

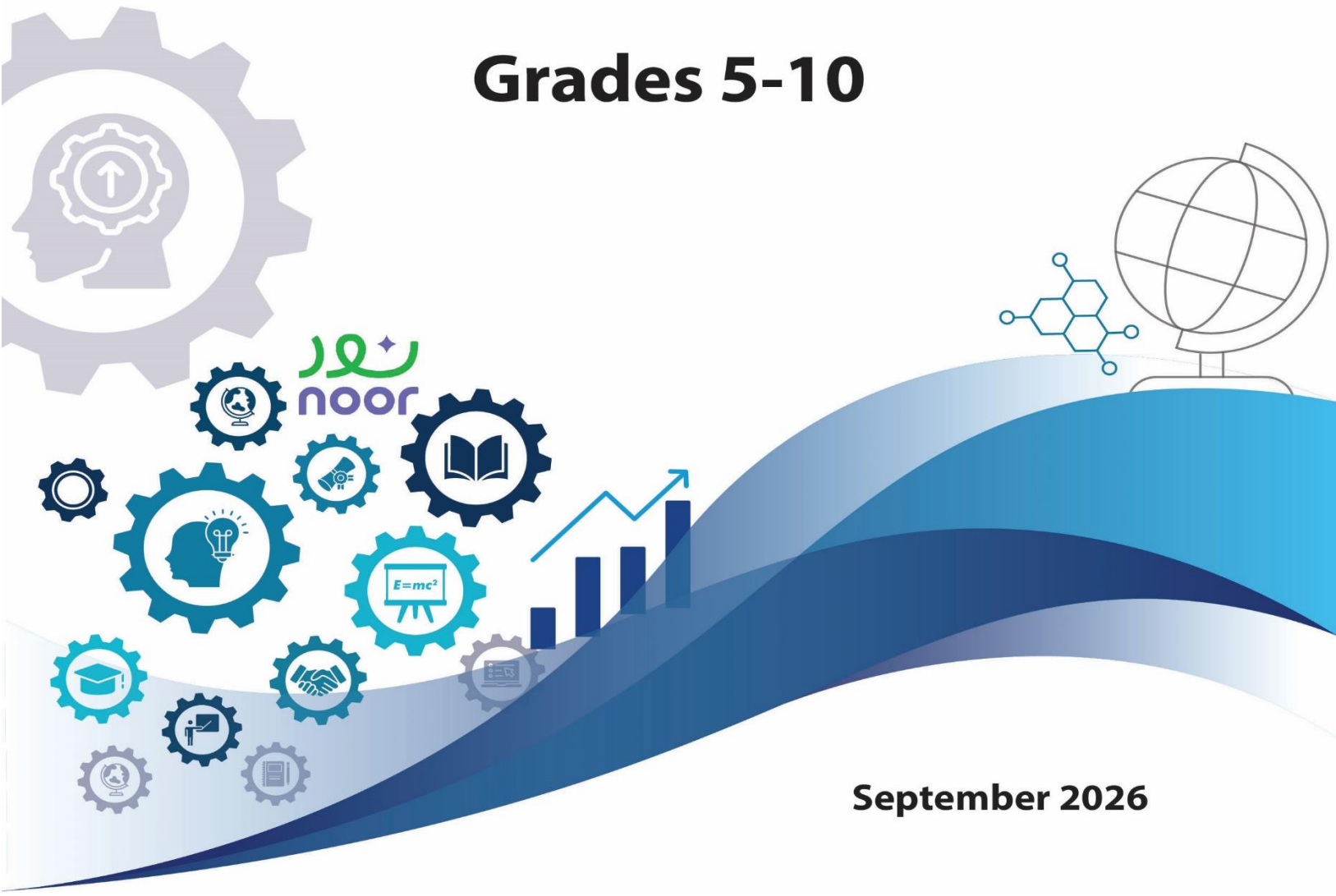


Student Assessment Handbook

Bilingual Private Schools

ENGLISH LANGUAGE

Grades 5-10



September 2026

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BACKGROUND

This '**Student Assessment Handbook' (SAH)** for **Bilingual Private Schools (5 - 10)** is based on the official guidelines for assessment issued by the Directorate General of Educational Evaluation (DGEE) at the Ministry of Education. Its purpose is to provide information and guidance for English teachers, supervisors, and exam-writers on the assessment of students in **Grades 5-10**. It was prepared by a **joint committee** consisting of Assessment Officers from (DGEE), teachers from schools, and representatives from the Directorate-General of Private Schools (Program and Curricula Department and Supervision). It replaces all previously issued student assessment documents and will be applied **from September 2026 onwards**.

The learning outcomes are benchmarked to the Council of Europe Common European Framework of Reference for Languages (**CEFR**). The reasons for this are to ensure that the outcomes meet agreed and recognized levels at certain stages and to enable assessment to be standardized across the education system. It remains possible for external examinations to be used to validate results and levels. With reference to the Council of Europe Common European Framework of Reference for Languages the syllabus is benchmarked as follows:

Grades	CEFR Level	GSE	IELTS Exam	TOEFL
1-4	A1 to A2	25 – 30	-	-
5-6	A2 to Exit A2	30 - 43	-	-
7 – 8	B1 to Exit B1	43 – 64	4.0	42+
9 – 10	B1 to Entry B2	64 – 75	4.5-5.0	57-86
11 - 12	B2 to C1	75 – 83	5.0 – 6.0	86 -

INTRODUCTION

A. FUTURE SKILLS ASSESSMENT

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

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

The framework categorizes these skills into three main areas:

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

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

B. E-ASSESSMENT

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

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

C. CONTINUOUS ASSESSMENT PRINCIPLES

- The aim of assessment is to provide **useful information about students' learning**.
- Assessment therefore focuses on the **learning outcomes** which students are expected to achieve.
- Assessment of students' achievement of these learning outcomes is based on the conscious, systematic **gathering of information**.
- A wide variety of **sources of information** are available. Each of these sources has its own strengths and weaknesses, so to arrive at a properly balanced picture, teachers should make use of as many **different** sources as possible.
- Teachers can **use** the assessment information which has been gathered for **two** main purposes:
 - **Summatively**: to measure (and report on) students' learning. Typically, this involves awarding marks and grades. This information is then passed on, as appropriate, to the Ministry, parents, and other stakeholders.
 - **Formatively**: to improve students' learning. Typically, this involves adapting lessons, giving feedback to students, encouraging self-assessment, etc.
- Both Formative and Summative Assessment are **necessary** and **important**; neither should be neglected.

D. LEARNING OUTCOMES

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

When assessing learning outcomes, three important considerations are:

- (i) To focus on **what the student learns**, *not what the teacher does*.
- (ii) To assess whether students can **transfer** learning. This is '*an important quality of learning, i.e., a crucial indicator of whether a student understands (and can do) something is whether he or she is able to apply it in different circumstances.*' (Gipps, 1994)
- (iii) To view language learning as a **cumulative** process: to be useful, recently learnt skills must be combined and integrated with previously learnt skills.

- In Grades 5 to 8, the learning outcomes for English are grouped into five elements:
Listening, Speaking, Reading, Writing, and Grammar and Vocabulary.
- In Grades 9 and 10, the learning outcomes for English are grouped into five elements:
Listening, Speaking, Reading, Writing, and Literature.

