails – series of instructions - tables/ graphs/ charts – biographies - factual texts – dialogues (in written form) of 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.			
RATING SCALE # 1		RATING SCALE # 2	
5	– Does a <i>lot</i> of reading. – A very good range of tasks, probably including Platinum.	10	- Has an excellent understanding of almost all texts. - Reading is quick and comfortable.
4	– Does <i>quite a lot</i> of reading – A good range of tasks, including some Gold.	8	– Has a good understanding of most texts. – Reads at a reasonable speed.
3	– Does a <i>reasonable</i> amount of reading. – A reasonable range of tasks, including some Silver.	6	– Has a reasonably good understanding of most texts. – Reading is quite slow.
2	– Does a relatively <i>small</i> amount of reading. – A limited range of tasks, almost all Bronze.	4	- Has a limited understanding of most texts. - Reading is slow.
1	– Only does a <i>very small</i> amount of reading. – Only very limited or incomplete attempts at any tasks.	2	- Has a poor understanding of all texts. - Reading is very slow.

GRADES FIVE & SIX: OUTCOMES & RATING SCALES for WRITING

OUTCOME # 2		OUTCOME # 3	
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 – dialogues _ blog posts – processes – sets of instructions – notes/ messages – stories – informal letters/ emails _ reviews Students should be able to write coherent short texts of paragraph length.	
RATING SCALE # 3		RATING SCALE # 4	
10	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.
8	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.
6	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.
4	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.
2	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 VOCABULARY/GRAMMAR

OUTCOME # 4		OUTCOME # 5	
Can understand and use the vocabulary already taught.		Can understand and use the grammar already taught.	
In relation to any particular vocabulary item (word or phrase) , this outcome focuses on students' ability to: – recognise its written form(s). – understand its meaning(s). – use it appropriately in context. Covers all core vocabulary taught at these <u>and</u> previous levels.		In relation to any particular grammatical structure , this outcome focuses on students' ability to: – recognise its various forms. – understand its meaning(s). – use it appropriately in context. Covers all grammars taught at these <u>and</u> previous levels.	
RATING SCALE # 5		RATING SCALE # 6	
5	Has a very good understanding of the meaning of vocabulary items. Makes appropriate use of a wide range of vocabulary.	5	Has a very good understanding of the meaning of grammatical structures. Uses a range of structures with consistent accuracy.
4	Has a good understanding of the meaning of vocabulary items. – Makes appropriate use of a fairly wide range of vocabulary.	4	Has a good understanding of the meaning of grammatical structures. Uses most structures with a good level of accuracy.
3	Has a reasonably good understanding of the meaning of vocabulary items. – Makes appropriate use of a moderate repertoire of vocabulary.	3	Has a reasonably good understanding of the meaning of grammatical structures. Uses core structures with a reasonable level of accuracy.
2	Has only a limited understanding of the meaning of vocabulary items. Makes appropriate use of a limited repertoire of vocabulary.	2	Has only a limited understanding of the meaning of grammatical structures. Use of core structures is often inaccurate.
1	Has a very poor understanding of the meaning of vocabulary items. Makes appropriate use of only a very narrow repertoire of vocabulary.	1	Has a very poor understanding of the meaning of grammatical structures. Use of core structures is seriously distorted.

<u>SPECIAL EDUCATION</u> SUMMARY of MARKS AWARDED GRADE 5 / 6 SEMESTER _____ Class: _____ Year: _____ Teacher: _____																			
CLASS TESTS	ST # 1: (date:)	Grammar	(5)																
		Reading	(5)																
	ST # 2: (date:)	Vocabulary	(5)																
		Writing	(5)																
RDG	Can understand written texts.		(10)																
WRT	Can write sentences.		(10)																
	Can write short texts.		(10)																
VCB	Can understand and use vocabulary.		(5)																
GRM	Can understand and use grammar.		(5)																
CONTINUOUS ASSESSMENT: Total			(60)																
SEMESTER TEST: Total			(40)																
OVERALL	TOTAL SCORE		(100)																
	LETTER GRADE																		

APPENDIX THREE

Awarding Marks in Grades 7, 8, 9,10, 11& 12

GRADES SEVEN, EIGHT, NINE, TEN, ELEVEN & TWELVE: OUTCOMES & RATING SCALES for READING

OUTCOME # 1	RATING SCALE # 2	
Can understand different types of written text.	10	Has an excellent understanding of all texts. Reading is quick and comfortable.
Covers the ability to understand four general categories of text: <u>Interactive</u>: (i) <i>Informal letters/ emails/ postcards/ invitations, etc.</i> (ii) <i>More formal letters</i> (iii) <i>dialogues (in written form)</i> <u>Informative</u>: <i>Descriptions ; sets of instructions; tables/ graphs/ charts ; factual texts; dictionary entries; encyclopedia entries, posters, leaflets/brochures</i> <u>Narrative</u>: <i>Stories (fictional); personal experiences; biographies; news reports.</i> <u>Evaluative</u>: <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	8	– Has a good understanding of most texts. – Reads at a reasonable speed.
	6	– Has a reasonably good understanding of most texts. – Reading is quite slow.
	4	Has a limited understanding of most texts. Reading is slow.
	2	Has a poor understanding of all texts. Reading is very slow.

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

OUTCOME # 2	RATING SCALE: # 3	
Can write texts with the purpose of providing information.	10	– Presents relevant information clearly, coherently and in an interesting way. – Not many language errors.
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.	8	– Presents relevant information with reasonable success. – However, there are noticeable language errors, occasionally making the text unclear.
	6	– Manages to convey some relevant information, but only in a limited way. – Writing lacks coherence and is sometimes unclear. There are frequent errors.
	4	– Attempts are made to convey some information, but the results are clearly inadequate. – Language used is very limited and/or contains many serious errors.
	2	– Feeble attempts at writing tasks, conveying very little relevant information. – Language used is extremely limited and/or seriously distorted.

