



SPECIAL EDUCATION

Student Assessment Handbook

ENGLISH LANGUAGE

Grades 1-12



September 2024

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BACKGROUND:

Assessment of the English language skills of students at Al-Amal Special Education School in Muscat follows as closely as possible the system used in mainstream schools, as described in the Student Assessment Handbooks published by the Center for Educational Assessment and Measurement (CEAM) of the Ministry of Education.

However, the system is adapted to take into account the fact that, owing to the students' serious hearing impairment, teaching and assessment should focus exclusively on the written word: i.e., the skills of Reading and Writing, supported by knowledge of 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

A. Moderation

Continuous Moderation

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

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

Class-based Reading

- For each student in the class, **at least four** samples in which students wrote responses to Reading texts. Each sample, should be accompanied by the relevant text (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. These pieces of work can come from classwork, homework, projects, generic tasks, etc., provided that they 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.
- Possibly also, the teacher's written notes about individual students' Writing skills (e.g., strengths and weaknesses).

B. Reporting

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

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

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

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

- In Grade 12 students are awarded the General Education Diploma on completion of Post-Basic Education.

C. LEARNING OUTCOMES for 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.
	Can read independently.
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.
	Can read independently.
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	CLTs	Total	CA	CLTs	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; CLTs = Class Tests; SMT = Semester Test]

2. GATHERING INFORMATION TOOLS

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

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

2.1 DAY-TO-DAY OBSERVATION

To 'observe' is '***to watch someone or something carefully***'. Teachers should continually observe, and record observations of their students in the classroom/virtual classroom.

Implementation

- Teachers should observe not only individuals, but also groups and the whole class.
- Daily observation involves paying close attention to:
 - what students write
 - what students do
 - which strategies students use to carry out tasks
 - how students react to new input

- how students interact with each other
- what is revealed by their facial expressions and body language.
- what is revealed by their self-assessments.

2.2 CLASSROOM QUESTIONING

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

2.3 WRITTEN WORK

The teacher can also gather useful information by looking closely at students' written work — whether this work has been done in class, as homework or as part of a project.

Teachers should use written work as an assessment tool because:

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

Implementation

- Written work can be time-consuming, so students may have to produce their written work outside of the classroom.
- The teacher must make sure that all written work has been done by the students themselves, without inappropriate assistance from others (parents, family, friends, the Internet, etc.)
- Teachers should follow a strict policy of ***not accepting*** any work which has not been done by students. This policy should be explained clearly at the start of the school year and applied consistently.

2.4 QUIZZES

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

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

Implementation

- Quizzes should be done during normal classroom teaching.
- They should be **very short**, lasting **no more than 10 minutes**.
- The teacher *may* or *may not* wish to tell students about a quiz or give students information about the specific topic or focus of the quiz in advance.
- It is possible to use a wide variety of different test formats (types of tasks).
- Unlike CLTs, quizzes will often have a relatively narrow focus, e.g., on a very specific learning outcome or language point.

Assessment

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

2.5 CLASS TESTS (CLTs)

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

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

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

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

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

- Each of these two tests will receive a maximum of 10 marks. So, the total CLT mark will be **20%** of a student's overall mark for English.
- Each test will consist of 2 sections, which will focus on **two different elements**, with 5 marks for each.
- In the special case of GRM/VCB, the section should consist of two sub-sections (VCB and GRM), each with 5 items.
- The teacher is responsible for preparing items and questions for each test paper manually.
- Test-writers should focus on the key learning outcomes (e.g., 'Can...') and cover them as well as possible within the limited time available.
- Test-writers should try to give all the students a fair chance to show what they can do. This can be achieved by including both easier and more challenging tasks/items in the tests. Over the three CLTs, teachers should vary the test-formats (i.e., types of tasks) that they use. However, it is essential that the task-instructions are clear and that

the students know what to do. So, test-writers are advised to use task-types which are already familiar to the students.

- Each test must provide a valid assessment of students' language skills. For this reason, teachers ***should not*** use any Reading texts which students have already heard or seen. Teachers may, therefore, have to create their own simple texts, similar — but not identical — to texts in the course materials. Likewise, tasks set in the Writing section ***should not be identical*** to tasks which students have already done in class.
- Unlike in Classroom Questioning, the test-writer does not have a 'second chance' to produce a well-worded question. So great care should be taken to produce test-items that are clear and free of any errors.
- To help ensure the quality of the test papers, it is recommended that, test-writers should not work alone, but ***together with other teachers***. At the very least, they should ask another teacher to check their test paper before giving the test. The most reliable way to check any test, is for teachers to try it themselves.
- It is also a good idea to review the quality of the test paper again after the students have taken it. Take note of any unexpected problems which occurred in your items (or marking guide). Learn from these problems and improve your test-writing performance next time!

Implementation

- CLTs should be ***short***, the duration for CLTs is only **one period** for grades 3 to 9.
- Students should be informed in advance of the dates, and of the two elements which will be tested. However, *no further information should be provided*.
- During the test, students will be expected to work individually. Students should ***not*** be allowed to copy from each other, or otherwise share answers, during the test.
- **Assessment**
- Each test-paper should be accompanied by a written ***Marking Guide***. For some types of tasks (e.g., RDG, GRM and VCB), teachers can simply make a list of correct answers, with a specified number of marks for each. For others (e.g., WRT), a Rating Scale will be required: this can be 'borrowed' or adapted from the official CA Rating Scales.

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

2.6 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 Center for Educational Assessment and Measurement (CEAM)**.
- 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.