Elements	Key Learning Outcomes
LST	Can understand a variety of spoken texts.
SPK	Can give presentations.
	Can interact in a variety of contexts.
RDG	Can understand different types of written texts.
	Can read with grade-level fluency. (For grades 5 & 6)
	Can understand variety of literary texts. (For grades 7-10)
WRT	Can write and respond to letters and e-mails. (Interactive)
	Can write texts with the purpose of providing information. (Informative)
	Can write stories and narrate events in the past. (Narrative)
	Can write texts which express and justify opinions. (Persuasive)
GRM/ VCB	Can use Vocabulary and Grammar meaningfully. (For grades 5 to 8)
LIT	Can understand, analyze, and write about literary texts: • Poetry & Prose (Short story) (For grade 9 only) • Prose (Novel & Drama) (For grade 10 only)

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

Elements	Grades 5 & 6			Grades 7 & 8		
	CA	SMTs	Total	CA	SMTs	Total
Listening	10%	10%	20%	10%	10%	20%
Speaking	15%	##	15%	15%	##	15%
Reading	15%	10%	25%	15%	15%	30%
Writing	15%	10%	25%	15%	10%	25%
GRM/ VCB	5%	10%	15%	5%	5%	10%
TOTAL	60%	40%	100%	60%	40%	100%

Elements	Grade 9			Grade 10		
	CA	SMTs	Total	CA	SMTs	Total
Listening	10%	10%	20%	##	15%	15%
Speaking	15%	##	15%	15%	##	15%
Reading	10%	10%	20%	5%	20%	25%
Writing	15%	10%	25%	10%	15%	25%
Literature	10%	10%	20%	10%	10%	20%
TOTAL	60%	40%	100%	40%	60%	100%

(Note: 'CA' = Continuous Assessment, (SMTs) End-of-Semester Tests)

1. CONTINUOUS ASSESSMENT TOOLS

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

1.1 HOMEWORK

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

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

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

1.2 PROJECTS

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

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

1.3 OBSERVATION

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

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

- Daily observation involves paying close attention to:
 - what students say, write and do
 - which strategies students use to carry out tasks
 - how students react to new input
 - how students interact with each other
- Observation should be conducted **throughout the semester**.
- Observation, when used for formative assessment, should take the form of comments and feedback to students, and **no marks** should be awarded.

➤ Summative Assessment of Speaking (Interactions) through Observation

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

1.4 PRESENTATION

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

- In a typical presentation, the speaker stands in front of the rest of the class and speaks about a particular topic for a specified time. After this, he/she answers questions from the audience.
- Presentation is conducted **once each semester**.
- Marks are awarded to students using the special **Rating Scale** to be found in the relevant Appendices.
- The duration of these presentations (not including the questions from the audience) gradually increases as students' progress through the grade-levels: approximately **two** minutes in Grades 5 & 6; **three to four** minutes in Grades 7, 8 & 9; and **five** minutes in Grade 10.
- From the very beginning, students should be given regular opportunities to practice speaking in front of an audience — starting with mini-presentations on easy topics, and gradually increasing the length and complexity of the task.
- Topics can be chosen by the teacher, by the class or by individual presenters.
- Students may use brief notes but should **not** be allowed to read out from a prepared text.
- Presentations can be given individually or by small teams. In the latter case, more time can be allowed. (Note: Marks should, however, always be awarded individually.)
- During this practice, students should be given specific guidance on the 'physical' aspects of a presentation: how to use their voice, body, hands and eyes. The importance of 'starting well' should also be emphasised.
- Teachers may wish to make audio- or (even better) video-recordings of presentations, and use these, possibly for assessment and moderation, but more particularly for **teaching** purposes. However, students should **never** be forced to appear on a recording against their will.

1.5 QUIZZES

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

- The teacher *may* or *may not* wish to tell students about a quiz or give students information about the specific topic or focus of the quiz in advance.
- Teachers are recommended to use *and* any available electronic Apps to prepare quizzes.
- It is possible to use a wide variety of different test formats (types of tasks). Student responses can be either written or, where appropriate, spoken.

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

Quizzes as **Summative Assessment**:

- Teachers should ensure that students are given **sufficient practice** before taking any summative quiz.
- Teachers are required to conduct the quizzes each semester.

1.6 SEMESTER TESTS (SMTs)

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

- All exam papers will be prepared according to the official Exam Specifications. Details of these can be found in Appendix Three.
- Teachers should make sure that students are familiar, in advance, with all the test formats (task-types) which appear in the Specifications. They should in particular ensure that the task-instructions are clear and that the students know what to do.
- Test-writers should aim to give all the students a fair chance to show what they can do. This can be achieved by including both easier and more challenging tasks and items in the tests.
- In order to provide a valid assessment of students' language skills, Listening or Reading texts, teachers will only use **unseen texts**. Sentences or short texts used in the GRM/VCB section will, likewise, follow the same principle.
- To help ensure the quality of the exams, test-writing will be done in a **collaborative** way, with team of test-writers working closely together and supporting each other.
- It is also essential to review the quality of the test-paper again after the students have taken it.
- **Note:** Students who fail to achieve the overall pass-mark (50%) for the year's work will have the opportunity to try again a **Second Session exam**. The Specifications used for each of these Second Session papers are identical to those used in the First Session paper.

2. FORMATIVE ASSESSMENT:

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

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

2.1 GIVING FEEDBACK to STUDENTS

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

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

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

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

2.2 STUDENT SELF-ASSESSMENT

One of the central goals of Basic Education is that students gradually become autonomous learners, capable of deciding for themselves what they need to learn and how to learn it. This is encouraged by various **self-assessment activities**, found at the end of each unit.

In these activities, students are asked to reflect on their learning experiences and to ask themselves some basic questions, such as:

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

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

2.3 PEER-ASSESSMENT

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

2.4 PORTFOLIOS

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

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

APPENDIX ONE

Awarding Marks in Grades 5-10

BILINGUAL GRADES 5 to 10: OUTCOMES & RATING SCALES for LISTENING ⁽¹⁾

OUTCOME # 1

Can understand variety of spoken texts.

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

- **Interactive:** Short exchanges; dialogues; interviews.
- **Informative:** Descriptions; factual texts; presentations; talks.
- **Narrative:** Stories (fictional); personal experiences; biographies; historical texts; radio broadcasts
- **Evaluative:** Talks; discussions; debates

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

- Extract specific /details information
- Extract main points
- Extract sequence of events or ideas
- Make inferences (about purpose, intention, message. et
- Make predictions (about action or activity ...etc.)

In doing this, they should be able to:

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

BILINGUAL GRADES 5 to 10: OUTCOMES & RATING SCALE for SPEAKING ⁽¹⁾

OUTCOME # 2	RATING SCALE # 2	
Can give presentations. – Presenters should be able to speak on a topic for five minutes. – The audience will consist of the rest of the class. – Topics should be approved in advance by the teacher. – These topics should be culturally appropriate and of interest to the audience. – Presentations should be supported by digital technology (images, sounds, etc.). – Students may use brief notes (either on paper or on-screen) but should not read out from a prepared text. – Presentations will usually be given individually but can also be given in pairs. (Note: In paired presentations, marks should be awarded individually.) – After the presentation, there should be an opportunity for the audience to ask Qs.	5	– Presentations are easy to follow, well-structured and interesting. – Eye contact/communication with audience is very good. – Voice and pronunciation are clear. – Language used is mostly accurate. – Supporting visuals are clear and effective. – Answers to Qs are clear and convincing.
	4	– Presentations are mostly clear, as well as quite interesting. – Eye contact/communication with audience is good. – Voice and pronunciation are mostly clear. – Language used contains inaccuracies, but the meaning is only rarely obscured. – Supporting visuals are quite good. – Answers to Qs are mostly adequate.
	3	– Presentations are reasonably clear but are not always that interesting. – Eye contact/communication with audience is only reasonably good. – Voice and pronunciation are fairly accurate – Language used contains noticeable errors, which occasionally makes the meaning unclear. – Supporting visuals are adequate. – Answers to Qs are only partly effective.
	2	– Manages to convey <i>some</i> information but is generally ineffective/uninteresting. – Eye contact/communication with audience is rather weak. – Voice and/or pronunciation are sometimes unclear. – Language used contains frequent errors, which sometimes makes the meaning unclear. – Use of supporting visuals is limited. – Answers to Qs are limited and/or unclear.
	1	– Presentations are unclear and uninformative. – Eye contact/communication with audience is very weak. – Voice is difficult to hear and/or pronunciation is difficult to understand. – Frequent serious errors make speech generally difficult to follow. – Supporting visuals are either missing or obviously inadequate. – Answers to Qs are very inadequate indeed.