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

OUTCOME # 3	RATING SCALE # 4	
Can write and respond to letters and emails. These 'Interactive' texts may include: – informal letters (to friends and relatives) – emails – postcards – notes/messages – invitations – letters of complaint – application letters, etc. and, where appropriate, replies to these texts. Writing these texts involves the ability to: – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts.	10	– Impact on intended reader(s) is <u>very positive</u>. – Writing clearly succeeds in achieving its purpose. – Uses language which is appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
		8
		– Impact on intended reader(s) is <u>fairly positive</u>. – Writing has reasonable success in achieving its purpose. – There are clear attempts to use language appropriate to reader and context. – Grammar and vocabulary are reasonably correct, though limited in range.
		6
		– Impact on intended reader(s) is <u>mixed</u>. – Writing has partially achieved its main purpose, <u>but</u>: – Some of the language used is inappropriate to reader and context. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
	4	– Impact on intended reader(s) is <u>rather negative</u>. – Writing only has very limited success in achieving its purpose. – There is little evidence of any attempt to use appropriate language. – Grammar/Vocabulary contain frequent serious errors.
		2
		– Impact on intended readers(s) is <u>very negative</u>. – Writing clearly fails to achieve its intended purpose. – The language used is extremely limited and/or seriously distorted and/or very inappropriate.

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

OUTCOME # 4	RATING SCALE # 5	
Can write stories and narrate events in the past.	10	– Tells stories fully and clearly, in a lively, interesting way, providing appropriate additional details. – Texts are coherent and easy to read. – Not many language errors.
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 hand-writing. – evaluate, edit and improve their own draft texts.	8	– Tells stories reasonably well, attempting to provide some additional detail. – However, there are noticeable language errors and texts sometimes lack coherence.
	6	– Manages to convey the main outline of stories, but only in a very limited way. – Language used is limited in range and/or contains frequent errors.
	4	– An attempt is made to tell stories, but important points are either missing or unclear. – Language used is very limited and/or contains many serious errors.
	2	– Very feeble attempt at telling stories. – Very little relevant content. – Language used is extremely limited and/or seriously distorted.

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

OUTCOME # 5	RATING SCALE # 6	
an write texts which express and justify opinions. These 'Evaluative' texts may include: – articles – advice/ feedback – complaints/ criticism – commentary – reviews – other kinds of texts whose main purpose is to express (and justify) an opinion Writing these texts involves the ability to: – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts.	10	– Expresses opinions on topics in a lively, interesting way. – Texts are well-organised and clear. – Not many language errors.
	8	– Expresses opinions on topics reasonably well, but use of supporting arguments is only partially effective. – There are noticeable language errors, which occasionally obscure the writer's meaning.
	6	– Manages to express opinions on topics, but only in a limited way. – Writing generally lacks clarity and coherence, and contains frequent errors.
	4	– Attempts are made to discuss topics, but the results are clearly inadequate. – Language used is very limited and/or contains many serious errors.
	2	– Very feeble attempts at discussing topics. – Very little relevant content. – Language used is extremely limited and/or seriously distorted.

GRADES SEVEN, TO TWELVE: OUTCOMES & RATING SCALE for VOCABULARY/GRAMMAR

OUTCOME # 6		OUTCOME # 7	
Can understand and use vocabulary.		Can understand and use grammar.	
In relation to any particular vocabulary item (word or phrase), this outcome focuses on students' ability to: – recognise its written form(s). – understand its meaning(s). – use it appropriately in context. Covers all core vocabulary taught at these <u>and</u> previous levels.		In relation to any particular grammatical structure, this outcome focuses on students' ability to: – recognise its various forms. – understand its meaning(s). – use it appropriately in context. Covers all grammars taught at these <u>and</u> previous levels.	
RATING SCALE # 7		RATING SCALE # 8	
5	Has a very good understanding of the meaning of vocabulary items. Makes appropriate use of a wide range of vocabulary.	5	Has a very good understanding of the meaning of grammatical structures. Uses a range of structures with consistent accuracy.
4	Has a good understanding of the meaning of vocabulary items. – Makes appropriate use of a fairly wide range of vocabulary.	4	Has a good understanding of the meaning of grammatical structures. Uses most structures with a good level of accuracy.
3	Has a reasonably good understanding of the meaning of vocabulary items. – Makes appropriate use of a moderate repertoire of vocabulary.	3	Has a reasonably good understanding of the meaning of grammatical structures. Uses core structures with a reasonable level of accuracy.
2	Has only a limited understanding of the meaning of vocabulary items. Makes appropriate use of a limited repertoire of vocabulary.	2	Has only a limited understanding of the meaning of grammatical structures. Use of core structures is often inaccurate.
1	Has a very poor understanding of the meaning of vocabulary items. Makes appropriate use of only a very narrow repertoire of vocabulary.	1	Has a very poor understanding of the meaning of grammatical structures. Use of core structures is seriously distorted.

GRADE TWELVE: OUTCOMES which are AWARDED MARKS on the basis of SEMESTER TESTS ONLY

OUTCOME # 8	OUTCOME # 9
Can understand and use vocabulary.	Can understand and use grammar.
In relation to any particular <i>vocabulary item (word or phrase)</i>, this outcome focuses on students' ability to: – recognise its written form(s). – understand its meaning(s). – use it appropriately in context. Covers <i>all core vocabulary items taught at this <u>and</u> previous levels.</i>	In relation to any particular <i>grammatical structure</i>, this outcome focuses on students' ability to: – recognise its various forms. – understand its meaning(s). – use it appropriately in context. Covers <i>all grammatical structures taught at this <u>and</u> previous levels.</i>

<u>SPECIAL EDUCATION</u> SUMMARY of MARKS AWARDED <u>GRADE 7 / 8</u> <u>SEMESTER ONE</u> Class: _____ Year: _____ Teacher: _____																			
CLASS TESTS	ST # 1: (date: _____)	Grammar	(5)																
		Reading	(5)																
	ST # 2: (date: _____)	Vocabulary	(5)																
		Writing	(5)																
RDG	Can understand different types of written text.		(10)																
WRT	Can write texts with the purpose of providing information.		(10)																
	Can write and respond to letters and emails.		(10)																
VCB	Can understand and use vocabulary.		(5)																
GRM	Can understand and use grammar.		(5)																
CONTINUOUS ASSESSMENT: Total			(60)																
SEMESTER TEST: Total			(40)																
OVERALL	TOTAL SCORE		(100)																
	LETTER GRADE																		

