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## **Student Assessment Handbook**

### **ENGLISH LANGUAGE (Bilingual Private schools)**

**(Grades 9 and 10)**

***September 2022***

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## GLOSSARY

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

<i>Feedback</i>	Comments from other people to students about the quality of their work with the aim of improving it. The work may be either already completed or still in progress.
<i>Presentation</i>	An activity in which a speaker addresses an audience — typically, the rest of the class — for an extended time. He/she can present information, ideas and/or opinions, after which he/she is expected to answer questions from the audience.
<i>Informative Writing</i>	Writing in which the main purpose is to communicate information. Includes a wide variety of texts, such as descriptions, reports, articles, summaries, leaflets, etc.
<i>Interactive Writing</i>	Writing, which is intended to communicate directly with other individuals, usually as part of an <i>exchange</i> . This includes letters, e-mails, invitations, etc., as well as replies to these texts.
<i>Narrative Writing</i>	Writing which tells a story (in the past tense). Typical texts include accounts of real-life experiences or events, news reports, biographies, historical texts, etc.
<i>Evaluative Writing</i>	Writing in which personal opinions are expressed and justified. Typical texts would be in essay form, and involve, discussing pros and cons, commenting on issues, giving advice etc.
<i>Literature genres</i>	These are divided into three forms, poetry, drama, and prose. Prose is then subdivided into novels and short stories.
<i>Writing about Literature</i>	Differs from other types of writing in that it should be a personal and creative response to poetry, prose, and drama. It is NOT just summarizing. It requires an understanding of literary elements and the ability to analyse the text, evaluate the language used, and interpret the text's overall meaning.
<i>Reading about literature</i>	Reading literary texts differs from other types of reading. It is Not just comprehension. It requires an identification of the main features of different genres ( <i>poetry, prose, and drama</i> ).
<i>Literary Elements</i>	Aspects found in all literature, such as style, character, setting, point-of-view, conflict, theme, etc.
<i>Figures of Speech</i>	Stylistic uses of language, such as metaphors, symbols, images, similes, puns, etc.,
<i>Class-based Reading</i>	Reading done by the whole class, as part of a teacher-led development of reading skills.

<i>Portfolio</i>	An on-going collection of work done by the student. It provides concrete evidence of the student's learning, and of the type and level of work that he/she has done.
<i>Project</i>	An activity which, within a given timeframe, aims at producing an end-product. It is usually longer and more complex than the usual kind of classroom activity.
<i>Presentation</i>	An activity in which a speaker addresses a larger audience (typically, the rest of the class) for an extended time. He/she can present information, ideas and/or opinions, after which he/she is expected to answer questions from the audience.
<i>Test/ Exam Specifications</i>	A formal set of instructions for test-writers, providing information about various features of a particular test: duration, elements to be tested, formats & materials to be used, types of student response, marks to be awarded, etc.

# **GENERAL INTRODUCTION**

## BACKGROUND INFORMATION

This '***Student Assessment Handbook***' (***SAH***) for ***Bilingual Private Schools (9 and 10)*** is based on the official guidelines for assessment issued by the Center for Educational Assessment and Measurement (CEAM) at the Ministry of Education. Its purpose is to provide information and guidance for English teachers, supervisors, and exam-writers on the assessment of students in ***Grades 9 and 10***. It was prepared by a ***joint committee*** consisting of Assessment Officers from CEAM, teachers from schools, and representatives from the Directorate-General of Private Schools (Program and Curricula Department and Supervision). It replaces all previously issued student assessment documents and will be applied ***from September 2022 onwards***.

## A. CONTINUOUS ASSESSMENT PRINCIPLES

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



## B. LEARNING OUTCOMES

- Learning Outcomes are statements which describe what students should know, understand and be able to do.
- In a skill like language-learning, the most important thing is what students are **can do**. So, outcome statements typically begin with: "**Can...**"  
However, knowledge, understanding and awareness also play an important role in supporting and enabling these skills.
- Learning outcomes may consist of ONE Main Outcome and a series of specific, outcomes that contribute to the main outcome.  
*For Example:*  
(*'Can give presentations'*) is a main outcome.  
(*'Can establish and maintain contact with the audience'*) is a specific outcome.
- At different times and for different purposes, assessment will focus on either the Main or the specific outcomes.