BILINGUAL GRADES 5 to 10: OUTCOMES & RATING SCALES for SPEAKING ⁽²⁾

OUTCOME # 3	RATING SCALE # 3	
Can interact in a variety of contexts.	10	– Interacts confidently and effectively with others in a variety of contexts. – Can initiate interaction and respond appropriately. – Maintains flow of interaction by dealing effectively with problems/misunderstandings. – Pronunciation has some L1 features but is generally clear and easy to understand.
	9	Between descriptors above and below
Covers the ability to take part in different kinds of (mostly routine) interactions in a variety of contexts: – short exchanges – sharing information – expressing opinions – negotiating with others to make decisions This includes the ability to: – Engage in collaborative discussion – Use social language and initiation skills – Respond to different situations, (suggestions, apology, offers etc.) – Ask and respond to questions - Share information – Prepare and present an argument/topic to persuade others to adopt a point of view. <u>Note:</u> These interactions may be with the teachers, students, or others.	8	– Interacts with others reasonably well in most situations. – Responds appropriately, but sometimes lacks flexibility and the ability to initiate. – Usually manages to keep the interaction going, but with occasional difficulties. – L1 accent, but only rarely impedes understanding.
	7	Between descriptors above and below
	6	– Manages to interact with others, but sometimes in a rather limited way. – Can respond to relatively simple input but has difficulty when a more complex response is required. – Patience is sometimes required from the other participant(s) during the interaction. – Noticeable L1 accent, leading to occasional misunderstandings.
	5	Between descriptors above and below
	4	– Has obvious limitations when interacting with others. – Responses are slow and sometimes inappropriate. – Patience is often required from the other participant(s) in the interaction. – Strong L1 accent, placing some strain the other participant(s).
	3	Between descriptors above and below
	2	– Has great difficulty in interacting with others and in responding even to quite simple input. – There are frequent pauses and breakdowns in communication. – Serious pronunciation errors make speech difficult for other participant(s) to follow.

BILINGUAL GRADES 5 to 10: OUTCOMES & RATING SCALES for READING ⁽¹⁾

OUTCOME # 4	Grades 5-9	RATING SCALE # 4	Grade 10
Can understand different types of written text.	10	– Has an excellent understanding of all texts. – Reading is quick and comfortable.	5
	9	Between the descriptors above and below	
Covers the ability to understand four general categories of text: <u>Interactive</u>: (i) <i>Informal letters/ e-mails/ postcards/ invitations, etc.</i> (ii) <i>More formal letters</i> (iv) <i>Dalogues (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>Persuasive</u>: <i>Magazine articles; reviews; other texts whose main purpose is to express (and justify) opinions</i> This requires the ability to: - understand the general meaning. - identify the 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.	4
	7	Between the descriptors above and below	
	6	– Has a reasonably good understanding of most texts. – Reading is at times quite slow.	3
	5	Between the descriptors above and below	
	6	– Has a limited understanding of most texts. – Reading is generally slow.	2
	4	Between the descriptors above and below	
	3	– Has a poor understanding of all texts. – Reading is always very slow.	1

BILINGUAL GRADES 5 and 6: OUTCOMES & RATING SCALES for READING ⁽²⁾

OUTCOME # 5	RATING SCALE # 5	
Can read with grade-level fluency	5	– Consistently reads a wide variety of grade-level texts fluently and accurately. – Completes a broad range of reading tasks independently. – Demonstrates excellent comprehension.
Students should be able to: - Read grade-level passages with accuracy and expression (pair/group or individual). - Distinguish between fiction and non-fiction. - Justify and elaborate on thoughts, feelings, opinions and prediction. - Describe story components (e.g., character, plot, setting). - Summarize and explain the main points. - Answer few comprehension questions. Students should read different texts for different purposes: -To improve fluency - To become independent reader - To build vocabulary - To increase understanding - For pleasure -For research - For practice	4	– Reads a good variety of grade-level texts with fluency and accuracy. – Completes a good range of reading tasks independently. – Demonstrates strong comprehension and appropriate responses.
	3	– Reads a reasonable range of grade-level texts with adequate fluency and accuracy. – Completes most reading tasks independently. – Demonstrates satisfactory comprehension.
	2	– Reads a limited range of grade-level texts with inconsistent fluency and accuracy. – Completes only a limited range of reading tasks independently. – Requires support to Demonstrate comprehension.
	1	– Reads very little and demonstrates limited fluency and accuracy. – Makes minimal or incomplete attempts at reading tasks independently. – Requires significant support to understand texts.

BILINGUAL GRADES 7 & 8 : OUTCOMES & RATING SCALES for READING ⁽²⁾

OUTCOME # 6

Can understand variety of literary texts.

These 'literary texts' cover two genres: **Poetry**, and two fictional prose: **Short Stories** and **Novels**.

This requires the ability to:

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

It also involves the ability to use a range of strategies in dealing with texts:

- Identity the features of a literary text (plot, setting, characterization, mood & theme, etc.)
- Identify the relationship between sounds, words, imagery & language pattern in narratives and poetry
- Connect their own experience with characters & events represented in texts
- Describe characters and settings
- Relate the setting to the meaning, mood and tone of the text
- Analyze and evaluate similarities and differences in texts on similar topics, themes or plots

Students will need to be familiar with a wide range of **literary elements** (e.g., *style, character, setting, point-of-view, conflict, etc.*) and **figures of speech** (e.g., *metaphors, puns, symbols, images, etc.*) used in and across the two genres.

Note: Only **Seen** literary texts will be used for the semester test.

BILINGUAL GRADES 5 to10: OUTCOMES & RATING SCALES for WRITING ⁽¹⁾

OUTCOME # 7	Grades 5-9	RATING SCALE # 6	Grade 10
Can write and respond to letters and e-mails.	10	– Message to the intended reader(s) is <u>very clear</u>. – Writing clearly succeeds in achieving its intended purpose. – Writing is very well-organised, clear, and coherent. – A varied range of grammar and vocabulary, with a very good level of accuracy.	5
	9	Between the descriptors above and below	
These 'Interactive' texts may include: – informal letters (to friends and relatives) – e-mails, postcards, notes/messages & invitations – formal: to employers, officials, school principals, etc. These texts cover a wide range of everyday types and topics, including: – requests for information/advice – giving information/advice / letters of complaint and, where appropriate, replies to these texts. Writing these texts involves the ability to: – adapt writing to fit 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 correctly. – evaluate, edit, and improve their own draft texts.	8	– Message to the intended reader(s) is clear. – Writing has a reasonable success in achieving its intended purpose. – Writing is generally well-organised, and mostly clear and coherent – A fair range of grammar and vocabulary, with a good level of accuracy.	4
	7	Between the descriptors above and below	
	6	– Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Writing is not well-organised, but is still reasonably clear and coherent – A limited range of grammar and vocabulary, with a reasonable level of accuracy.	3
	5	Between the descriptors above and below	
	4	– - Message to the intended reader(s) is mostly unclear. – Writing has only a very limited success in achieving its intended purpose. – Writing is poorly organised, and often unclear. – A very limited range of grammar and vocabulary, with frequent errors.	2
	3	Between the descriptors above and below	
	2	– Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary, with serious errors most of the time.	1