SPECIAL EDUCATION SUMMARY of MARKS AWARDED GRADE 7 / 8 SEMESTER TWO Class: _____ Year: _____ Teacher: _____																		
CLASS TESTS	ST # 1: (date:)	Grammar	(5)															
		Reading	(5)															
	ST # 2: (date:)	Vocabulary	(5)															
		Writing	(5)															
RDG	Can understand different types of written text.		(10)															
WRT	Can write stories and narrate events in the past.		(10)															
	Can write texts which express and justify opinions.		(10)															
VCB	Can understand and use vocabulary.		(5)															
GRM	Can understand and use grammar.		(5)															
CONTINUOUS ASSESSMENT: Total			(60)															
SEMESTER TEST: Total			(40)															
OVERALL	TOTAL SCORE		(100)															
	LETTER GRADE																	

<u>SPECIAL EDUCATION</u> SUMMARY of MARKS AWARDED <u>GRADE 9 SEMESTER ONE</u> Class: _____ Year: _____ Teacher: _____																			
CLASS TESTS	ST # 1:	Grammar	(5)																
	(date:)	Reading	(5)																
	ST # 2:	Vocabulary	(5)																
	(date:)	Writing	(5)																
RDG	Can understand different types of written text.		(10)																
WRT	Can write and respond to letters and emails.		(10)																
	Can write stories and narrate events in the past.		(10)																
VCB	Can understand and use vocabulary.		(5)																
GRM	Can understand and use grammar.		(5)																
CONTINUOUS ASSESSMENT: Total			(60)																
SEMESTER TEST: Total			(40)																
OVERALL	TOTAL SCORE		(100)																
	LETTER GRADE																		

SPECIAL EDUCATION SUMMARY of MARKS AWARDED GRADE 9 SEMESTER TWO Class: _____ Year: _____ Teacher: _____																			
CLASS TESTS	ST # 1: (date:)	Grammar	(5)																
		Reading	(5)																
	ST # 2: (date:)	Vocabulary	(5)																
		Writing	(5)																
RDG	Can understand different types of written text.		(10)																
WRT	Can write texts with the purpose of providing information.		(10)																
	Can write texts which express and justify opinions.		(10)																
VCB	Can understand and use vocabulary.		(5)																
GRM	Can understand and use grammar.		(5)																
CONTINUOUS ASSESSMENT: Total			(60)																
SEMESTER TEST: Total			(40)																
OVERALL	TOTAL SCORE		(100)																
	LETTER GRADE																		

SPECIAL EDUCATION SUMMARY of MARKS AWARDED GRADE 10 SEMESTER ONE Class: _____ Year: _____ Teacher: _____																	
RDG	Can understand different types of written text.	(10)															
WRT	Can write texts with the purpose of providing information.	(10)															
	Can write stories and narrate events in the past.	(10)															
VCB	Can understand and use vocabulary.	(5)															
GRM	Can understand and use grammar.	(5)															
CONTINUOUS ASSESSMENT: Total		(40)															
SEMESTER TEST: Total		(60)															
OVERALL	TOTAL SCORE	(100)															
	LETTER GRADE																

<u>SPECIAL EDUCATION</u> SUMMARY of MARKS AWARDED <u>GRADE 10</u> <u>SEMESTER TWO</u> Class: _____ Year: _____ Teacher: _____																	
RDG	Can understand different types of written text.	(10)															
WRT	Can write texts which express and justify opinions.	(10)															
	Can write and respond to letters and emails.	(10)															
VCB	Can understand and use grammar and vocabulary.	(5)															
GRM	Can understand and use grammar and grammar.	(5)															
CONTINUOUS ASSESSMENT: Total		(40)															
SEMESTER TEST: Total		(60)															
OVERALL	TOTAL SCORE	(100)															
	LETTER GRADE																

<u>SPECIAL EDUCATION</u> SUMMARY of MARKS AWARDED <u>GRADE 11</u> <u>SEMESTER ONE</u> Class: _____ Year: _____ Teacher: _____																	
RDG	Can understand different types of written text.	(10)															
WRT	Can write texts with the purpose of providing information.	(10)															
	Can write and respond to letters and emails.	(10)															
VCB	Can understand and use vocabulary.	(5)															
GRM	Can understand and use grammar.	(5)															
CONTINUOUS ASSESSMENT: Total		(40)															
SEMESTER TEST: Total		(60)															
OVERALL	TOTAL SCORE	(100)															
	LETTER GRADE																

<u>SPECIAL EDUCATION</u> SUMMARY of MARKS AWARDED <u>GRADE 11</u> <u>SEMESTER TWO</u> Class: _____ Year: _____ Teacher: _____																	
RDG	Can understand different types of written text.	(10)															
WRT	Can write stories and narrate events in the past.	(10)															
	Can write texts which express and justify opinions.	(10)															
VCB	Can understand and use grammar and vocabulary.	(5)															
GRM	Can understand and use grammar and grammar.	(5)															
CONTINUOUS ASSESSMENT: Total		(40)															
SEMESTER TEST: Total		(60)															
OVERALL	TOTAL SCORE	(100)															
	LETTER GRADE																

<u>SPECIAL EDUCATION</u> SUMMARY of MARKS AWARDED <u>GRADE 12</u> <u>SEMESTER ONE</u> Class: _____ Year: _____ Teacher: _____																	
READING	Can understand different types of written text.	(10)															
WRITING	Can write stories and narrate events in the past.	(10)															
	Can write texts which express and justify opinions.	(10)															
TOTAL	CONTINUOUS ASSESSMENT	(30)															

<u>SPECIAL EDUCATION</u> SUMMARY of MARKS AWARDED <u>GRADE 12</u> <u>SEMESTER TWO</u> Class: _____ Year: _____ Teacher: _____																		
READING	Can understand different types of written text.	(10)																
WRITING	Can write texts with the purpose of providing information.	(10)																
	Can write and respond to letters and emails.	(10)																
TOTAL	CONTINUOUS ASSESSMENT	(30)																

APPENDIX FOUR

SPECIFICATIONS for SHORT TESTS

SPECIFICATIONS for Short Tests (Grade 3) [30 minutes / 10 marks each]

CLT	Skills	Outcomes	Tasks/ items	Marks	Suggested Date
1	Reading	Can understand words and phrases.	Reading Short task with 5 items - 1 mark per item	5	First week of December
	Writing	Can write words.	Writing Short task. Mark using descriptors in the CA Rating Scales	5	
Total Mark				10	
2	Reading	Can understand sentences.	Reading Short task with 5 items -1 mark per item	5	First week of March
	Writing	Can write sentences.	Writing Short task. Mark using descriptors in the CA Rating Scales	5	
Total Mark				10	
3	Reading	Can understand short texts.	Reading Short task with 5 items - 1 mark per item	5	First week of May
	Writing	Can write short texts.	Writing Short task. Mark using descriptors in the CA Rating Scales	5	
Total Mark				10	

Note: In grade 3 specific task types are not specified. But STs should include a variety of tasks that are suitable for young learners, and teachers who prepare STs **must** follow the guidelines above.