3. FORMATIVE ASSESSMENT

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

- This kind of assessment tends to focus on the smaller outcomes which contribute towards the achievement of the larger outcomes. It is especially interested in 'how' and 'why' learning is achieved, and in what specific action can be taken to change things — always remembering that the larger outcomes are the long-term target.
- The following sections give information about two types of **Formative Assessment**:
 - Giving Feedback to Students
 - Student Self-Assessment

3.1 GIVING FEEDBACK to STUDENTS

It 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.) Two points to consider regarding feedback:

- **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 (see Section 3.2. below); it can also produce interesting, genuinely communicative classroom interaction.

➤ **Giving Written Feedback:** The comments, corrections and other notations that you put on students' written work are also a kind of feedback. As with *Classroom Questioning*, there are different ways to do this. You can simply insert the correct words for the student. However, it may be more productive and more beneficial to encourage student self-correction by:

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

3.2 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***.

APPENDIX ONE

Awarding Marks in Grade One

Learning Outcomes, Rating Scales & Mark Sheets

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.	
<ul style="list-style-type: none"> - 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. 		<ul style="list-style-type: none"> - Can recognise cardinal numbers up to ten written in words taught in Grade One. 		<ul style="list-style-type: none"> - 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.	
<ul style="list-style-type: none"> - 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). 		<ul style="list-style-type: none"> - Can trace and copy all the numerals taught in Grade One. 		<ul style="list-style-type: none"> - 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 copying 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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

**Learning Outcomes,
Rating Scales &
Mark Sheets**

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.	
<ul style="list-style-type: none"> - 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. 		<ul style="list-style-type: none"> - Can recognise cardinal numbers up to 20 written as words. 		<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> – Matches letters with consistent accuracy. – Decodes (almost) all words quickly and easily. 	10	<ul style="list-style-type: none"> – All numbers are well-formed and recognisable. 	20	<ul style="list-style-type: none"> – Understands (almost) all phrases and sentences with ease.

16	<ul style="list-style-type: none"> – Matches letters with reasonable accuracy. – Decodes most words accurately, despite occasional mistakes. 	8	<ul style="list-style-type: none"> – Most numbers are well-formed and recognisable. 	16	<ul style="list-style-type: none"> – Understands most phrases and sentences easily enough.
12	<ul style="list-style-type: none"> – Makes some noticeable errors when matching letters. – Has only moderate success in decoding words. 	6	<ul style="list-style-type: none"> – Numbers are reasonably well-formed and recognisable. 	12	<ul style="list-style-type: none"> – Has a reasonably good understanding of phrases and sentences.
8	<ul style="list-style-type: none"> – Has some difficulty in – Makes frequent errors when matching letters. – Has some difficulty in decoding words. 	4	<ul style="list-style-type: none"> – Many numbers are poorly formed and difficult to recognise. 	8	<ul style="list-style-type: none"> – Has some difficulty in understanding phrases and sentences.
4	<ul style="list-style-type: none"> – Finds it very difficult indeed to matches letters. – Has great difficulty in decoding words. 	2	<ul style="list-style-type: none"> – Almost all numbers are poorly formed and difficult to recognise. 	4	<ul style="list-style-type: none"> – 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.	
<ul style="list-style-type: none"> - 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. 		<ul style="list-style-type: none"> - Can trace and copy all the numerals taught in Grade Two. - Can write dates using all the numerals already taught. 		<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - All letters are formed correctly. - All words are correctly spelt and easily recognisable. 	10	<ul style="list-style-type: none"> - All numbers are well-formed and recognisable. 	20	<ul style="list-style-type: none"> - Word order and spelling are consistently correct. - Use of capital letters, full stops, question marks is very accurate. - Handwriting is very clear.
16	<ul style="list-style-type: none"> - Most letters are formed correctly. - Most words are correctly spelt and easily recognisable. 	8	<ul style="list-style-type: none"> - Most numbers are well-formed and recognisable. 	16	<ul style="list-style-type: none"> - Word order and spelling are usually correct. - Use of capital letters, full stops and, question marks is mostly accurate. - Handwriting is usually clear.
12	<ul style="list-style-type: none"> - Some letters are not formed correctly. - Words are sometimes incorrectly spelt and difficult to recognise. 	6	<ul style="list-style-type: none"> - Numbers are reasonably well-formed and recognisable. 	12	<ul style="list-style-type: none"> - Word order and spelling are reasonably correct. - Use of capital letters, full stops and question marks is sometimes inaccurate. - Handwriting is reasonably clear.
8	<ul style="list-style-type: none"> - Many letters are formed incorrectly. - Words are sometimes incorrectly spelt and difficult to recognise. 	4	<ul style="list-style-type: none"> - Many numbers are incorrectly formed and sometimes difficult to recognise. 	8	<ul style="list-style-type: none"> - Word order and spelling are often incorrect. - Use of capital letters, full stops and question marks is often inaccurate. - Handwriting is often unclear.
4	<ul style="list-style-type: none"> - Almost all letters are poorly formed. - Words and phrases are always incorrectly spelt. 	2	<ul style="list-style-type: none"> - Almost all numbers are poorly formed and difficult to recognise. 	4	<ul style="list-style-type: none"> - 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