BILINGUAL GRADES 5 to 10: OUTCOMES & RATING SCALES for WRITING ⁽²⁾

OUTCOME # 8	RATING SCALE # 7	
Can write texts with the purpose of providing information. These 'Informative' texts may include: – reports/articles/summaries/completed forms/sets of instructions /descriptions/ notes/lists/graphs/ tables/adverts posters/brochures/ leaflets, etc. Writing these texts involves the ability to: – adapt writing to fit 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 correctly. – evaluate, edit, and improve their own draft texts.	5	– Presents relevant information clearly and in an interesting way. – Very good use of details and examples. – Writing is very well-structured, clear, and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
	4	– Presents relevant information with reasonable success. – Good use of details and examples. – Writing is generally well-structured, and mostly clear and coherent – A fair range of grammar and vocabulary with a good level of accuracy.
	3	– Manages to present relevant information, but in a limited way only. – Minimal use of details and examples. – Writing is not well-structured but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.
	2	– Attempts to present information, but the results are obviously inadequate. – Poor use of details and examples. – Writing is poorly structured, and often unclear – A very limited range of grammar and vocabulary with frequent errors.
	1	– Presents very little relevant information indeed. – No use of details and examples. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with serious errors most of the time.

BILINGUAL GRADES 5 to 10: OUTCOMES & RATING SCALES for WRITING ⁽³⁾

OUTCOME # 9	Grades 5- 9	RATING SCALE # 9	Grade 10
Can write stories and narrate events in the past.	10	– Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear, and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.	5
	9	Between the descriptors above and below	
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 to fit 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 correctly. – evaluate, edit, and improve their own draft texts.	8	-Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, and mostly clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.	4
	7	Between the descriptors above and below	
	6	– Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is not well-structured but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy.	3
	5	Between the descriptors above and below	
	4	– Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.	2
	3	Between the descriptors above and below	
	2	– Produces narratives which completely fail to engage the reader. – Little or no use of appropriate detail. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with serious errors most of the time.	1

BILINGUAL GRADES 5 to 10: OUTCOMES & RATING SCALES for WRITING ⁽⁴⁾

OUTCOME # 10	RATING SCALE # 10	
Can write texts which express and justify opinions. -These 'Persuasive' texts may include: -articles -advice/ feedback -complaints/ criticism -commentary -reviews -recommendations -other kinds of texts whose main purpose is to express (and justify) an opinion Writing these texts involves the ability to: -adapt writing to fit 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 correctly. -evaluate, edit, and improve their own draft texts	5	- Expresses opinions on topics in a lively, convincing way. - Supports all points effectively with relevant evidence and detail. - Essays are very well-organised, clear ,and coherent. - A varied range of grammar and vocabulary with a very good level of accuracy.
	4	- Expresses opinions on topics in a reasonably convincing way. - Supports most points with relevant evidence and detail. - Essays are generally well-organised and, for the most part, clear and coherent. - A fair range of grammar and vocabulary with a good level of accuracy.
	3	- Expresses opinions on topics, in a somewhat limited way. - Is inconsistent in supporting points with relevant evidence and detail. - Essays are poorly- organized but are still reasonably clear and coherent. - A limited range of grammar and vocabulary with a reasonable level of accuracy.
	2	- Express opinions on topics, but the results are clearly inadequate. - Is generally weak in supporting points with relevant evidence. - Essays lack organization, lack coherence and are sometimes unclear. - A very limited range of grammar and vocabulary with frequent errors.
	1	- Makes only very feeble attempts to express opinions on topics. - Fails to support points with any relevant evidence. - Essays are incoherent and confusing. - Extremely limited range of grammar and vocabulary with serious errors most of the time.

BILINGUAL GRADES 5 to 8: OUTCOMES & RATING SCALES for VOCABULARY/ GRAMMAR

OUTCOME # 11	RATING SCALE # 11	
Can use vocabulary and grammar meaningfully.	5	– Has a very good understanding of the meaning of different grammatical structures and vocabulary items. – Uses a range of structures with consistent accuracy. – Makes appropriate use of a wide range of vocabulary.
		4 – Has a good understanding of the meaning of different grammatical structures and vocabulary items. – Uses most structures with a good level of accuracy. – Makes appropriate use of a fairly wide range of vocabulary.
	3	– Has a reasonably good understanding of the meaning of different grammatical structures and vocabulary items. – Uses core structures with a reasonable level of accuracy. – Makes appropriate use of a moderate repertoire of vocabulary.
		2 – Has only a limited understanding of the meaning of different grammatical structures and vocabulary items. – Use of core structures is often inaccurate. – Makes appropriate use of a limited repertoire of vocabulary.
	1	– Has a very poor understanding of the meaning of different grammatical structures and vocabulary items. – Use of core structures is seriously distorted. – Makes appropriate use of only a very narrow repertoire of vocabulary.
In relation to any particular grammatical structure, this outcome focuses on students' ability to: – recognize its various forms. – understand its meaning(s). – use it appropriately in context. Covers all grammatical structures taught at these and previous levels. In relation to any particular vocabulary item (word or phrase), this outcome focuses on students' ability to: – recognize its spoken and written forms. – understand its meaning(s). – use it appropriately in context. Covers all core vocabulary items taught at these and previous levels.		

BILINGUAL GRADES 9 and 10: OUTCOMES for LITERATURE

OUTCOME # 12

Can understand different types of literary texts.

These 'literary texts' cover three genres: ***Poetry, Drama*** and two types of fictional prose: **Short Stories** and **Novels**.

Students should be able to engage with these texts and show the ability to:

- Understand and identify key elements/features of each text type.
- Use inference to determine meaning information from selected sections
- Use evidence from the text to support one's point of view and/or different elements found in the text.
- Support Ideas, views, and preference
- Express a personal response to a text
- Summarise texts, distinguishing main and supporting points

Students will need to be familiar with a wide range of ***literary elements*** (e.g., *style, character, setting, point-of-view, conflict, etc.*) and ***figures of speech*** (e.g., *metaphors, puns, symbols, images, etc.*) used in and across the four genres.

Note: Only **Seen** literary texts will be used for the semester test.

BILINGUAL GRADES 9 and 10: OUTCOMES & RATING SCALE for LITERARY ANALYSIS

OUTCOME # 12	RATING SCALE #12	
Can write about literary texts. These 'literary texts' cover <u>three</u> genres: Poetry, Drama and two types of fictional prose: Short Stories and Novels. Students should be able to engage with these texts and show the ability to: – Analyze – Interpret As part of this, they will need to be familiar with a wide range of literary elements (e.g., <i>style, character, setting, point-of-view, conflict, etc.</i>) and figures of speech (e.g., <i>metaphors, puns, symbols, images, etc.</i>) used in and across the four genres. Students should be able to express their insights and opinions during discussion, and <u>especially</u> in the form of written essays. – <i>Literary texts which will appear in the semester test will be seen.</i>	10	– Responses are relevant, well-developed, and insightful. – Makes effective use of supporting arguments and references. – Shows very good appreciation of literary devices and figures of speech. – Uses language which is clear and largely accurate.
	9	Between the descriptors above and below
	8	– Responses are relevant, and reasonably well-developed and insightful. – Makes reasonably effective use of supporting arguments and references. – Shows good appreciation of literary devices and figures of speech. – Uses language, which is usually clear, despite some inaccuracies.
	7	Between the descriptors above and below
	6	– Responses are mostly relevant, but only developed on a superficial level. – Makes only partially effective use of supporting arguments and references. – Shows reasonable appreciation of literary devices and figures of speech. – Uses language which is sometimes unclear and often inaccurate.
	5	Between the descriptors above and below
	4	– Responses are attempted but are incomplete and at times irrelevant. – Makes only limited use of supporting arguments and references. – Shows only limited appreciation of literary devices and figures of speech. – Uses language which is very limited and/or contains some serious flaws
	3	Between the descriptors above and below
	2	– Responses are feeble: largely irrelevant and/or seriously inadequate. – Makes very poor use of supporting arguments and references. – Shows minimal appreciation of literary devices and effects. – Uses language which is seriously flawed & frequently difficult to understand.