SPECIFICATIONS for Short Tests (Grade 4) [30 minutes / 10 marks each]

CLT	Skills	Outcomes	Tasks/ items	Marks	Suggested Date
1	Reading	Can understand sentences.	Reading Short task with 5 items - 1 mark per item	5	First week of December
	Writing	Can write words.	Writing Short task. Mark using descriptors in the CA Rating Scales	5	
Total Mark				10	
2	Reading	Can understand short text.	Reading Short task with 5 items -1 mark per item	5	First week of March
	Writing	Can write sentences.	Writing Short task. Mark using descriptors in the CA Rating Scales	5	
Total Mark				10	
3	Reading	Can understand longer texts.	Reading Short task with 5 items - 1 mark per item	5	First week of May
	Writing	Can write short texts.	Writing Short task. Mark using descriptors in the CA Rating Scales	5	
Total Mark				10	

Note: In grade 4 specific task types are not specified. But STs should include a variety of tasks that are suitable for young learners, and teachers who prepare STs **must** follow the guidelines above.

SPECIFICATIONS for Short Tests (Grades 5 &6) [35 minutes / 10 marks each]

CLTs	Skills	Outcomes	Tasks/ items	Marks	Suggested Date
1	Grammar	Can understand and use grammar.	Short task with 5 items - 1 mark per item.	5	Semester 1 Last week of October
	Reading	Can understand written texts.	Short task with 5 items - 1 mark per item	5	
Total Mark				10	Semester 2 Mid of March
2	Vocabulary	Can understand and use vocabulary.	Short task with 5 items - 1 mark per item.	5	Semester 1 Last week of December
	Writing	Can write sentences. (sem1) Can write short texts.(sem2)	Mark using descriptors in the Continuous Assessment Rating Scales	5	
Total Mark				10	Semester 2 Mid of May

Note: In grades 5-6 specific task types are not specified. But STs should include a variety of tasks that are suitable for young learners, and teachers who prepare STs ***must*** follow the guidelines above.

SPECIFICATIONS for Short Tests (Grades 7,8 & 9) [45 minutes / 10 marks each)

CLTs	Skills	Outcomes	Tasks/ items	Marks	Suggested Date
1	Grammar	Can understand and use grammar.	Short task with 5 item- 1 mark per item.	5	Semester 1 Last week of October
	Reading	Can understand different types of written texts.	Short task with 5 items- 1 mark per item	5	
Total Mark				10	Semester 2 Mid of March
2	Vocabulary	Can understand and use vocabulary.	Task One Short task with 5 items- 1 mark per item.	5	Semester 1 Last week of December
	Writing	Can write different types of written texts.	Mark using descriptors in the Continuous Assessment Rating Scales	5	
Total Mark				10	Semester 2 Mid of May

Note: In grades 7-9 specific task types are not specified. But STs should include a variety of tasks that are suitable for young learners, and teachers who prepare STs ***must*** follow the guidelines above.

APPENDIX FIVE

SPECIFICATIONS for SEMESTER TESTS

SPECIAL EDUCATION — SPECIFICATIONS for SEMESTER TESTS

GRADE FIVE

SEMESTER ONE [90 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
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 a grammatical word or phrase has been removed.	For each sentence, a multiple choice with 2 options.	Indicate which of the 2 options is correct.	1 mark for each item. <u>Total: 5 marks</u>
RDG (1)	5 separate pictures.	For each picture, 3 statements. (1 correct; 2 distractors)	Indicate which of the 3 statements is correct.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 narrative text. Length: 100-125 words (Possibly: input material. of some kind, e.g., picture)	<u>Task 1:</u> 5 T/F statements. <u>Task 2:</u> 5 multiple-choice items, each with 3 options.	<u>Task 1:</u> indicate whether each statement is T/F. <u>Task 2:</u> Indicate which of the 3 options is correct.	1 mark for each item. <u>Total: 10 marks</u>
WRT (1)	5 pairs of (content) words.	(Appropriate instructions)	In each case, write a meaningful sentence including both words.	1 mark for each item. <u>Total: 5 marks</u>
WRT (2)	5 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 five-level Rating Scale. <u>Total: 5 marks</u>
WRT (3)	A set of instructions for the writing of an email.	(Possibly: input material. of some kind, e.g., a short text requiring a response).	Write a text of at least 40 words.	Award a score based on a five-level Rating Scale. <u>Total: 5 marks</u>

[Exam Specifications: Special Education, Grade 5, Sem. One]

SEMESTER TWO [90 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
VCB	5 separate sentences, each with a single-word gap.	A list of 6 vocabulary-items (5 correct, 1 distractor).	Complete each sentence with the correct word.	1 mark for each item. <u>Total:</u> 5 marks
GRM	1 text/dialogue with 5 gaps where 1 grammatical word has been removed. Length: 50-60 words.	For each gap, a multiple choice with 2 options.	Indicate which of the 2 options is correct.	1 mark for each item. <u>Total:</u> 5 marks
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:</u> 5 marks
RDG (2)	1 interactive text (email). Length: 100-125 words. <i>(Possibly: input material. of some kind, e.g., picture)</i>	<u>Task 1:</u> 5 Wh-Questions. <u>Task 2:</u> 5 multiple-choice items, each with 3 options.	<u>Task 1:</u> Write a SHORT answer to each question. <u>Task 2:</u> Indicate which of the 3 options is correct.	1 mark for each item. <u>Total:</u> 10 marks
WRT (1)	5 pairs of (content) words.	<i>(Appropriate instructions)</i>	In each case, write a meaningful sentence including both words.	1 mark for each item. <u>Total:</u> 5 marks
WRT (2)	5 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 five-level Rating Scale. <u>Total:</u> 5 marks
WRT (3)	1 picture showing a scene or situation.	A list of 4 relevant vocabulary items.	Describe what is happening in the picture, using at least 30 words.	Award a score based on a five-level Rating Scale <u>Total:</u> 5 marks

[Exam Specifications: Special Education, Grade 5, Sem. Two]