**Learning Outcomes,
Rating Scales &
Mark Sheets**

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: <ul style="list-style-type: none"> – write and spell all the vocabulary items already introduced. – form correctly all the letters of the alphabet in lower case and upper case. 		Covers: <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – All letters and numbers are formed correctly. – All words are correctly spelt and easily recognisable. 	15	<ul style="list-style-type: none"> – Word order and spelling are consistently correct. – Use of capital letters, full stops and question marks is very accurate. – Handwriting is very clear.
8	<ul style="list-style-type: none"> – Most letters and numbers are formed correctly. – Most words are correctly spelt and easily recognisable. 	12	<ul style="list-style-type: none"> – Word order and spelling are usually correct. – Use of capital letters, full stops and question marks is mostly accurate. – Handwriting is usually clear.
6	<ul style="list-style-type: none"> – Some letters and numbers are not formed correctly. – Words are sometimes incorrectly spelt and difficult to recognise. 	9	<ul style="list-style-type: none"> – Word order and spelling are reasonably correct. – Use of capital letters, full stops and question marks is sometimes inaccurate. – Handwriting is reasonably clear.
4	<ul style="list-style-type: none"> – Many letters and numbers are formed incorrectly. – Words are often incorrectly spelt and difficult to recognise. 	6	<ul style="list-style-type: none"> – Word order and spelling are often incorrect. – Use of capital letters, full stops and question marks is often inaccurate. – Handwriting is often unclear.
2	<ul style="list-style-type: none"> – Almost all letters and numbers are formed incorrectly. – Words are almost always incorrectly spelt and difficult to recognise. 	3	<ul style="list-style-type: none"> – 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)														
	CLT # 1 (date: _____)	(5)														
	CLT # 2 (date: _____)	(5)														
	CLT # 3 (date: _____)	(5)														
	READING: Total	(50)														
WRITING	Can write words.	(10)														
	Can write sentences.	(15)														
	Can produce short written texts.	(10)														
	CLT # 1 (date: _____)	(5)														
	CLT # 2 (date: _____)	(5)														
	CLT # 3 (date: _____)	(5)														
	WRITING: Total	(50)														
OVERALL	TOTAL SCORE	(100)														
	LETTER GRADE															

Awarding Marks in Grade Four

**Learning Outcomes,
Rating Scales &
Mark Sheets**

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: <ul style="list-style-type: none"> – write and spell all the vocabulary items already introduced. – form correctly all the letters of the alphabet in lower case and upper case. 		Covers: <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – All letters and numbers are formed correctly. – All words are correctly spelt and easily recognisable. 	15	<ul style="list-style-type: none"> – Word order and spelling are consistently correct. – Use of capital letters, full stops and question marks is very accurate. – Handwriting is very clear.
8	<ul style="list-style-type: none"> – Most letters and numbers are formed correctly. – Most words are correctly spelt and easily recognisable. 	12	<ul style="list-style-type: none"> – Word order and spelling are usually correct. – Use of capital letters, full stops and question marks is mostly accurate. – Handwriting is usually clear.
6	<ul style="list-style-type: none"> – Some letters and numbers are not formed correctly. – Words are sometimes incorrectly spelt and difficult to recognise. 	9	<ul style="list-style-type: none"> – Word order and spelling are reasonably correct. – Use of capital letters, full stops and question marks is sometimes inaccurate. – Handwriting is reasonably clear.
4	<ul style="list-style-type: none"> – Many letters and numbers are formed incorrectly. – Words are often incorrectly spelt and difficult to recognise. 	6	<ul style="list-style-type: none"> – Word order and spelling are often incorrect. – Use of capital letters, full stops and question marks is often inaccurate. – Handwriting is often unclear.
2	<ul style="list-style-type: none"> – Almost all letters and numbers are formed incorrectly. – Words are almost always incorrectly spelt and difficult to recognise. 	3	<ul style="list-style-type: none"> – 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.	
<p>Text-types include:</p> <p>– descriptions – dialogues – processes</p> <p>– sets of instructions – notes and messages – stories</p> <p>Students should be able to write short, coherent texts (of paragraph length).</p>	
RATING SCALE # 6	
10	<ul style="list-style-type: none"> – Meaning is always clear. – Grammar, vocabulary, spelling and punctuation are almost always correct. – Organisation & layout are almost always appropriate to the text.
8	<ul style="list-style-type: none"> – Meaning is almost always clear. – Grammar, vocabulary, spelling and punctuation are usually correct. – Organisation & layout are usually appropriate to the text.
6	<ul style="list-style-type: none"> – Meaning is usually clear. – Grammar, vocabulary, spelling and punctuation are reasonably correct. – Organisation & layout are reasonably appropriate to the text.
4	<ul style="list-style-type: none"> – Meaning is sometimes unclear. – Grammar, vocabulary, spelling and punctuation are often incorrect. – Organisation & layout are often inappropriate to the text.
2	<ul style="list-style-type: none"> – 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)																	
	CLT # 1 (date:)	(5)																	
	CLT # 2 (date:)	(5)																	
	CLT # 3 (date:)	(5)																	
	READING: Total	(50)																	
WRITING	Can write words.	(10)																	
	Can write sentences.	(15)																	
	Can produce short written texts.	(10)																	
	CLT # 1 (date:)	(5)																	
	CLT # 2 (date:)	(5)																	
	CLT # 3 (date:)	(5)																	
	WRITING: Total	(50)																	
OVERALL	TOTAL SCORE	(100)																	
	LETTER GRADE																		