APPENDIX TWO

Mark Sheets for Continuous Assessment

SUMMARY of MARKS AWARDED BILINGUAL PRIVATE SCHOOLS GRADE 5 SEMESTER ONE Class: _____ Year: _____ Teacher: _____																	
LST	Can understand variety of spoken texts.	(10)															
SPK	Can give presentations.	(5)															
	Can interact in a variety of contexts.	(10)															
RDG	Can understand different types of written texts.	(10)															
	Can read with grade-level fluency.	(5)															
WRT	Can write texts with the purpose of providing information.	(5)															
	Can write and respond to letters and e-mails.	(10)															
G / V	Can use Vocabulary and Grammar meaningfully.	(5)															
CONTINUOUS ASSESSMENT: Total		(60)															
SEMESTER TEST: Total		(40)															
OVERALL	TOTAL SCORE	(100)															
	LETTER GRADE																

SUMMARY of MARKS AWARDED BILINGUAL PRIVATE SCHOOLS GRADE 5 SEMESTER TWO Class: _____ Year: _____ Teacher: _____																	
LST	Can understand variety of spoken texts.	(10)															
SPK	Can give presentations.	(5)															
	Can interact in a variety of contexts.	(10)															
RDG	Can understand different types of written texts.	(10)															
	Can read with grade-level fluency.	(5)															
WRT	Can write texts, which express and justify opinions.	(5)															
	Can write stories and narrate events in the past.	(10)															
G / V	Can use Vocabulary and Grammar meaningfully.	(5)															
CONTINUOUS ASSESSMENT: Total		(60)															
SEMESTER TEST: Total		(40)															
OVERALL	TOTAL SCORE	(100)															
	LETTER GRADE																

SUMMARY of MARKS AWARDED BILINGUAL PRIVATE SCHOOLS GRADE 6 SEMESTER ONE Class: _____ Year: _____ Teacher: _____																	
LST	Can understand variety of spoken texts.	(10)															
SPK	Can give presentations.	(5)															
	Can interact in a variety of contexts.	(10)															
RDG	Can understand different types of written texts. .	(10)															
	Can read with grade-level fluency.	(5)															
WRT	Can write texts with the purpose of providing information.	(5)															
	Can write and respond to letters and e-mails.	(10)															
G / V	Can use Vocabulary and Grammar meaningfully.	(5)															
CONTINUOUS ASSESSMENT: Total		(60)															
SEMESTER TEST: Total		(40)															
OVERALL	TOTAL SCORE	(100)															
	LETTER GRADE																

SUMMARY of MARKS AWARDED BILINGUAL PRIVATE SCHOOLS GRADE 6 SEMESTER TWO Class: _____ Year: _____ Teacher: _____																	
LST	Can understand variety of spoken texts.	(10)															
SPK	Can give presentations.	(5)															
	Can interact in a variety of contexts.	(10)															
RDG	Can understand different types of written texts. .	(10)															
	Can read with grade-level fluency.	(5)															
WRT	Can write texts, which express and justify opinions.	(5)															
	Can write stories and narrate events in the past.	(10)															
G / V	Can use Vocabulary and Grammar meaningfully.	(5)															
CONTINUOUS ASSESSMENT: Total		(60)															
SEMESTER TEST: Total		(40)															
OVERALL	TOTAL SCORE	(100)															
	LETTER GRADE																

SUMMARY of MARKS AWARDED BILINGUAL PRIVATE SCHOOLS GRADE 7 SEMESTER ONE Class: _____ Year: _____ Teacher: _____																	
LST	Can understand variety of spoken texts.	(10)															
SPK	Can give presentations.	(5)															
	Can interact in a variety of contexts.	(10)															
RDG	Can understand different types of written texts. .	(10)															
	Can understand variety of literary texts.	(5)															
WRT	Can write texts, which express and justify opinions.	(5)															
	Can write stories and narrate events in the past.	(10)															
G / V	Can use Vocabulary and Grammar meaningfully.	(5)															
CONTINUOUS ASSESSMENT: Total		(60)															
SEMESTER TEST: Total		(40)															
OVERALL	TOTAL SCORE	(100)															
	LETTER GRADE																

SUMMARY of MARKS AWARDED BILINGUAL PRIVATE SCHOOLS GRADE 7 SEMESTER TWO Class: _____ Year: _____ Teacher: _____																	
LST	Can understand variety of spoken texts.	(10)															
SPK	Can give presentations.	(5)															
	Can interact in a variety of contexts.	(10)															
RDG	Can understand variety of texts.	(10)															
	Can understand variety of literary texts.	(5)															
WRT	Can write texts with the purpose of providing information.	(5)															
	Can write and respond to letters and e-mails.	(10)															
G / V	Can use Vocabulary and Grammar meaningfully.	(5)															
CONTINUOUS ASSESSMENT: Total		(60)															
SEMESTER TEST: Total		(40)															
OVERALL	TOTAL SCORE	(100)															
	LETTER GRADE																

SUMMARY of MARKS AWARDED BILINGUAL PRIVATE SCHOOLS GRADE 8 SEMESTER ONE Class: _____ Year: _____ Teacher: _____																	
LST	Can understand variety of spoken texts.	(10)															
SPK	Can give presentations.	(5)															
	Can interact in a variety of contexts.	(10)															
RDG	Can understand variety of texts.	(10)															
	Can understand variety of literary texts.	(5)															
WRT	Can write texts, which express and justify opinions.	(5)															
	Can write stories and narrate events in the past.	(10)															
G / V	Can use Vocabulary and Grammar meaningfully.	(5)															
CONTINUOUS ASSESSMENT: Total		(60)															
SEMESTER TEST: Total		(40)															
OVERALL	TOTAL SCORE	(100)															
	LETTER GRADE																

SUMMARY of MARKS AWARDED BILINGUAL PRIVATE SCHOOLS GRADE 8 SEMESTER TWO Class: _____ Year: _____ Teacher: _____																		
LST	Can understand variety of spoken texts.	(10)																
SPK	Can give presentations.	(5)																
	Can interact in a variety of contexts.	(10)																
RDG	Can understand different types of written texts.	(10)																
	Can understand variety of literary texts.	(5)																
WRT	Can write texts with the purpose of providing information.	(5)																
	Can write and respond to letters and e-mails.	(10)																
G / V	Can use Vocabulary and Grammar meaningfully.	(5)																
CONTINUOUS ASSESSMENT: Total		(60)																
SEMESTER TEST: Total		(40)																
OVERALL	TOTAL SCORE	(100)																
	LETTER GRADE																	

SUMMARY of MARKS AWARDED BILINGUAL PRIVATE SCHOOLS GRADE 9 SEMESTER ONE Class: _____ Year: _____ Teacher: _____																	
LST	Can understand different types of spoken texts.	(10)															
SPK	Can give presentations.	(5)															
	Can interact with others.	(10)															
RDG	Can understand different types of written texts.	(10)															
WRT	Can write texts with the purpose of providing information.	(5)															
	Can write stories and narrate events in the past.	(10)															
LIT	Can understand different types of literary texts: Poetry	(10)															
CONTINUOUS ASSESSMENT: Total		(60)															
SEMESTER TEST: Total		(40)															
OVERALL	TOTAL SCORE	(100)															
	LETTER GRADE																