SPECIAL EDUCATION — SPECIFICATIONS for SEMESTER TESTS

GRADE SIX

SEMESTER ONE [90 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
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 a grammatical word or phrase has been removed.	For each sentence, a multiple choice with 2 options.	Indicate which of the 2 options is correct.	1 mark for each item. <u>Total: 5 marks</u>
RDG (1)	5 separate pictures.	For each picture, 3 statements. (1 correct; 2 distractors)	Indicate which of the 3 statements is correct.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 interactive text. Length: 125-150 words (Possibly: input material. of some kind, e.g., picture)	<u>Task 1:</u> 5 T/F statements. <u>Task 2:</u> 5 multiple-choice items, each with 3 options.	<u>Task 1:</u> indicate whether each statement is T/F. <u>Task 2:</u> Indicate which of the 3 options is correct.	1 mark for each item. <u>Total: 10 marks</u>
WRT (1)	5 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 five-level Rating Scale. <u>Total: 5 marks</u>
WRT (2)	A set of 3 pictures showing a story.	A list of 5 useful vocabulary item.	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 (3)	A set of instructions for writing a short review.	<i>Possibly: input material. of some kind, e.g., short questions or points requiring a response)</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>

[Exam Specifications: Special Education, Grade 6, Sem. One]

SEMESTER TWO [90 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
VCB	5 separate sentences, each with a single-word gap.	A list of 6 vocabulary-items (5 correct, 1 distractor).	Complete each sentence with the correct word.	1 mark for each item. <u>Total:</u> 5 marks
GRM	1 text/dialogue with 5 gaps where 1 grammatical word has been removed. Length: 50-60 words.	For each gap, a multiple choice with 2 options.	Indicate which of the 2 options is correct.	1 mark for each item. <u>Total:</u> 5 marks
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:</u> 5 marks
RDG (2)	1 narrative text. Length: 125-150 words. <i>(Possibly: input material. of some kind, e.g., picture)</i>	<u>Task 1:</u> 5 Wh-Questions. <u>Task 2:</u> 5 multiple-choice items, each with 3 options.	<u>Task 1:</u> Write a SHORT answer to each question. <u>Task 2:</u> Indicate which of the 3 options is correct.	1 mark for each item. <u>Total:</u> 10 marks
WRT (1)	5 pictures showing simple actions/ situations.	For each picture, the initial 1 or 2 words of a relevant sentence.	Complete each sentence appropriately.	1 mark for each item. <u>Total:</u> 5 marks
WRT (2)	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:</u> 5 marks
WRT (3)	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:</u> 5 marks

[Exam Specifications: Special Education, Grade 6, Sem. Two]

SPECIAL EDUCATION — SPECIFICATIONS for SEMESTER TESTS

GRADES SEVEN & EIGHT

SEMESTER ONE [120 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
VCB	1 text with 5 gaps where a vocabulary item (word or phrase) has been removed. Length: 60-80 words.	A list of 6 vocabulary-items (5 correct, 1 distractor).	Complete each sentence with the correct word.	1 mark for each item. <u>Total:</u> 5 marks
GRM	5 separate sentences, each with a gap where 1 grammatical word has been removed.	For each gap, a multiple choice with 2 options.	Indicate which of the 2 options is correct.	1 mark for each item. <u>Total:</u> 5 marks
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 distractor).	Match the texts with the appropriate pictures.	1 mark for each item. <u>Total:</u> 5 marks
RDG (2)	1 evaluative text. Length: 150-175 words.	<u>Task 1:</u> 5 T/F statements. <u>Task 2:</u> 5 multiple-choice items, each with 3 options.	<u>Task 1:</u> indicate whether each statement is T/F. <u>Task 2:</u> Indicate which of the 3 options is correct.	1 mark for each item. <u>Total:</u> 10 marks
WRT (1)	A set of 7 information points which belong in a single context, e.g., <i>a description of a person, place, animal, object, etc.</i>	<i>(Possibly: input material. of some kind, e.g., picture)</i>	Write a paragraph including all the information provided.	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 letter/ 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:</u> 10 marks

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

SEMESTER TWO [120 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
VCB	5 separate sentences, each with a gap where a vocabulary item (word or phrase) has been removed.	For each gap, a multiple-choice item with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total:</u> 5 marks
GRM	1 text/dialogue with 5 gaps where 1 grammatical word has been removed. Length: 50-60 words.	For each gap, a multiple choice with 2 options.	Indicate which of the 2 options is correct.	1 mark for each item. <u>Total:</u> 5 marks
RDG (1)	5 short, numbered excerpts from five different texts.	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
	(Note: Total length of each combined pair of texts: 20-25 words.)			
RDG (2)	1 interactive text (letter/email). Length: 150-175 words. <i>(Possibly: input material. of some kind, e.g., picture)</i>	<u>Task 1:</u> 5 Wh-Questions. <u>Task 2:</u> 5 multiple-choice items, each with 3 options.	<u>Task 1:</u> Write a SHORT answer to each question. <u>Task 2:</u> Indicate which of the 3 options is correct.	1 mark for each item. <u>Total:</u> 10 marks
WRT (1)	A topic, title or question requiring students to express and justify an opinion.	<i>(Possibly: input material. of some kind, e.g., picture)</i>	Write a text of at least 45 words.	Award an overall score based on a five-level Rating Scale. <u>Total:</u> 5 marks
WRT (2)	A set of 6 pictures showing a story.	A list of 10 useful vocabulary items.	Write a text of at least 50 words.	Award an overall score based on a five-level Rating Scale. <u>Total:</u> 10 marks
	OR: A set of instructions for the writing of a narrative text.	<i>(Other input material as necessary)</i>		