APPENDIX TWO

Awarding Marks in Grades Five & Six

Learning Outcomes, Rating Scales & Mark Sheets

GRADES FIVE & SIX: OUTCOMES & RATING SCALES for READING

OUTCOME # 1		OUTCOME # 2	
Can read independently.		Can understand different types of written text.	
<p>Independent Reading covers the reading of: <u>Shorter Texts</u>: (<i>found in newspapers, in magazines, in books, on the Internet, on reading cards, and elsewhere</i>) of five main types:</p> <ul style="list-style-type: none"> – Information – Opinion – News Items – Letters/ emails – Short Stories <p><u>Longer Texts</u> (<i>i.e. whole books</i>) of three main types:</p> <ul style="list-style-type: none"> – Fiction – Fact – History <p>Students are also expected to carry out (pre- or) post-reading tasks relating to these texts. <u>Both</u> the texts to be read <u>and</u> the tasks to be done should be <i>selected by the students</i>.</p> <p><u>Note</u>: More detailed information and guidelines can be found in Appendix Six of this document.</p>		<p>Text-types include:</p> <ul style="list-style-type: none"> – descriptions – stories – letters/ emails – series of instructions – tables/ graphs/ charts – biographies – factual texts – dialogues (in written form) <p>of increasing length and complexity.</p> <p>Students should be able to understand general meaning, identify main points and extract specific information.</p> <p>They should also be able to use a range of strategies to approach these texts:</p> <ul style="list-style-type: none"> – predicting – skimming/ scanning – using non-verbal information – deducing meaning of unknown words – identifying text-type, purpose and intended audience. 	
RATING SCALE # 1		RATING SCALE # 2	
5	<ul style="list-style-type: none"> – Does a <i>lot</i> of reading. – A very good range of tasks, probably including Platinum. 	10	<ul style="list-style-type: none"> – Has an excellent understanding of almost all texts. – Reading is quick and comfortable.
4	<ul style="list-style-type: none"> – Does <i>quite a lot</i> of reading – A good range of tasks, including some Gold. 	8	<ul style="list-style-type: none"> – Has a good understanding of most texts. – Reads at a reasonable speed.
3	<ul style="list-style-type: none"> – Does a <i>reasonable</i> amount of reading. – A reasonable range of tasks, including some Silver. 	6	<ul style="list-style-type: none"> – Has a reasonably good understanding of most texts. – Reading is quite slow.
2	<ul style="list-style-type: none"> – Does a relatively <i>small</i> amount of reading. – A limited range of tasks, almost all Bronze. 	4	<ul style="list-style-type: none"> – Has a limited understanding of most texts. – Reading is slow.
1	<ul style="list-style-type: none"> – Only does a <i>very small</i> amount of reading. – Only very limited or incomplete attempts at any tasks. 	2	<ul style="list-style-type: none"> – Has a poor understanding of all texts. – Reading is very slow.

GRADES FIVE & SIX: OUTCOMES & RATING SCALES for WRITING

OUTCOME # 3		OUTCOME # 4	
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 # 5		OUTCOME # 6	
Can understand and use the vocabulary already taught.		Can understand and use the grammar already taught.	
In relation to any particular <i>vocabulary item (word or phrase)</i> , this outcome focuses on students' ability to: <ul style="list-style-type: none"> – recognise its written form(s). – understand its meaning(s). – use it appropriately in context. Covers <i>all core vocabulary taught at these and previous levels.</i>		In relation to any particular <i>grammatical structure</i> , this outcome focuses on students' ability to: <ul style="list-style-type: none"> – recognise its various forms. – understand its meaning(s). – use it appropriately in context. Covers <i>all grammars taught at these and previous levels.</i>	
RATING SCALE # 5		RATING SCALE # 6	
5	<ul style="list-style-type: none"> – Has a very good understanding of the meaning of vocabulary items. – Makes appropriate use of a wide range of vocabulary. 	5	<ul style="list-style-type: none"> – Has a very good understanding of the meaning of grammatical structures. – Uses a range of structures with consistent accuracy.
4	<ul style="list-style-type: none"> – Has a good understanding of the meaning of vocabulary items. – Makes appropriate use of a fairly wide range of vocabulary. 	4	<ul style="list-style-type: none"> – Has a good understanding of the meaning of grammatical structures. – Uses most structures with a good level of accuracy.
3	<ul style="list-style-type: none"> – Has a reasonably good understanding of the meaning of vocabulary items. – Makes appropriate use of a moderate repertoire of vocabulary. 	3	<ul style="list-style-type: none"> – Has a reasonably good understanding of the meaning of grammatical structures. – Uses core structures with a reasonable level of accuracy.
2	<ul style="list-style-type: none"> – Has only a limited understanding of the meaning of vocabulary items. – Makes appropriate use of a limited repertoire of vocabulary. 	2	<ul style="list-style-type: none"> – Has only a limited understanding of the meaning of grammatical structures. – Use of core structures is often inaccurate.
1	<ul style="list-style-type: none"> – Has a very poor understanding of the meaning of vocabulary items. – Makes appropriate use of only a very narrow repertoire of vocabulary. 	1	<ul style="list-style-type: none"> – 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	CLT # 1: (date: _____)	Grammar	(5)															
		Reading	(5)															
	CLT # 2: (date: _____)	Vocabulary	(5)															
		Writing	(5)															
RDG	Can read independently.		(5)															
	Can understand written texts.		(10)															
WRT	Can write sentences.		(10)															
	Can write short texts.		(5)															
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**