When assessing learning outcomes, three important considerations are:

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

## C. LEARNING OUTCOMES for Grades 9-10

The Learning Outcomes for Grades 9 and 10 are grouped into **five elements**.

Listening      Speaking      Reading      Writing      Literature

- A total of **nine** key outcomes have been identified:

Elements	Key Learning Outcomes
<b>LST</b>	Can understand a variety of spoken texts.
<b>SPK</b>	Can give presentations.
	Can interact with others.
<b>RDG</b>	Can understand a variety of written texts.
<b>WRT</b>	Can write and respond to letters and e-mails. ( <i>Interactive</i> )
	Can write texts with the purpose of providing information. ( <i>Informative</i> )
	Can compose stories and narrate events in the past. ( <i>Narrative</i> )
	Can write texts which express and justify opinions. ( <i>Evaluative</i> )
<b>LIT</b>	Can understand, analyze, and write about literary texts: <ul style="list-style-type: none"> <li>Poetry &amp; Prose (Short story) for Grade 9</li> <li>Prose (Novel) &amp; Drama for Grade 10</li> </ul>

- Marks are awarded for these outcomes based on **two** methods of assessment: Continuous Assessment (CA) and End-of-Semester Tests (SMTs).
- Different elements are assessed in diverse ways: some using only CA, some using only SMTs, others using a combination of both methods.

The weightings for each element in Grades 9 and 10 are as follows:

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

## **D. PLANNING for ASSESSMENT**

### **NOTE for ENGLISH TEACHERS:**

*At the **start** of the school year, you should:*

- Make yourself thoroughly familiar with the contents of the BILINGUAL-SAH.
- Pay special attention to:
  - Strategies for Conducting Formative and Summative Assessment
  - Learning Outcomes
  - Rating Scales
  - Semester Test Specifications
- Make sure that your students know:
  - How assessment will be conducted and what rules will be applied
  - The criteria for awarding marks
  - The formats used in the Semester Tests
- Prepare the relevant mark sheet for formal record-keeping and read the guidelines on how to fill it in correctly.
- Make a note of important dates and deadlines.

***During** the school year, you should:*

- Take part in assessment-related meetings, workshops and other activities organised by your Head of English and/or your supervisor.
- When preparing lessons, anticipate opportunities for both Formative and Summative Assessment; when teaching, take full advantage of these opportunities.
- Use the official mark sheet to record provisional, and then final, marks awarded to students according to the relevant Rating Scales.
- Keep regularly updated written notes and collect appropriate samples of student work in preparation for the Formal Moderation visit conducted towards the end of each semester.
- Reflect on and evaluate the professional quality of their own assessment work and take steps to improve it.

# **PART ONE**

## **GATHERING INFORMATION**

## GATHERING INFORMATION

### 1. Gathering Information Tools

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

- This section includes **seven** main tools for gathering assessment information:
  - **Day-to-Day Observation, Classroom Questioning, Presentations, Written Work and Projects**— 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, and Semester Tests (SMTs)**— are instruments and procedures which are designed specifically for assessing student learning.

### 2. Portfolios:

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

#### 1.1 DAY-TO-DAY OBSERVATION

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

#### Implementation

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

## 1.2 CLASSROOM QUESTIONING

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

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

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

### Implementation

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

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

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

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

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

## **Further considerations**

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

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

**Note 2:** Teachers should avoid the overuse of '*Initiation–Response–Feedback*' or 'IRF':

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

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

### **1.3 PRESENTATIONS**

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

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



## **Implementation**

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

## **Assessment**

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

### **1.4 WRITTEN WORK**

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

Teachers should use written work as an assessment tool because:

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

## **Implementation**

- Written work can be time-consuming, so students may have to produce their written work outside of the classroom.
- The teacher must make sure that all written work has been done by the students themselves, without inappropriate assistance from others (parents, family, friends, the Internet, etc.)
- Teachers should follow a strict policy of ***not accepting*** any work which has not been done by students. This policy should be explained clearly at the start of the school year and applied consistently.
- If, this policy is not followed there will be (at least!) three negative consequences:
  - Marks awarded will be inaccurate and meaningless.
  - Students producing their own work are likely to be de-motivated.
  - If work is not genuinely attempted by a student, then he/she has no chance to learn anything from it.