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

SPECIAL EDUCATION — SPECIFICATIONS for SEMESTER TESTS

GRADE NINE

SEMESTER ONE [120 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
VCB	1 text with 5 gaps where a vocabulary item (word or phrase) has been removed. Length: 60-80 words.	A list of 6 vocabulary-items (5 correct, 1 distractor).	Complete each sentence with the correct word.	1 mark for each item. <u>Total:</u> 5 marks
GRM	5 separate sentences, each with a gap where 1 grammatical word has been removed.	For each gap, a multiple choice with 2 options.	Indicate which of the 2 options is correct.	1 mark for each item. <u>Total:</u> 5 marks
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 distractor).	Match the texts with the appropriate pictures.	1 mark for each item. <u>Total:</u> 5 marks
RDG (2)	1 evaluative text. Length: 150-175 words. <i>(Possibly: input material. of some kind, e.g., picture)</i>	<u>Task 1:</u> 5 T/F statements. <u>Task 2:</u> 5 multiple-choice items, each with 3 options.	<u>Task 1:</u> indicate whether each statement is T/F. <u>Task 2:</u> Indicate which of the 3 options is correct.	1 mark for each item. <u>Total:</u> 10 marks
WRT (1)	A set of instructions for the writing of a letter/ 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:</u> 5 marks
WRT (2)	A set of 6 pictures showing a story.	A list of 10 useful vocabulary items.	Write a text of at least 60 words.	Award an overall score based on a five-level Rating Scale. <u>Total:</u> 10 marks

[Exam Specifications: Special Education, Grade 9 Sem. One]

SEMESTER TWO [120 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
VCB	5 separate sentences, each with a gap where a vocabulary item (word or phrase) has been removed.	For each gap, a multiple-choice item with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total:</u> 5 marks
GRM	1 text/dialogue with 5 gaps where 1 grammatical word has been removed. Length: 50-60 words.	For each gap, a multiple choice with 2 options.	Indicate which of the 2 options is correct.	1 mark for each item. <u>Total:</u> 5 marks
RDG (1)	5 short, numbered excerpts from five different texts. (Note: Total length of each combined pair of texts: 25-30 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. Length: 150-175 words. <i>(Possibly: input material. of some kind, e.g., picture)</i>	<u>Task 1:</u> 5 Wh-Questions. <u>Task 2:</u> 5 multiple-choice items, each with 3 options.	<u>Task 1:</u> Write a SHORT answer to each question. <u>Task 2:</u> Indicate which of the 3 options is correct.	1 mark for each item. <u>Total:</u> 10 marks
WRT (1)	A topic, title or question requiring students to express and justify an opinion.	<i>(Possibly: input material. of some kind, e.g., picture)</i>	Write a text of at least 60 words.	Award an overall score based on a five-level Rating Scale. <u>Total:</u> 10 marks
WRT (2)	A set of 7 information points which belong in a single context, e.g., <i>a description of a person, place, animal, object, etc.</i>	<i>(Possibly: input material. of some kind, e.g., picture)</i>	Write a paragraph including all the information provided at least 50 words.	Award an overall score based on a five- level Rating Scale. <u>Total:</u> 5 marks

[Exam Specifications: Special Education, Grade 9, Sem. Two]

SPECIAL EDUCATION — SPECIFICATIONS for SEMESTER TESTS
GRADE TEN

(Grade 10) SEMESTER ONE [150 minutes / 60 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
VCB (1)	A text with 5 gaps where a vocabulary item (word or phrase) has been removed. Length: 70-90 words.	A list of 6 vocabulary-items (5 correct, 1 distractor).	Complete the sentences, filling the gaps with words from the list.	1 mark for each item. <u>Total: 5 marks</u>
VCB (2)	5 separate sentences, each with a gap where a vocabulary item (word or phrase) has been removed.	For each gap, a multiple-choice item with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 5 marks</u>
GRM (1)	1 dialogue with 5 gaps where 1 structure-word has been removed. Length: 50-60 words.	For each gap, a multiple choice with 2 options.	Indicate which of the 2 options is correct.	1 mark for each item. <u>Total: 5 marks</u>
GRM (2)	5 separate sentences, each with a gap where 1 grammatical word has been removed.	A list of 6 structure words (5 correct, 1 distractor).	Complete the sentences, filling the gaps with words from the list.	1 mark for each item. <u>Total: 5 marks</u>
RDG (1)	5 short, numbered excerpts from five different texts. (Note: Total length of each combined pair of texts: 25-30 words.)	7 (very) short texts, 5 of which follow on from the excerpts in the first column (plus 2 distractors).	Match the excerpts in the first column with the texts in the second column.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 interactive text Length: 150-200 words. (<i>Possibly: input material. of some kind, e.g., picture</i>)	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>
RDG (3)	1 evaluative text. Length: 150-200 words. (<i>Possibly: input material. of some kind, e.g., picture</i>)	<u>Task 1:</u> 4 Wh-Questions. <u>Task 2:</u> 4 multiple-choice items, each with 3 options.	<u>Task 1:</u> Write a SHORT answer to each question. <u>Task 2:</u> Indicate which of the 3 options is correct.	1 mark for each item. <u>Total: 8 marks</u>
WRT (1)	EITHER: A set of 8 single information points which belong in a single context, e.g., a description of a person, place, etc.	(<i>Possibly: input material. of some kind, e.g., picture</i>)	Write a paragraph including all the information points given.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>
	OR: 1 picture showing a scene or situation.	(<i>Appropriate instructions</i>)	'Describe + Comment': write 65 words	
WRT (2)	A set of 6 pictures showing a story.	A list of 10 useful vocabulary items.	Write a story of at least 65 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>

[Exam Specifications: Special Education, Grade 10, Sem. One]

SEMESTER TWO [150 minutes / 60 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
VCB (1)	A text with 5 gaps where a vocabulary item (word or phrase) has been removed. Length: 70-90 words.	A list of 6 vocabulary-items (5 correct, 1 distractors).	Complete the text, filling the 5 gaps with words from the list.	1 mark for each item. <u>Total: 5 marks</u>
VCB (2)	5 separate sentences, each with a gap where a vocabulary item (word or phrase) has been removed.	For each gap, a multiple-choice item with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 5 marks</u>
GRM (1)	5 separate sentences, each with a gap where a (grammatical) word or phrase has been removed.	A list of 6 structure words (5 correct, 1 distractor).	Complete the sentences, filling the gaps with words from the list.	1 mark for each item. <u>Total: 5 marks</u>
GRM (2)	1 paragraph with 5 gaps where a grammatical word has been removed. Length: 50-60 words.	For each gap, a multiple choice with 2 options.	Indicate which of the 2 options is correct.	1 mark for each item. <u>Total: 5 marks</u>
RDG (1)	5 short texts. Length of each text: 30-40 words.	1 statement relating to each text.	Indicate whether each statement is <i>True</i> or <i>False</i> .	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 informative text. Length: 150-200 words. <i>(Possibly: input material. of some kind, e.g., picture)</i>	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>
RDG (3)	1 narrative text. Length: 150-200 words. <i>(Possibly: input material. of some kind, e.g., picture)</i>	<u>Task 1:</u> 4 Wh-Questions. <u>Task 2:</u> 4 multiple-choice items, each with 3 options.	<u>Task 1:</u> Write a SHORT answer to each question. <u>Task 2:</u> Indicate which of the 3 options is correct.	1 mark for each item. <u>Total: 8 marks</u>
WRT (1)	A topic, title or question which requires the student to express and justify an opinion.	(Possibly: input material. of some kind, e.g., picture)	Write a text of at least 65 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>
WRT (2)	A set of instructions for the writing of a letter/ email.	<i>(Possibly: input material. of some kind, e.g., a short text requiring a response)</i>	Write a text of at least 65 words	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>