**Learning Outcomes,
Rating Scales &
Mark Sheets**

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

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

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

OUTCOME # 2	RATING SCALE # 2	
Can understand different types of written text.	10	<ul style="list-style-type: none"> – Has an excellent understanding of all texts. – Reading is quick and comfortable.
<p>Covers the ability to understand four general categories of text:</p> <p><u>Interactive</u>: (i) <i>Informal letters/ emails/ postcards/ invitations, etc.</i> (ii) <i>More formal letters</i> (iii) <i>dialogues (in written form)</i></p> <p><u>Informative</u>: <i>Descriptions ; sets of instructions; tables/ graphs/ charts ; factual texts; dictionary entries; encyclopedia entries, posters, leaflets/brochures</i></p> <p><u>Narrative</u>: <i>Stories (fictional); personal experiences; biographies; news reports.</i></p> <p><u>Evaluative</u>: <i>Magazine articles ; reviews; other texts whose main purpose is to express (and justify) opinions</i></p> <p>This requires in particular the ability to:</p> <ul style="list-style-type: none"> - understand general meaning. - identify main points. - extract specific information. <p>It also involves the ability to use a range of strategies in dealing with texts:</p> <ul style="list-style-type: none"> – identifying text-type, purpose and intended audience – making predictions and comparisons – using world knowledge – using non-verbal information – identifying writers' opinions, attitudes, feelings or intentions – deducing the meaning of unknown words – recognising and understanding the meaning of cohesive devices 	8	<ul style="list-style-type: none"> – Has a good understanding of most texts. – Reads at a reasonable speed.
	6	<ul style="list-style-type: none"> – Has a reasonably good understanding of most texts. – Reading is quite slow.
	4	<ul style="list-style-type: none"> – Has a limited understanding of most texts. – Reading is slow.
	2	<ul style="list-style-type: none"> – 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 # 3	RATING SCALE: # 3	
Can write texts with the purpose of providing information.	5	<ul style="list-style-type: none"> – Presents relevant information clearly, coherently and in an interesting way. – Not many language errors.
<p>These 'Informative' texts may include:</p> <ul style="list-style-type: none"> – reports – articles – summaries – completed forms – sets of instructions – descriptions – notes/lists – graphs/ tables – adverts – posters – brochures/ leaflets, etc. <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts. 	4	<ul style="list-style-type: none"> – Presents relevant information with reasonable success. – However, there are noticeable language errors, occasionally making the text unclear.
	3	<ul style="list-style-type: none"> – Manages to convey some relevant information, but only in a limited way. – Writing lacks coherence and is sometimes unclear. There are frequent errors.
	2	<ul style="list-style-type: none"> – Attempts are made to convey some information, but the results are clearly inadequate. – Language used is very limited and/or contains many serious errors.
	1	<ul style="list-style-type: none"> – 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 # 4	RATING SCALE # 4	
Can write and respond to letters and emails.	10	<ul style="list-style-type: none"> – 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.
<p>These 'Interactive' texts may include:</p> <ul style="list-style-type: none"> – informal letters (to friends and relatives) – emails – postcards – notes/messages – invitations – letters of complaint – application letters, etc. <p>and, where appropriate, replies to these texts.</p> <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts. 	8	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – 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 # 5	RATING SCALE # 5	
Can write stories and narrate events in the past.	10	<ul style="list-style-type: none"> – 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.
<p>These 'Narrative' texts may include:</p> <ul style="list-style-type: none"> - accounts of real-life events/experiences, - fictional narratives - biographies, - historical texts - reports - diary entries, etc. <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts. 	8	<ul style="list-style-type: none"> – Tells stories reasonably well, attempting to provide some additional detail. – However, there are noticeable language errors and texts sometimes lack coherence.
	6	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – 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 # 6	RATING SCALE # 6	
<p>Can write texts which express and justify opinions.</p> <p>These ‘Evaluative’ texts may include:</p> <ul style="list-style-type: none"> – articles – advice/ feedback – complaints/ criticism – commentary – reviews – other kinds of texts whose main purpose is to express (and justify) an opinion <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts. 	5	<ul style="list-style-type: none"> – Expresses opinions on topics in a lively, interesting way. – Texts are well-organised and clear. – Not many language errors.
	4	<ul style="list-style-type: none"> – 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.
	3	<ul style="list-style-type: none"> – Manages to express opinions on topics, but only in a limited way. – Writing generally lacks clarity and coherence, and contains frequent errors.
	2	<ul style="list-style-type: none"> – Attempts are made to discuss topics, but the results are clearly inadequate. – Language used is very limited and/or contains many serious errors.
	1	<ul style="list-style-type: none"> – 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 # 7		OUTCOME # 8	
Can understand and use vocabulary.		Can understand and use grammar.	
<p>In relation to any particular vocabulary item (word or phrase), this outcome focuses on students' ability to:</p> <ul style="list-style-type: none"> – recognise its written form(s). – understand its meaning(s). – use it appropriately in context. <p>Covers all core vocabulary taught at these <u>and</u> previous levels.</p>		<p>In relation to any particular grammatical structure, this outcome focuses on students' ability to:</p> <ul style="list-style-type: none"> – recognise its various forms. – understand its meaning(s). – use it appropriately in context. <p>Covers all grammars taught at these <u>and</u> previous levels.</p>	
RATING SCALE # 7		RATING SCALE # 8	
5	<ul style="list-style-type: none"> – Has a very good understanding of the meaning of vocabulary items. – Makes appropriate use of a wide range of vocabulary. 	5	<ul style="list-style-type: none"> – Has a very good understanding of the meaning of grammatical structures. – Uses a range of structures with consistent accuracy.
4	<ul style="list-style-type: none"> – Has a good understanding of the meaning of vocabulary items. – Makes appropriate use of a fairly wide range of vocabulary. 	4	<ul style="list-style-type: none"> – Has a good understanding of the meaning of grammatical structures. – Uses most structures with a good level of accuracy.
3	<ul style="list-style-type: none"> – Has a reasonably good understanding of the meaning of vocabulary items. – Makes appropriate use of a moderate repertoire of vocabulary. 	3	<ul style="list-style-type: none"> – Has a reasonably good understanding of the meaning of grammatical structures. – Uses core structures with a reasonable level of accuracy.
2	<ul style="list-style-type: none"> – Has only a limited understanding of the meaning of vocabulary items. – Makes appropriate use of a limited repertoire of vocabulary. 	2	<ul style="list-style-type: none"> – Has only a limited understanding of the meaning of grammatical structures. – Use of core structures is often inaccurate.
1	<ul style="list-style-type: none"> – Has a very poor understanding of the meaning of vocabulary items. – Makes appropriate use of only a very narrow repertoire of vocabulary. 	1	<ul style="list-style-type: none"> – 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 # 9	OUTCOME # 10
<p>Can understand and use vocabulary.</p>	<p>Can understand and use grammar.</p>
<p>In relation to any particular <i>vocabulary item (word or phrase)</i>, this outcome focuses on students' ability to:</p> <ul style="list-style-type: none"> – recognise its written form(s). – understand its meaning(s). – use it appropriately in context. <p>Covers <i>all core vocabulary items taught at this <u>and</u> previous levels.</i></p>	<p>In relation to any particular <i>grammatical structure</i>, this outcome focuses on students' ability to:</p> <ul style="list-style-type: none"> – recognise its various forms. – understand its meaning(s). – use it appropriately in context. <p>Covers <i>all grammatical structures taught at this <u>and</u> previous levels.</i></p>