### **1.5 PROJECTS**

A project is an activity which, within a given timeframe, aims at producing some *end-product*, e.g., a piece of writing, a spoken performance, a poster, a collection of words and/or pictures, etc. It is generally *longer and more complex than the usual kind of classroom activity*. It *may* involve the collection of information and material from external sources not found at school.

## **Implementation**

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

- The teacher's role is as follows:
  - (a) **Before** the start of the project: Approve the student's choice of title/subject and proposed working plan.
  - (b) **During** the project: Provide encouragement, practical assistance, and suggestions, where necessary.
  - (c) **After** the project: Assess the work done (see below) and, where appropriate, give feedback.

### **Assessment**

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

## 1.6 QUIZZES

Quizzes are a more **informal** type of test. 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). Student responses can be either written or, where appropriate, spoken.
- Unlike CLTs, quizzes will often have a relatively narrow focus, e.g., on a very specific learning outcome or language point.

### Assessment

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

## 1.7 SEMESTER TESTS

### General

- The Semester Test is a formal examination given at the end of each semester. It covers four of the elements: **LST, RDG, WRT & LIT**. (Note: Speaking is not included, for reasons of time and practicality.)
- In Grade 9, **40 marks** will be awarded for the Semester Test.  
In Grade 10, **60 marks** will be awarded for the Semester Test.

- The duration of each Semester Test will be as follows:

Grade 9: Two hours (120 minutes)

Grade 10: Two-and-a-half hours (150 minutes)

- Marks from the Grade 10 exams will contribute to the Certificate awarded to students on completion of Cycle Two.
- Students who fail to achieve the overall pass-mark (50%) for the year's work will have the opportunity to try again as follows:
  - For those who fail in Semester One, a **Second Session** exam for that semester.
  - For those who fail in Semester Two, a **Second Session** exam for that semester.
  - For those who fail in both Semester One and Semester Two, **Second Session** exams must be taken for both semesters.

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

### **Preparation**

- All exam papers will be prepared according to the official Exam Specifications. Details of these can be found in Appendix Three.
- Teachers should make sure that students are familiar, in advance, with all the test formats (task-types) which appear in the Specifications. They should ensure that the task-instructions are clear and that the students know what to do. Students will also need to know on what basis marks will be awarded in the tests.

(Note: To assist teachers with this task, CEAM will provide electronic templates for all the English test papers and marking guides.)

- Test-writers should aim to give all the students a fair chance to show what they can do. This can be achieved by including both easier and more challenging tasks and items in the tests.
- To provide a valid assessment of students' language skills, listening or reading texts which students have already heard or seen will not be included in the exams. Only unseen texts will be used. Sentences or short texts used in the GRM/ VCB section will, likewise, follow the same principle.
- Test-writers should also remember that language-learning is *cumulative*, and not focus solely on recently taught material.
- Listening texts will be either recorded on cassette or read out to students.
- To help ensure the quality of the exams, test-writing will be done in a **collaborative** way, with a team of test-writers working closely together and supporting each other.
- It is also essential to review the quality of the test-paper again after the students have taken it. Taking note of any unexpected problems, which occurred can help test-writers improve their performance next time.

## 2. PORTFOLIOS

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

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

### Implementation

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

### Assessment

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

**PART TWO**

**RECORDING  
INFORMATION**

## 2 RECORDING INFORMATION

This part of the handbook provides information about recording assessment information. It covers both **informal records** and **formal records**.

### 2.1 INFORMAL RECORDS

The requirement to keep Informal Records about individual students is based on three important needs:

	Rationale
(a) To Have Easy Access to Accurate, High-Quality Information	- Both Formative and Summative Assessment require that you <b>know your students well</b> ; in particular, that you are well-informed about your students' progress and current level of achievement.
(b) To Overcome the Limitations of Memory	- It is very difficult — for any teacher to retain <b>all</b> the necessary information in their memory, and the more students you have, the more difficult this becomes!
(c) To Communicate Effectively with Other Stakeholders	<ul style="list-style-type: none"><li>- Parents, SETs, Head Teachers, and RSs have the right to ask you questions about your students and their learning. They also have the right to expect credible, <b>convincing</b> answers.</li><li>- If you have all the relevant information available, you will be able to answer these questions confidently and convincingly.</li></ul>

#### 2.1.1 KEEPING INFORMAL RECORDS

- Informal recording keeping might include:
  - Notes and comments on different features of a student's performance, either in general or in a particular element or outcome.
  - Comments on the student's attitudes and learning strategies.
  - References to documents, pieces of work, etc., to be found elsewhere (e.g., in the student's portfolio, in the Skills Book, in project work, on display, etc.).
  - Dates of important events or observations.