[Exam Specifications: Special Education, Grade 10, Sem. Two]

SPECIAL EDUCATION — SPECIFICATIONS for SEMESTER TESTS
GRADE ELEVEN

SEMESTER ONE [150 minutes / 60 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
VCB (1)	A text with 5 gaps where a vocabulary item (word or phrase) has been removed. Length: 70-90 words.	A list of 6 vocabulary-items (5 correct, 1 distractor).	Complete the sentences, filling the gaps with words from the list.	1 mark for each item. <u>Total: 5 marks</u>
VCB (2)	5 separate sentences, each with a gap where a vocabulary item (word or phrase) has been removed.	For each gap, a multiple-choice item with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 5 marks</u>
GRM (1)	1 dialogue with 5 gaps where 1 structure-word has been removed. Length: 50-60 words.	For each gap, a multiple choice with 2 options.	Indicate which of the 2 options is correct.	1 mark for each item. <u>Total: 5 marks</u>
GRM (2)	5 separate sentences, each with a gap where 1 grammatical word has been removed.	A list of 6 structure words (5 correct, 1 distractor).	Complete the sentences, filling the gaps with words from the list.	1 mark for each item. <u>Total: 5 marks</u>
RDG (1)	5 short, numbered excerpts from five different texts. (Note: Total length of each combined pair of texts: 25-30 words.)	7 (very) short texts, 5 of which follow on from the excerpts in the first column (plus 2 distractors).	Match the excerpts in the first column with the texts in the second column.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 evaluative text. Length: 200-250 words. <i>(Possibly: input material. of some kind, e.g., picture)</i>	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>
RDG (3)	1 narrative text. Length: 200-250 words. <i>(Possibly: input material. of some kind, e.g., picture)</i>	<u>Task One:</u> 4 Wh-Questions. <u>Task Two:</u> 4 multiple-choice items, each with 3 options.	<u>Task One:</u> Write a SHORT answer to each question. <u>Task Two:</u> Indicate which of the three options is correct.	1 mark for each item. <u>Total: 8 marks</u>
WRT (1)	A set of 9 information points relating to particular topic, e.g., a person, place, event, etc.	<i>(Possibly: input material. of some kind, e.g., picture)</i>	Write a text including all the information points given.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>
WRT (2)	Situational instructions for the writing of a letter/ email.	<i>(Possibly: a short letter/ email to which the student should reply.)</i>	Write a text of at least 75 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>

[Exam Specifications: Special Education, Grade 11, Sem. One]

SEMESTER TWO [150 minutes / 60 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
VCB (1)	A text with 5 gaps where a vocabulary item (word or phrase) has been removed. Length: 70-90 words.	A list of 6 vocabulary-items (5 correct, 1 distractor).	Complete the sentences, filling the gaps with words from the list.	1 mark for each item. <u>Total: 5 marks</u>
VCB (2)	5 separate sentences, each with a gap where a vocabulary item (word or phrase) has been removed.	For each gap, a multiple-choice item with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 5 marks</u>
GRM (1)	1 paragraph with 5 gaps where a grammatical word has been removed. Length: 50-60 words.	For each gap, a multiple choice with 2 options.	Indicate which of the 2 options is correct.	1 mark for each item. <u>Total: 5 marks</u>
GRM (2)	5 separate sentences, each with a gap where a (grammatical) word or phrase has been removed.	A list of 6 vocabulary-items (5 correct, 1 distractor).	Complete the sentences, filling the gaps with words from the list.	1 mark for each item. <u>Total: 5 marks</u>
RDG (1)	5 short texts. Length of each text: 30-40 words.	1 statement relating to each text.	Indicate whether each statement is <i>True</i> or <i>False</i> .	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 interactive text Length: 200-250 words. <i>(Possibly: input material. of some kind, e.g., picture)</i>	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>
RDG (3)	1 informative text Length: 200-250 words. <i>(Possibly: input material. of some kind, e.g., picture)</i>	<u>Task One:</u> 4 <i>Wh</i> -Questions <u>Task Two:</u> 4 multiple-choice items, each with 3 options	<u>Task One:</u> Write a SHORT answer to each question. <u>Task Two:</u> Indicate which of the three options is correct.	1 mark for each item. <u>Total: 8 marks</u>
WRT (1)	A topic, title or question which requires the student to express and justify an opinion.	<i>(Possibly: input material. of some kind, e.g., picture)</i>	Write a text of at least 75 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>
WRT (2)	A set of 6 pictures showing a story.	A list of 10 useful vocabulary items.	Write a story of at least 75 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>

[Exam Specifications: Special Education, Grade 11, Sem. Two]