<u>SPECIAL EDUCATION</u> SUMMARY of MARKS AWARDED <u>GRADE 7 / 8 / 9</u> <u>SEMESTER ONE</u> Class: _____ Year: _____ Teacher: _____																		
CLASS TESTS	CLT # 1: (date:)	Grammar	(5)															
		Reading	(5)															
	CLT # 2: (date:)	Vocabulary	(5)															
		Writing	(5)															
RDG	Can read independently.		(5)															
	Can understand different types of written text.		(10)															
WRT	Can write texts with the purpose of providing information.		(5)															
	Can write and respond to letters and emails.		(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 7 / 8 / 9 SEMESTER TWO</u>																		
Class: _____ Year: _____																		
Teacher: _____																		
CLASS TESTS	CLT # 1: (date: _____)	Grammar	(5)															
		Reading	(5)															
	CLT # 2: (date: _____)	Vocabulary	(5)															
		Writing	(5)															
RDG	Can read independently.		(5)															
	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.		(5)															
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 read independently.	(5)															
	Can understand different types of written text.	(10)															
WRT	Can write texts with the purpose of providing information.	(5)															
	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 read independently.	(5)															
	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 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 read independently.	(5)															
	Can understand different types of written text.	(10)															
WRT	Can write texts with the purpose of providing information.	(5)															
	Can write and respond to letters and emails.	(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 read independently.	(5)															
	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.	(5)															
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> MARKS << CONTIN. ASSESSMENT <u>GRADE 12</u> <u>SEMESTER ONE</u> Class: _____ Year: _____ Teacher: _____																	
READING	Can read independently.	(5)															
	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.	(5)															
TOTAL	CONTINUOUS ASSESSMENT	(30)															

<u>SPECIAL EDUCATION</u> MARKS << CONTIN. ASSESSMENT <u>GRADE 12</u> <u>SEMESTER TWO</u> Class: _____ Year: _____ Teacher: _____																		
READING	Can read independently.	(5)																
	Can understand different types of written text.	(10)																
WRITING	Can write texts with the purpose of providing information.	(5)																
	Can write and respond to letters and emails.	(10)																
TOTAL	CONTINUOUS ASSESSMENT	(30)																

APPENDIX FOUR

SPECIFICATIONS for CLASS TESTS

SPECIFICATIONS for Class 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 CLTs should include a variety of tasks that are suitable for young learners, and teachers who prepare CLTs **must** follow the guidelines above.

SPECIFICATIONS for Class 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 CLTs should include a variety of tasks that are suitable for young learners, and teachers who prepare CLTs ***must*** follow the guidelines above.

SPECIFICATIONS for Class 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 CLTs should include a variety of tasks that are suitable for young learners, and teachers who prepare CLTs **must** follow the guidelines above.

SPECIFICATIONS for Class 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 CLTs should include a variety of tasks that are suitable for young learners, and teachers who prepare CLTs **must** follow the guidelines above.

APPENDIX FIVE

SPECIFICATIONS for SEMESTER TESTS

SPECIAL EDUCATION — SPECIFICATIONS for SEMESTER TESTS

GRADE FIVE

SUMMARY

SEMESTER ONE

1½ hours	VOCABULARY	GRAMMAR	READING	WRITING	40 marks
	Matching (Words w/Pictures)	Multiple Choice (Sentences)	Matching (Pictures w/ statements)	Word Cues (> Sentences)	
	#####	#####	True/ False AND Multiple Choice (< Narrative Text)	Picture Cues (> Sentences)	
	#####	#####	#####	Task Instructions (> Letter/ email)	

SEMESTER TWO

1½ hours	VOCABULARY	GRAMMAR	READING	WRITING	40 marks
	Gap-fill (Words provided) (Sentences)	Multiple Choice (Text)	Matching (Short Texts w/ Pictures)	Word Cues (> Sentences)	
	#####	#####	Wh-Qs (Short Answers) AND Multiple Choice (< Interactive Text)	Picture Cues (> Sentences)	
	#####	#####	#####	Picture Cue (> Description)	

DETAILED SPECIFICATIONS (Grade 5) 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: 5 marks</u>
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: 5 marks</u>
RDG (1)	5 short, numbered texts with a common theme or context. Length of each text: 15-20 words.	6 pictures showing people, animals, objects, places, activities, situations, etc. (5 correct, 1 distractor).	Match each text with the appropriate picture.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 interactive text (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: 10 marks</u>
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: 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)	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: 5 marks</u>

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

SPECIAL EDUCATION — SPECIFICATIONS for SEMESTER TESTS

GRADE SIX

SUMMARY

SEMESTER ONE

1½ hours	VOCABULARY	GRAMMAR	READING	WRITING	40 marks
	Matching (Words w/Pictures)	Multiple Choice (Sentences)	Matching (Pictures w/ statements)	Picture Cues (> Sentences)	
	#####	#####	True/ False AND Multiple Choice (< Interactive Text)	Picture Cues (> Story)	
	#####	#####	#####	Information Points (> Review)	