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

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

## 2.2 FORMAL RECORDS

- '**Formal**' records differ in several ways from '**informal**' records. For example, in the case of formal documents, the Ministry specifies not only that the documents must be completed, but also:
  - what formats will be used
  - how they are to be completed
  - when they are to be submitted
  
- The **Continuous Assessment** component requires teachers to complete the official mark sheets, for each of their classes. At every grade-level, these overall marks and grades are recorded on a special sheet called the **Summary of Marks Awarded (SMA)**.
  
- Blank mark sheets are provided for this purpose in Appendix 2 for Grades 9 and 10.
  
- Detailed instructions for completing these mark sheets can be found in Sections 2.2.1 and 2.2.2 below.

### 2.2.1 MARKS & LETTER-GRADES

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

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

- The minimum pass mark is 50% or letter-grade 'D'.
- An 'E' grade should therefore be regarded as a "failure".
- Note: These five levels of performance also form the basis of all the Rating Scales used for Continuous Assessment.
- In Grade 9, the assessment system includes **two** components, each with a specified number of marks:

<b>60%</b>	<u>Continuous Assessment #1:</u> Marks awarded by the teacher <b>during everyday classroom teaching</b> , using a variety of 'tools'.
<b>40%</b>	Marks for a <u>Semester Test</u> (SMT) prepared at school level and administered at the end of each semester.

- In Grade 10, the assessment system includes just **two** components, each with a specified number of marks:

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

- These marks are now recorded on a **single** mark sheet, i.e., the **Summary of Marks Awarded (SMA)**.
- The SMA consists of a grid, with key learning outcomes and details of tests down the side, and student names across the top. At the bottom, there is space for each

student's overall score (out of 100) and resulting letter-grade.

- At these grade-level, the SMA is to be completed in **four stages**:

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

Here is an **example** of the four stages outlined above, showing the marks of an imaginary student at Grade 9:

<b>SUMMARY of MARKS AWARDED:</b>			<b>Stage 1</b> - During semester - Provisional marks for outcomes (in pencil)	<b>Stage 2</b> - End of semester - Final marks for outcomes (in ink)	<b>Stage 3</b> - End of semester - SMT marks (in ink)	<b>Stage 4</b> - Round-up - Overall marks and letter-grades (in ink)
<b>BILINGUAL PRIVATE SCHOOLS</b>  (Details of grade-level, school year, class, and teacher.)						
LST	Outcome # 1: "Can ...."	(10)	6	7	7	7
SPK	Outcome # 1: "Can ...."	(5)	5	5	5	5
	Outcome # 2: "Can ...."	(10)	8	10	10	10
RDG	Outcome # 3: "Can ...."	(10)	5	6	6	6
WRT	Outcome # 4: "Can ...."	(5)	2	3	3	3
	Outcome # 5: "Can ...."	(10)	8	9	10	10
LIT	Outcome # 6: "Can ...."	(10)	8	7	7	7
<b>CONTINUOUS ASSESSMENT: Total</b>		(60)		47	48	48
<b>SEMESTER TEST: Total</b>		(40)			31	31
<b>OVERALL</b>	<b>TOTAL SCORE</b>	(100)				79
	<b>LETTER GRADE</b>					C