SUMMARY of MARKS AWARDED BILINGUAL PRIVATE SCHOOLS GRADE 9 SEMESTER TWO Class: _____ Year: _____ Teacher: _____																	
LST	Can understand different types of spoken texts.	(10)															
SPK	Can give presentations.	(5)															
	Can interact with others.	(10)															
RDG	Can understand different types of written text.	(10)															
WRT	Can write texts which express and justify opinions.	(5)															
	Can write and respond to letters and e-mails.	(10)															
LIT	Can write an essay about a literary text: short story	(10)															
CONTINUOUS ASSESSMENT: Total		(60)															
SEMESTER TEST: Total		(40)															
OVERALL	TOTAL SCORE	(100)															
	LETTER GRADE																

SUMMARY of MARKS AWARDED BILINGUAL PRIVATE SCHOOLS GRADE 10 SEMESTER ONE Class: _____ Year: _____ Teacher: _____																	
SPK	Can give presentations.	(5)															
	Can interact with others.	(10)															
RDG	Can understand different types of written text.	(5)															
WRT	Can write stories and narrate events in the past.	(5)															
	Can write and respond to letters and e-mails.	(5)															
LIT	Can understand different types of literary texts: Novel	(10)															
CONTINUOUS ASSESSMENT: Total		(40)															
SEMESTER TEST: Total		(60)															
OVERALL	TOTAL SCORE	(100)															
	LETTER GRADE																

SUMMARY of MARKS AWARDED BILINGUAL PRIVATE SCHOOLS GRADE 10 SEMESTER TWO Class: _____ Year: _____ Teacher: _____																	
SPK	Can give presentations.	(5)															
	Can interact with others.	(10)															
RDG	Can understand different types of written text.	(5)															
WRT	Can write texts with the purpose of providing information.	(5)															
	Can write texts which express and justify opinions.	(5)															
LIT	Can write an essay about a literary text: Drama	(10)															
CONTINUOUS ASSESSMENT: Total		(40)															
SEMESTER TEST: Total		(60)															
OVERALL	TOTAL SCORE	(100)															
	LETTER GRADE																

APPENDIX THREE

SPECIFICATIONS for SEMESTER TESTS

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

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : 5 short, numbered texts with 1 speaker and a common theme or context. Length of each text: 8-10 words.	<u>On test paper</u> : 6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match the texts with the appropriate pictures.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	<u>Sts hear (twice)</u> : 1 informative text (with 1 speaker). Length: 100-125 words.	On test paper: A set of 5 relevant headings.	Under each heading, write notes based on key information from the text.	1 mark for each item. <u>Total: 5 marks</u>
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: 5 marks</u>
GRM	1 text containing 5 missing words. Length: 35-40 words.	For each gap, a multiple-choice item with 2 options.	Indicate which of the two options is correct.	1 mark for each item. <u>Total: 5 marks</u>
RDG (1)	5 short informative texts (signs, notices, labels) each with 20-25 words	For each text, 3 statements.	Indicate which of the three statements is correct.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 narrative text Length: 125-135 words.	5 <i>Wh</i> -Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total: 5 marks</u>
WRT (1)	A title/ topic/ question/picture relating to information, either personal or general.	<i>Possibly: input material of some kind, e.g., picture.</i>	Write an informative text of at least 50 words.	Award an overall score based on a five-level Rating Scale. <u>Total: 5 marks</u>
WRT (2)	A set of instructions for the writing of an e-mail.	<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 a score based on a five-level Rating Scale. <u>Total: 5 marks</u>

[Bilingual Exam Specifications: Grade 5, Sem. One]

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

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear</u> (twice): 5 short texts, each with 1 speaker. Length of each text: 40-50 words.	<u>On test paper</u> : For each text, 1 statement.	Indicate whether each statement is TRUE or FALSE.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	<u>Sts hear</u> (twice): 1 informative text with 1 speaker. Length: 100-125 words.	<u>On test paper</u> : 5 multiple choice items, each with 3 options.	Indicate which of the 3 options is correct.	1 mark for each item. <u>Total: 5 marks</u>
VCB	5 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 text containing 5 missing words. Length: 35-40 words.	For each gap, a multiple-choice item with 2 options.	Indicate which of the two options is correct.	1 mark for each item. <u>Total: 5 marks</u>
RDG (1)	5 short, numbered texts with a common theme or context. Length of each text: 20-25 words.	6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match each text with the appropriate picture.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 interactive text. Length: 125-135 words.	5 statements relating to the text.	Indicate whether each statement is True or False.	1 mark for each item. <u>Total: 5 marks</u>
WRT (1)	A topic, title or question requiring students to express and justify an opinion.	<i>(Appropriate instructions)</i>	Write an evaluative text of at least 50 words.	Award an overall score based on a five-level Rating Scale. <u>Total: 5 marks</u>
WRT (2)	<u>EITHER:</u> A set of 3-4 pictures showing a story. <u>OR:</u> A set of instructions for the writing of a narrative text.	A list of 5 useful vocabulary items. <i>(Other input material as necessary)</i>	Write a narrative text of at least 50 words	Award a score based on a five-level Rating Scale <u>Total: 5 marks</u>

[Bilingual Exam Specifications: Grade 5, Sem. Two]

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

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : 5 short texts, each with 1 speaker. Length of each text: 40-50 words.	<u>On test paper</u> : For each text, 1 statement.	Indicate whether each statement is TRUE or FALSE.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	<u>Sts hear (twice)</u> : 1 informative text with 1 speaker. Length: 130-140 words.	<u>On test paper</u> : 5 multiple choice items, each with 3 options.	Indicate which of the 3 options is correct.	1 mark for each item. <u>Total: 5 marks</u>
VCB	5 separate sentences, each with a gap where a vocabulary item (word or phrase) has been removed.	A list of 8 vocabulary-items (5 correct, 3 distractors).	Complete the sentences, filling the 5 gaps with words from the list.	1 mark for each item. <u>Total: 5 marks</u>
GRM	1 text/dialogue containing 5 missing words. Length: 35-40 words.	For each gap, a multiple-choice item with 2 options.	Indicate which of the two options is correct.	1 mark for each item. <u>Total: 5 marks</u>
RDG (1)	5 short, numbered texts with a common theme or context. Length of each text: 20-25 words.	6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match each text with the appropriate picture.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 narrative text. Length: 150-200 words	5 statements relating to the text.	Indicate whether each statement is True or False.	1 mark for each item. <u>Total: 5 marks</u>
WRT (1)	A title/ topic/ question/picture relating to information, either personal or general.	<i>Possibly: input material. of some kind, e.g., picture.</i>	Write an informative text of at least 60 words.	Award an overall score based on a five-level Rating Scale. <u>Total: 5 marks</u>
WRT (2)	A set of instructions for the writing of an e-mail.	<i>(Possibly: input material. of some kind, e.g., a short text requiring a response)</i>	Write a text of at least 60 words.	Award a score based on a five-level Rating Scale <u>Total: 5 marks</u>

[Bilingual Exam Specifications: Grade 6, Sem. One]