SEMESTER TWO

1½ hours	VOCABULARY	GRAMMAR	READING	WRITING	40 marks
	Gap-fill (Words provided) (Sentences)	Multiple Choice (Text)	Matching (Short Texts w/ Pictures)	Picture Cues (> Sentences)	
	#####	#####	Wh-Qs (Short Answers) AND Multiple Choice (< Narrative Text)	Picture Cue (> Description)	
	#####	#####	#####	Task Instructions (> Letter/ email)	

DETAILED SPECIFICATIONS (Grade 6)

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:</u> 5 marks
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:</u> 5 marks
RDG (1)	5 separate pictures.	For each picture, 3 statements. (1 correct; 2 distractors)	Indicate which of the 3 statements is correct.	1 mark for each item. <u>Total:</u> 5 marks
RDG (2)	1 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:</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.	Award an overall score based on a five-level Rating Scale. <u>Total:</u> 5 marks
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:</u> 5 marks
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:</u> 5 marks

[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

SUMMARY

SEMESTER ONE

2 hours	VOCABULARY	GRAMMAR	READING	WRITING	40 marks
	Gap-fill (Text) (Words provided)	Multiple Choice (Sentences)	Matching (Texts w/ Pictures)	Information Points (> Paragraph)	
	#####	#####	True/ False AND Multiple Choice (< Evaluative Text)	Task Instructions (> Letter/ email)	

SEMESTER TWO

2 hours	VOCABULARY	GRAMMAR	READING	WRITING	40 marks
	Multiple Choice (Sentences)	Multiple Choice (Text)	Matching (Texts w/ Texts)	Topic/ Title/ Question (> Opinion)	
	#####	#####	Wh-Qs (Short Answers) AND Multiple Choice (< Interactive Text)	<u>EITHER:</u> Picture Cues (> Story) <u>OR:</u> Task Instructions (> Narrative Text)	

DETAILED SPECIFICATIONS (Grades 7 & 8) 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

SUMMARY

SEMESTER ONE

2 hours	VOCABULARY	GRAMMAR	READING	WRITING	40 marks
	Gap-fill (Text) (Words provided)	Multiple Choice (Sentences)	Matching (Texts w/ Pictures)	Information Points (> Paragraph)	
	#####	#####	True/ False AND Multiple Choice (< Evaluative Text)	Task Instructions (> Letter/ email)	

SEMESTER TWO

2 hours	VOCABULARY	GRAMMAR	READING	WRITING	40 marks
	Multiple Choice (Sentences)	Multiple Choice (Text)	Matching (Texts w/ Texts)	Topic/ Title/ Question (> Opinion)	
	#####	#####	Wh-Qs (Short Answers) AND Multiple Choice (< Interactive Text)	<u>EITHER:</u> Picture Cues (> Story) <u>OR:</u> Task Instructions (> Narrative Text)	

DETAILED SPECIFICATIONS (Grade 9)**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: 5 marks</u>
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: 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 the texts with the appropriate pictures.	1 mark for each item. <u>Total: 5 marks</u>
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: 10 marks</u>
WRT (1)	A set of 7 information points which belong in a single context, e.g., <i>a description of a person, place, animal, object, etc.</i>	<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: 5 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 60 words.	Award an overall score based on a five- level Rating Scale. <u>Total: 10 marks</u>

[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: 5 marks</u>
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: 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.)	6 short texts, 5 of which follow on from the excerpts in the first column (plus 1 distractor).	Match the excerpts in the first column with the texts in the second column.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 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: 10 marks</u>
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 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 6 pictures showing a story. <u>OR:</u> A set of instructions for the writing of a narrative text.	A list of 10 useful vocabulary items. <i>(Other input material as necessary)</i>	Write a text of at least 60 words.	Award an overall score based on a five-level Rating Scale. <u>Total: 10 marks</u>

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

SPECIAL EDUCATION — SPECIFICATIONS for SEMESTER TESTS

GRADE TEN

SUMMARY

SEMESTER ONE

2½ hours	VOCABULARY	GRAMMAR	READING	WRITING	60 marks
	Gap-fill (Text)	Multiple Choice (Dialogue)	Matching (Texts w/Texts)	Topic/ Title/ Question (> Opinion)	
	Multiple Choice (sentences)	Gap-fill (Words provided) (Sentences)	Multiple Choice (< Interactive Text)	Picture Cues (> Story)	
	#####	#####	Wh-Qs (Short Answers) <u>AND</u> Multiple Choice (< Informative Text)	#####	

SEMESTER TWO

2½ hours	VOCABULARY	GRAMMAR	READING	WRITING	60 marks
	Gap-fill (Words provided) (Text)	Gap-fill (Words provided) (Sentences)	True/ False (< Short texts)	<u>EITHER:</u> Information Points (> Paragraph) <u>OR:</u> Picture Cue (> Describe & Comment)	
	Multiple Choice (Sentences)	Multiple Choice (Text)	Multiple Choice (< Evaluative Text)	Task Instructions (> Letter/email)	
	#####	#####	Wh-Qs (Short Answers) <u>AND</u> Multiple Choice (< Narrative Text)	#####	

DETAILED SPECIFICATIONS (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)	<u>EITHER:</u> A set of 8 single information points which belong in a single context, e.g., <i>a description of a person, place, etc.</i>	(<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>
	<u>OR:</u> 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.	<i>(Possibly: input material. of some kind, e.g., picture)</i>	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

SUMMARY

SEMESTER ONE

2½ hours	VOCABULARY	GRAMMAR	READING	WRITING	60 marks
	Gap-fill (Words provided) (Text)	Multiple Choice (Dialogue)	Matching (Texts w/Texts)	Information Points (> Paragraph)	
	Multiple Choice (Sentences)	Gap-fill (Words provided) (Sentences)	Multiple Choice (<Evaluative Text)	Task Instructions (> Letter/email)	
	#####	#####	<i>Wh</i> -Qs (Short Answers) AND Multiple Choice (<Narrative Text)	#####	