### 2.2.2 FURTHER NOTES on FORMAL RECORD-KEEPING

- The maximum possible mark for each outcome/skill/ section is shown on the SMA sheet ***in brackets***.
- All the Rating Scales used at these grade-levels follow the standard Ministry 'five-levels-of-performance' model. Usually, the maximum score is '5' or '10'; occasionally, for more important outcomes, it is '15'. Teachers can award 'in-between' marks (e.g., '13' or '14' out of 15; '7' out of 10;). Do **not** award half marks (e.g., '3.5 out of 5', etc.).
- During the year, when entering a provisional mark (in pencil) for a particular student, the teacher may still be in some doubt as to the correct mark. In this case, he/she can add simple symbols (e.g. '?', '+', '-', '^', etc.) as a reminder to review the mark again. Any annotations should be removed at the end of the year, after the final mark has been awarded (in ink).
- The guidelines in Section 2.2.1 above state that the first (provisional) marks for outcomes should be written in pencil '***early***' in the school year. In practice, this ***normally*** means that, ***by the end of the first four weeks***, there will already be a complete set of CA marks (in pencil) for each student.
- However, it may happen that a particular outcome ***cannot*** be assessed at this very early stage, because it has not yet been introduced! In this case, the teacher should ***postpone*** the awarding of any provisional marks until the students have started actual work on the outcome in question.
- There are two possible situations in which a mark written in pencil should be ***amended***:
- Either: (a) On the basis of new information/ observations, the teacher has changed his/her mind about a student's existing level of achievement in the outcome.  
Or: (b) The student's general level of achievement in the outcome has changed.
- It is ***strongly*** recommended that teachers use their **Informal Records** to keep track of how students' marks develop during the year. Very brief notes, including dates, will usually be sufficient for this purpose. (See Part Two, '*Keeping Informal Records*').
- The guidelines given above refer to 'pencil' and 'ink'. However, records may also be kept ***electronically***, with 'provisional' and 'final' marks being indicated in other ways i.e., by means of fonts, colours, italics, bold, etc.

**PART THREE**

**USING  
INFORMATION**

### 3 USING INFORMATION

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

#### 3.1 FORMATIVE ASSESSMENT

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

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

### 3.1.1 ADAPTATION of TEACHING

#### **Whole Class**

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

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

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

#### **Individual Students**

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

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

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

### 3.1.2 GIVING FEEDBACK to STUDENTS

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

- The model for providing useful feedback is based on three key requirements. For a student to improve, he/she must:
  - have an idea of the desired standard of performance.
  - be able to compare the actual performance with the desired performance.



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

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

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

- **Peer-Assessment:** Remember that you are not the only person in the classroom who can give feedback. Students should be given opportunities to give feedback *to each other*. This process — known as peer-assessment — not only helps to develop student self-assessment (see Section 3.1.3 below); it can also produce interesting, genuinely communicative classroom interaction.
- **Giving Written Feedback:** The comments, corrections, and other notations that you put on students' written work are also a kind of feedback. As with *Classroom Questioning*, there are different ways to do this. You can simply insert the correct words for the student. However, it may be more productive and more beneficial to encourage student self-correction by:
- either (i) only indicating where a mistake is, with no additional information;
  - or (ii) indicating where a mistake is and what type of mistake it is.
  - or (iii) writing a comment about a point which (overall) needs to be improved.

### **3.1.3 STUDENT SELF-ASSESSMENT**

One of the central goals of education is that students gradually become autonomous learners, capable of deciding for themselves what they need to learn and how to learn it. Private Schools should encourage this through the use of various **self- assessment activities**, which are generally found at the end of each unit in professionally published materials.

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

- whether they found an activity easy or difficult
- whether they have enjoyed something (i.e., specific activities/ topics/ materials)
- how well they can now do something now (i.e., their achievement of specific learning outcomes)
- what they have learnt from the unit (i.e., their recent progress in learning English)
- how well they have performed during the unit (i.e., the quality of their recent work)
- how they have approached specific tasks (i.e., their learning strategies)

In addition, adopt *other* positive strategies:

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

**'Peer-assessment'** can play a very useful role as a kind of 'bridge' towards self-assessment. It can do this because it focuses students' attention on the same learning outcomes and 'criteria for success' as self-assessment. It also has the same aim, i.e., the improvement of the work being done.

Peer-assessment is especially suited to the process of writing: students can show each other their first (and second) drafts, and give each other feedback, based on simple, previously agreed criteria (e.g., 'Relevant?', 'Clear?', 'Interesting?', 'Friendly?', etc.), which will depend on the type of text being written.