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

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear</u> (twice): 5 short, numbered texts with 1 speaker and a common theme or context. Length of each text: 40-50 words.	<u>On test paper</u> : 6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match the texts with the appropriate pictures.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	<u>Sts hear</u> (twice): 1 informative text (with 1 speaker). Length: 130-140 words	On test paper: A set of 5 relevant headings.	Under each heading, write notes based on key information from the text.	1 mark for each item. <u>Total: 5 marks</u>
VCB	5 separate sentences, each with a gap where a vocabulary item (word or phrase) has been removed.	A list of 8 vocabulary-items (5 correct, 3 distractors).	Complete the sentences, filling the 5 gaps with words from the list.	1 mark for each item. <u>Total: 5 marks</u>
GRM	1 text/dialogue containing 5 missing words. Length: 35-40 words.	For each gap, a multiple-choice item with 2 options.	Indicate which of the two options is correct.	1 mark for each item. <u>Total: 5 marks</u>
RDG (1)	5 short informative texts (signs, notices, labels) each with 25-30 words	For each text, 3 statements.	Indicate which of the 3 statements is correct.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 interactive text (e-mail). Length: 150-200 words.	5 <i>Wh</i> -Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total: 5 marks</u>
WRT (1)	A topic, title or question requiring students to express and justify an opinion.	<i>(Appropriate instructions)</i>	Write an evaluative text of at least 60 words.	Award an overall score based on a five-level Rating Scale. <u>Total: 5 marks</u>
WRT (2)	<u>EITHER:</u> A set of 3-4 pictures showing a story. <u>OR:</u> A set of instructions for the writing of a narrative text.	A list of 5 useful vocabulary items. Or <i>(Other input material as necessary)</i>	Write a narrative text of at least 60 words	Award a score based on a five-level Rating Scale. <u>Total: 5 marks</u>

[Bilingual Exam Specifications: Grade 6, Sem.Two]

DETAILED SPECIFICATIONS: (Grade 7)**SEMESTER ONE [120 minutes / 40 marks]**

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear</u> (twice): 5 short, numbered texts, each with 1 speaker. Length of each text: 40-50 words.	<u>On test paper:</u> For each text, 1 statement.	Indicate whether the statement is TRUE or FALSE	1 mark for each item. <u>Total:</u> 5 marks
LST (2)	<u>Sts hear</u> (twice): 1 informative text (with 1 speaker). Length: 150-200 words.	<u>On test paper:</u> 5 <i>Wh</i> -Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total:</u> 5 marks
GRM/ VCB	A dialogue with 10 gaps where a vocabulary item/or structure (word or phrase) has been removed. Length: 90-100 words.	For each gap, a multiple-choice item with 2 options	Indicate which of the two options is correct.	0.5 marks for each item. <u>Total:</u> 5 marks
RDG (1)	5 (unrelated) short texts. Length of each text: 25-35 30-35 words.	<u>On test paper:</u> For each text, 1 statement.	Indicate whether the statement is TRUE or FALSE	1 mark for each item. <u>Total:</u> 5 marks
RDG (2)	1 interactive text. Length: 200-250 words.	<u>Task One:</u> 6 multiple-choice items, each with 3 options. <u>Task Two:</u> 4 gap-fill items (table, diagram, chart, etc.)	<u>Task One:</u> Indicate which of the three options is correct. <u>Task Two:</u> Complete each gap (no more than 2 words)	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>(Appropriate instructions)</i>	Write an evaluative text of at least 100 words.	Award an overall score based on a five-level Rating Scale. <u>Total:</u> 5 marks
WRT (2)	A set of instructions for the writing of a narrative text.	<i>(Other input material as necessary)</i>	Write a narrative text of at least 100 words.	Award an overall score based on a five-level Rating Scale. <u>Total:</u> 5 marks

[Bilingual Exam Specifications: Grade 7, Sem. One]

DETAILED SPECIFICATIONS: (Grade 7)**SEMESTER TWO** [120 minutes / 40 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : 5 short, numbered texts with 1 speaker and a common theme or context. Length of each text: 40-50 words.	<u>On test paper</u> : 5 multiple-choice items, each with 3 pictures.	Indicate which of the three pictures is correct.	1 mark for each item. <u>Total</u> : 5 marks
LST (2)	<u>Sts hear (twice)</u> : 1 informative text with 1 speaker. Length: 150-200 words.	A set of 5 relevant headings.	Under each heading, write notes based on key information from the text.	1 mark for each item. <u>Total</u> : 5 marks
GRM/ VCB	1 text with 10 gaps where a vocabulary item/or structure (word or phrase) has been removed. Length: 90-100 words.	A list of 10 structure words (5 grammar, 5 vocabulary).	Complete the text, filling the gaps with words from the list.	0.5 marks for each item. <u>Total</u> : 5 marks
RDG (1)	5 short informative texts (signs, notices, labels). Length: 30-35 words	5 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total</u> : 5 marks
RDG (2)	1 evaluative text. Length: 200-250 words.	<u>Task One</u> : 6 <i>Wh</i> -Questions. <u>Task Two</u> : 4 True/False items_	<u>Task One</u> : Write a SHORT answer to each question. <u>Task Two</u> : Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total</u> : 10 marks
WRT (1)	A title/ topic/ question relating to factual information, either personal or general.	(No other materials)	Write an informative text of at least 100 words.	Award an overall score based on a five-level Rating Scale. <u>Total</u> : 5 marks
WRT (2)	A set of instructions for the writing of 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 100 words.	Award an overall score based on a five-level Rating Scale. <u>Total</u> : 5 marks

[Bilingual Exam Specifications: Grade 7, Sem. Two]

DETAILED SPECIFICATIONS: (Grade 8)**SEMESTER ONE [120 minutes / 40 marks]**

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear</u> (twice): 5 short, numbered texts with 1 speaker and a common theme or context. Length of each text: 40-50 words.	<u>On test paper</u> : 5 multiple-choice items, each with 3 pictures.	Indicate which of the three pictures is correct.	1 mark for each item. <u>Total</u> : 5 marks
LST (2)	<u>Sts hear</u> (twice): 1 informative text with 1 speaker. Length: 150-200 words.	A set of 5 relevant headings.	Under each heading, write notes based on key information from the text.	1 mark for each item. <u>Total</u> : 5 marks
GRM/VCB	1 text, containing 10 missing words. Length: 90-100 words.	For each gap, a multiple-choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. <u>Total</u> : 5 marks
RDG (1)	1 informative text. Length: 250-300 words.	<u>Task One</u> : 6 <i>Wh</i> -Questions. <u>Task Two</u> : 4 True/False items.	<u>Task One</u> : Write a SHORT answer to each question. <u>Task Two</u> : Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total</u> : 10 marks
RDG (2)	1 interactive text. Length: 250-300 words.	5 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total</u> : 5 marks
WRT	Instructions for 2 tasks, <u>EITHER</u> : A topic, title or question requiring students to express and justify an opinion. <u>OR</u> : A set of instructions for the writing of a narrative text.	<i>(Appropriate instructions)</i>	Write a text of at least 120 words.	Award an overall score based on a five-level Rating Scale. <u>Total</u> : 10 marks

[Bilingual Exam Specifications: Grade 8, Sem. One]

DETAILED SPECIFICATIONS: (Grade 8)**SEMESTER TWO [120 minutes / 40 marks]**

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : 5 short, numbered texts, each with 1 speaker. Length of each text: 40-50 words.	<u>On test paper</u> : 5 True/False items_	Indicate whether the statement is TRUE or FALSE	1 mark for each item. <u>Total</u> : 5 marks
LST (2)	<u>Sts hear (twice)</u> : 1 narrative text (with 1 speaker). Length: 150-200 words.	<u>On test paper</u> : 5 <i>Wh</i> -Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total</u> : 5 marks
GRM/ VCB	1 dialogue, containing 10 missing words. Length: 90-100 words.	For each gap, a multiple- choice item with 4 options.	Indicate which of the four options is correct.	0.5 marks for each item. <u>Total</u> : 5 marks
RDG (1)	1 evaluative text. Length: 250-300 words.	<u>Task One</u> : 6 multiple-choice items, each with 3 options. <u>Task Two</u> : 4 gap-fill items (table, diagram, chart, etc.)	<u>Task One</u> : Indicate which of the three options is correct. <u>Task Two</u> : Complete each gap (no more than 2 words)	1 mark for each item. <u>Total</u> : 10 marks
RDG (2)	1 narrative text. Length: 250-300 words.	5 <i>Wh</i> -Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total</u> : 5 marks
WRT	<i>Instructions for 2 tasks,</i> <u>EITHER</u> : A title/ topic/ question relating to information, either personal or general. <u>OR</u> : A set of instructions for the writing of a letter/ e-mail.	<i>(Appropriate instructions)</i>	Write a text of at least 120 words.	Award an overall score based on a five-level Rating Scale. <u>Total</u> : 10 marks