SPECIAL EDUCATION — SPECIFICATIONS for DIPLOMA EXAM
GRADE TWELVE

SEMESTER ONE [180 minutes / 70 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
VCB (1)	A text with 7 gaps where a vocabulary item (word or phrase) has been removed. Length: 70-90 words.	A list of 8 vocabulary-items (7 correct, 1 distractors).	Complete the text, filling the 7 gaps with words from the list.	1 mark for each item. <u>Total: 7 marks</u>
VCB (2)	8 separate sentences, where a vocabulary item (word or phrase) has been removed.	For each gap, a multiple-choice item with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 8 marks</u>
GRM (1)	1 text with 7 gaps where 1 structure-word has been removed. Length: 50-60 words.	A list of 8 structure words (7 correct, 1 distractor).	Complete the text, filling the 7 gaps with words from the list.	1 mark for each item. <u>Total: 7 marks</u>
GRM (2)	8 separate sentences, each with a gap where a (grammatical) word or phrase has been removed.	For each gap, a multiple choice with 2 options.	Indicate which of the 2 options is correct.	1 mark for each item. <u>Total: 8 marks</u>
RDG (1)	5 short, numbered excerpts from five different texts.	7 (very) short texts, 5 of which follow on from the excerpts in the first column (plus 2 distractors).	Match the excerpts in the first column with the texts in the second column.	1 mark for each item. <u>Total: 5 marks</u>
	(Note: Total length of each combined pair of texts: 30-35 words.)			
RDG (2)	1 interactive text. Length: 250-300 words. (Possibly: input material. of some kind, e.g., picture)	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>
RDG (3)	1 informative text. Length: 250-300 words. (Possibly: input material. of some kind, e.g., picture)	<u>Task 1:</u> 4 Wh-Questions <u>Task 2:</u> 4 multiple-choice items, each with 3 options.	<u>Task 1:</u> Write a SHORT answer to each question. <u>Task 2:</u> Indicate which of the three options is correct.	1 mark for each item. <u>Total: 8 marks</u>
WRT (1)	A topic, title or question which requires the student to express and justify an opinion.	(Possibly: input material. of some kind, e.g., picture)	Write a text of at least 80 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>
WRT (2)	A set of 6 pictures showing a story.	A list of 10 useful vocabulary items.	Write a story of at least 80 words.	Award a score based on a five-level Rating Scale. Total: 10 marks

[Exam Specifications: Special Education, Grade 12, Sem. One]

SEMESTER TWO [180 minutes / 70 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
VCB (1)	A text with 7 gaps where a vocabulary item (word or phrase) has been removed. Length: 70-90 words.	A list of 8 vocabulary-items (7 correct, 1 distractors).	Complete the text, filling the 5 gaps with words from the list.	1 mark for each item. <u>Total: 7 marks</u>
VCB (2)	8 separate sentences, where a vocabulary item (word or phrase) has been removed.	For each gap, a multiple-choice item with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 8 marks</u>
GRM (1)	1 text with 7 gaps where 1 structure-word has been removed. Length: 50-60 words.	A list of 8 structure words (7 correct, 1 distractor).	Complete the text, filling the 7 gaps with words from the list.	1 mark for each item. <u>Total: 7 marks</u>
GRM (2)	8 separate sentences, each with a gap where a (grammatical) word or phrase has been removed.	For each gap, a multiple choice with 2 options.	Indicate which of the 2 options is correct.	1 mark for each item. <u>Total: 8 marks</u>
RDG (1)	5 short texts. Length of each text: 30-40 words.	1 statement relating to each text.	Indicate whether each statement is <i>True</i> or <i>False</i> .	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 evaluative text. Length: 250-300 words. <i>(Possibly: input material. of some kind, e.g., picture)</i>	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>
RDG (3)	1 narrative text. Length: 250-300 words. <i>(Possibly: input material. of some kind, e.g., picture)</i>	<u>Task 1:</u> 4 <i>Wh</i> -Questions <u>Task 2:</u> 4 multiple-choice items, each with 3 options.	<u>Task 1:</u> Write a SHORT answer to each question. <u>Task 2:</u> Indicate which of the three options is correct.	1 mark for each item. <u>Total: 8 marks</u>
WRT (1)	A title/ topic/ question relating to factual information, either personal or general.	<i>(Possibly: input material. of some kind, e.g., picture)</i>	Write a text of at least 80 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>
WRT (2)	A set of instructions for the writing of a letter/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 a score based on a five-level Rating Scale. <u>Total: 10 marks</u>

[Exam Specifications: Special Education, Grade 12, Sem. Two]

**SPECIFICATIONS
for
RE-SIT EXAM
(Grade 11 only)**

SPECIAL EDUCATION — SPECIFICATIONS for RE-SIT EXAMS

GRADE ELEVEN

DETAILED SPECIFICATIONS

	MATERIALS	WITH:	STUDENT TASK	MARKING
VCB (1)	A text with 5 gaps where a vocabulary item (word or phrase) has been removed. Length: 70-90 words.	For each gap, a multiple-choice item with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total:</u> 5 marks
VCB (2)	5 separate sentences, each with a gap where a vocabulary item (word or phrase) has been removed.	A list of 6 vocabulary-items (5 correct, 1 distractor).	Complete the sentences, filling the gaps with words from the list.	1 mark for each item. <u>Total:</u> 5 marks
GRM (1)	5 separate sentences, each with a gap where a (grammatical) word or phrase has been removed.	A list of 6 vocabulary-items (5 correct, 1 distractor).	Complete the sentences, filling the gaps with words from the list.	1 mark for each item. <u>Total:</u> 5 marks
GRM (2)	A text/dialogue with 5 gaps where a grammatical word has been removed. Length: 50-60 words.	For each gap, a multiple choice with 2 options.	Indicate which of the 2 options is correct.	1 mark for each item. <u>Total:</u> 5 marks
RDG (1)	5 short, numbered excerpts from five different texts.	7 (very) short texts, 5 of which follow on from the excerpts in the first column (plus 2 distractors).	Match the excerpts in the first column with the texts in the second column.	1 mark for each item. <u>Total:</u> 5 marks
	(Note: Total length of each combined pair of texts: 25-30 words.)			
RDG (2)	1 interactive text. Length: 200-250 words.	7 multiple-choice items, each with 3 options. <i>(Possibly: input material. of some kind, e.g., picture)</i>	Indicate which of the three options is correct.	1 mark for each item. <u>Total:</u> 7 marks

RDG (3)	1 informative text Length: 200-250 words. <i>(Possibly: input material. of some kind, e.g., picture)</i>	<u>Task One:</u> 4 <i>Wh</i> -Questions <u>Task Two:</u> 4 multiple-choice items, each with 3 options.	<u>Task One:</u> Write a SHORT answer to each question. <u>Task Two:</u> Indicate which of the three options is correct.	1 mark for each item. <u>Total:</u> 8 marks
WRT (1)	A set of 9 information points relating to particular topic, e.g., a person, place, event, etc.	<i>(Possibly: input material. of some kind, e.g., picture)</i>	Write a text including all the information points given.	Award a score based on a five-level Rating Scale. <u>Total:</u> 10 marks
WRT (2)	A set of 6 pictures showing a story.	A list of 10 useful vocabulary items.	Write a story of at least 75 words.	Award a score based on a five-level Rating Scale. <u>Total:</u> 10 marks

[Specifications: Re-Sit Exam: Special Education, Grade 11]

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