SEMESTER TWO

2½ hours	VOCABULARY	GRAMMAR	READING	WRITING	60 marks
	Gap-fill (Words provided) (Text)	Multiple Choice (Text)	True/ False (< Short texts)	Topic/ Title/ Question (> Opinion)	
	Multiple Choice (Sentences)	Gap-fill (Words provided) (Sentences)	Multiple Choice (<Interactive Text)	Picture Cues (> Story)	
	#####	#####	<i>Wh</i> -Qs (Short Answers) AND Multiple Choice (<Informative Text)	#####	

DETAILED SPECIFICATIONS (Grade 11)**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.	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: 25-30 words.)			
RDG (2)	1 evaluative text. Length: 200-250 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 narrative text. Length: 200-250 words. (Possibly: input material. of some kind, e.g., picture)	<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.	1mark 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.	(Possibly: input material. of some kind, e.g., picture)	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.	(Possibly: a short letter/ email to which the student should reply.)	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

SUMMARY

SEMESTER ONE

3 hours	VOCABULARY	GRAMMAR	READING	WRITING	70 marks
	Gap-fill (Words provided) (Text)	Gap-fill (Words provided) (Text)	Matching (Texts w/Texts)	Topic/ Title/ Question (> Opinion)	
	Multiple Choice (Sentences)	Multiple Choice (Sentences)	Multiple Choice (< Interactive Text)	Picture Cues (> Story)	
	#####	#####	Wh-Qs (Short Answers) <u>AND</u> Multiple Choice (< Informative Text)	#####	

SEMESTER TWO

3 hours	VOCABULARY	GRAMMAR	READING	WRITING	70 marks
	Gap-fill (Words provided) (Text)	Gap-fill (Words provided) (Text)	True/ False (< Short texts)	Topic/ Title/ Question (> Informative text)	
	Multiple Choice (Sentences)	Multiple Choice (Sentences)	Multiple Choice (< Evaluative Text)	Task Instructions (> Letter/email)	
	#####	#####	Wh-Qs (Short Answers) <u>AND</u> Multiple Choice (< Narrative Text)	#####	

DETAILED SPECIFICATIONS (Grade 12, English)

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. <u>Total: 10 marks</u>

[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

SUMMARY

2½ hours

VOCABULARY	GRAMMAR	READING	WRITING
Multiple Choice (Text)	Gap-fill (Words provided) (Sentences)	Matching (Texts w/Texts)	Information Points (> Paragraph)
Gap-fill (Words provided) (Sentences)	Multiple Choice (Dialogue)	Multiple Choice (< Interactive Text)	Picture Cues (> Story)
#####	#####	Wh-Qs (Short Answers) <u>AND</u> Multiple Choice (< Informative Text)	#####

60 marks

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]

APPENDIX SIX

Grades 5 to 12

**GENERIC TASKS
for INDEPENDENT
READING**

CLASSIFICATION of GENERIC TASKS

BRONZE-LEVEL TASKS:

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

SILVER-LEVEL TASKS:

Code No.	Before Reading	After Reading	Task Type	Task Instructions
SV.1	★		PREDICT CONTENT	Look at the title and/or the first paragraph (and any pictures) and predict <u>what</u> the text will be <u>about</u> .
SV.2	★		ALREADY KNOW	Look the title and say/write <u>what you already know</u> about the topic of the text.
SV.3		★	USEFUL WORDS	Make a list of <u>useful words/ phrases</u> which are in the text.
SV.4		★	SPIDER-GRAM	Choose a <u>topic</u> or <u>person</u> in the text and make a ' <u>spidergram</u> ' with key-words and phrases.
SV.5		★	WHAT TO DO?	Based on the information provided by the text(s), <u>choose</u> between the different <u>options</u> available. (e.g., which place to visit, film to see, etc.)
SV.6		★	WHAT'S NEW?	Make a list of interesting <u>new facts</u> that you have learnt from the text.
SV.7		★	ANSWERS	Go through the list of <u>questions</u> you made before you read the text (Task GD.1, below). What were the answers?
SV.8		★	LANGUAGE FOCUS (b)	Choose a <u>grammatical</u> structure. Underline, and think about, <u>examples</u> in the text.

GOLD-LEVEL TASKS:

Code No.	Before Reading	After Reading	Task Type	Task Instructions
GD.1	★		WANT TO KNOW	Look at the title and make a list of <u>questions</u> which you would like the text to answer.
GD.2	★		ALREADY THINK	Look at the title and say/write what <u>your opinion</u> is about the topic of the text, and why.
GD.3		★	SUMMARY	Write a short <u>summary</u> of the text (or of a part of the text).
GD.4		★	LIKE/ DISLIKE (b)	Describe and explain your own <u>reactions</u> (positive or negative) to the text.
GD.5		★	LIKE/ DISLIKE (c)	Write a letter/ email to a friend. <u>Recommend</u> that he/she should read the text that you have read.
GD.6		★	WHAT NEXT?	Think about the <u>continuation</u> of the story. What will happen next?
GD.7		★	IMAGINE (a)	Describe how the story would be different in an <u>Omani</u> context.
GD.8		★	RESPOND (a)	Write a <u>reply</u> to a letter or email.

PLATINUM-LEVEL TASKS:

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

TASK-OPTIONS AVAILABLE (according to TEXT-TYPE)

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

STUDENT'S RECORD of INDEPENDENT READING

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

Texts Read		Tasks Done	Texts Read		Tasks Done
Title	Description		Title	Description	

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