[Bilingual Exam Specifications: Grade 8, Sem. Two]

DETAILED SPECIFICATIONS:(Grade 9)**SEMESTER ONE [120 minutes, 40 marks]**

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : 1 interactive text with 2 speakers. Length: 250-350 words.	<u>On test paper</u> : 5 multiple choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 5 marks</u>
LST (2)	<u>Sts hear (twice)</u> : 1 informative text with 1 speaker. Length: 200-250 words	A set of 5 relevant headings.	Under each heading, write notes based on key information from the text.	1 mark for each item. <u>Total: 5 marks</u>
RDG	1 Evaluative text. Length: 300-350 words.	<u>On test paper</u> : Task 1 : 5 T/F items. Task 2 : 5 Matching items.	Task 1 : Indicate whether the statement is TRUE or FALSE Task2 : Match paragraphs to topic sentence/ or main idea/general information (2 distractors)	1 mark for each item. <u>Total: 10 marks</u>
WRT	Instructions for 2 tasks, EITHER : A title/ topic/ question relating to factual information, either personal or general. OR : A set of instructions for the writing of a narrative text.	(No other materials)	Choose ONE of the options and complete the task writing at least 120 words.	Award an overall score based on a five-level Rating Scale. <u>Total: 10 marks</u>
Literature Poetry	Reading text : A poem <i>studied in class</i> or an extract Length: 150-200 words.	Task 1 : 6 Wh- questions Task 2 : 4 Multiple Choice items with 4 options	Task 1 : Write a SHORT answer to each question. Task 2 : Indicate which of the 4 options is correct.	1 mark for each item. <u>Total: 10 marks</u>

[Bilingual Exam Specifications: Grade 9, Sem. One]

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

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<i>Sts hear (twice):</i> 5 short, numbered texts, each with 1 speaker. Length of each text: 20-30 words.	<u>On test paper:</u> 5 T/F items.	Indicate whether the statement is TRUE or FALSE	1 mark for each item. <u>Total:</u> 5 marks
LST (2)	<i>Sts hear (twice):</i> 1 narrative text (with 1 speaker). Length: 200-250 words.	<u>On test paper:</u> 5 <i>Wh</i> -Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total:</u> 5 marks
RDG	1 Informative text. Length: 300-350 words.	Task 1: 5 multiple-choice items, each with 4 options. (2 items for word meaning). Task 2: 5 <i>Wh</i> -Questions	Task 1: Indicate which of the four options is correct. Task 2: Write a SHORT answer to each question.	1 mark for each item. <u>Total:</u> 10 marks
WRT	Instructions for 2 tasks, <u>EITHER:</u> A topic, title or question which requires the student to express and justify an opinion. <u>OR:</u> A set of instructions for the writing of a letter/ e-mail.	Input material of some kind, e.g., a short text requiring a response.	Choose ONE of the options and complete the task writing at least 120 words.	Award a score based on a five-level Rating Scale. <u>Total:</u> 10 marks
Literature (Prose/ Short Story)	An Extract from SHORT STORY <i>studied in the class.</i> Length: 200-250 words.	One 'essay' task requiring discussion, analysis, interpretation, etc.	Write a text of at least 120 words.	Award a score based on a five-level Rating Scale: <u>Total:</u> 10 marks

[Bilingual Exam Specifications: Grade 9, Sem. Two]

DETAILED SPECIFICATIONS: (Grade 10)**SEMESTER ONE [120 minutes / 50 marks]**

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : 5 short, numbered texts, each with 1 speaker. Length of each text: 30-40 words.	7 T/F items	Indicate whether the statement is TRUE or FALSE	1 mark for each item. <u>Total: 7 marks</u>
LST (2)	<u>Sts hear (twice)</u> : 1 narrative text with 1 speaker. Length: 350-400 words.	Task 1 : 4 <i>Wh</i> -Questions. Task 2 : 4 multiple-choice items, each with 3 options.	Task 1 : Write a SHORT answer to each question. Task 2 : Indicate which of the 3 options is correct	1 mark for each item. <u>Total: 8 marks</u>
RDG (1)	1 persuasive text. Length: 350- 400 words.	Task 1 : 5 Gap-fill items. Task 2 : 5 True/false items.	Task 1 : fill in the gap (not more than 3 words). Task 2 : Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total: 10 marks</u>
RDG (2)	1 informative text. Length: 400- 450 words.	Task 1 : 5 <i>Wh</i> -Questions. Task 2 : 5 multiple-choice items, each with 3 options.	Task 1 : Write a SHORT answer to each question. Task 2 : Indicate which of the 3 options is correct.	1 mark for each item. <u>Total: 10 marks</u>
WRT (1)	A set of instructions for the writing of a letter/ e-mail	Input material. of some kind, e.g., a short text requiring a response	Write a text of at least 120 words.	Award a score based on a five-level Rating Scale. <u>Total: 5 marks</u>
WRT (2)	A set of instructions for the writing of a narrative text.	(Other input material as necessary)	Write a story of at least 140 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>

SEMESTER ONE-GRADE10 [40 minutes / 10 marks] English literature (Note: separate exam paper).

Literature (Prose/ Novel)	An extract from a novel <i>studied in class</i> . Length: 200-250 words.	Task 1 : 5 <i>Wh</i> - questions Task 2 : 5 Multiple Choice items with 4 options	Task 1 : Write a SHORT answer to each question. Task 2 : Indicate which of the four options is correct.	1 mark for each item. <u>Total: 10 marks</u>
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[Bilingual Exam Specifications: Grade 10, Sem. One]

DETAILED SPECIFICATIONS: (Grade 10)**SEMESTER TWO** [120 minutes / 50 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : 1 interactive text with 2 speakers and about 20 turns. Length: 250-300 words.	<u>On test paper</u> : 8 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. Total: 8 marks
LST (2)	<u>Sts hear (twice)</u> : 1 informative text with 1 speaker. Length: 200-300 words.	<u>On test paper</u> : A set of 7 relevant headings.	Under each heading, write notes based on key information from the text.	1 mark for each item. Total: 7 marks
RDG (1)	1 interactive text. Length: 350-400 words.	Task 1: 5 Wh-Questions. Task 2: 5 True/false items.	Task 1: Write a SHORT answer to each question. Task 2: Indicate whether the statement is TRUE or FALSE.	1 mark for each item. Total: 10 marks
RDG (2)	1 narrative text. Length: 400-450 words.	Task 1: 5 Matching items Task 2: 5 multiple-choice items, each with 3 options.	Task 1: Match paragraphs to topic sentence/ or main idea/general information (2 distractors) Task 2: Indicate which of the 3 options is correct.	1 mark for each item. Total: 10 marks
WRT (1)	A set of instructions for the writing of an informative text.	(Other input material as necessary)	Write an informative text of at least 120 words.	Award a score based on a five-level Rating Scale. Total: 5 marks
WRT (2)	A topic, title or question which requires the student to express and justify an opinion.	(No other materials)	Write an evaluative text of at least 140 words.	Award a score based on a five-level Rating Scale. Total: 10 marks

SEMESTER TWO-GRADE10 [40 minutes / 10 marks] English literature (Note: separate exam paper)

Literature (Drama)	An Extract from a DRAMA studied in class. Length:200-250 words.	One question requiring discussion, analysis, interpretation, etc.	Answer the question, writing at least 120 words.	Award a score based on a five-level Rating Scale: Total: 10 marks
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[Bilingual Exam Specifications: Grade 10, Sem.2]

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