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

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

## 3.2 SUMMATIVE ASSESSMENT

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

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

### 3.2.1 RATING SCALES

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

- A Rating Scale can, in principle, be used to assess either achievement in general or performance on a particular occasion (as, for example, in a test). In Continuous Assessment, it is ***the student's general level of achievement*** which is of interest.
- In the Student Assessment Handbook for Grades 9 and 10:
  - A specific Rating Scale is provided for each learning outcome.
  - Each scale describes five different levels of achievement.
  - These 'descriptors' usually consist of (at each level of achievement) two or three statements.
  - Each of these statements covers a different aspect of the students' performance, for example, for Writing (Interactive): 'impact on reader', 'task achievement', 'appropriateness' and 'correctness'.
  - Typically, the statements make use of descriptive adjectives (e.g., 'clear', 'appropriate'), adverbs ('usually', 'reasonably') and quantifiers (e.g., 'few', 'most').
  - Teachers need to use their professional judgement to interpret these words and apply them in practice.
  - They should also consult with others to create a shared understanding of what these words mean. (See below: '*Continuous Moderation*').

### 3.2.2 MAKING DECISIONS on MARKS

#### Standard Procedure

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

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

## **Difficult Cases**

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

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

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

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

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

### **3.2.3 CONTINUOUS MODERATION**

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

In Grades 9 and 10, **continuous moderation** is to be carried out, as a process of on-going consultation and teacher-development. This process is generally conducted at school level, with teachers coming together to compare notes and discuss students' work.

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



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

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

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

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

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

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

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

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

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

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

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

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

### 3.2.4 REPORTING

Parents receive four reports regarding their son's or daughter's achievement in the learning outcomes for English for the year though the type of report sent may vary from one private school to another:

- 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 and/or in English depending on the policy of the private school.*)

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

# **APPENDIX ONE**

## **Learning Outcomes & Rating Scales**

## **BILINGUAL GRADES 9 and 10: OUTCOMES & RATING SCALES for Listening**

### **OUTCOME # 1**

#### **Can understand different types of spoken texts.**

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

Interactive: *Short exchanges; dialogues; interviews.*

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

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

Evaluative: *Talks; discussions; debates*

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

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

In doing this, they should be able to:

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

## **BILINGUAL GRADES 9 and 10 — OUTCOME & RATING SCALE for SPEAKING**

OUTCOME # 2	RATING SCALE # 2	
<p><b>Can give presentations.</b></p> <ul style="list-style-type: none"> <li>– Presenters should be able to speak on a topic for <b><i>five minutes</i></b>.</li> <li>– The audience will consist of the rest of the class.</li> <li>– Topics should be approved in advance by the teacher.</li> <li>– These topics should be culturally appropriate and of interest to the audience.</li> <li>– Presentations should be supported by digital technology (images, sounds, etc.).</li> <li>– Students may use brief notes (either on paper or on-screen) but should <b><i>not</i></b> read out from a prepared text.</li> <li>– Presentations will usually be given individually but can also be given in pairs. (<u>Note</u>: In paired presentations, marks should be awarded individually.)</li> <li>– After the presentation, there should be an opportunity for the audience to ask Qs.</li> </ul>	<b>5</b>	<ul style="list-style-type: none"> <li>– Presentations are easy to follow, well-structured and interesting.</li> <li>– Eye contact/communication with audience is very good.</li> <li>– Voice and pronunciation are clear.</li> <li>– Language used is mostly accurate.</li> <li>– Supporting visuals are clear and effective.</li> <li>– Answers to Qs are clear and convincing.</li> </ul>
	<b>4</b>	<ul style="list-style-type: none"> <li>– Presentations are mostly clear, as well as quite interesting.</li> <li>– Eye contact/communication with audience is good.</li> <li>– Voice and pronunciation are mostly clear.</li> <li>– Language used contains inaccuracies, but the meaning is only rarely obscured.</li> <li>– Supporting visuals are quite good.</li> <li>– Answers to Qs are mostly adequate.</li> </ul>
	<b>3</b>	<ul style="list-style-type: none"> <li>– Presentations are reasonably clear but are not always that interesting.</li> <li>– Eye contact/communication with audience is only reasonably good.</li> <li>– Voice and pronunciation are fairly accurate</li> <li>– Language used contains noticeable errors, which occasionally makes the meaning unclear.</li> <li>– Supporting visuals are adequate.</li> <li>– Answers to Qs are only partly effective.</li> </ul>
	<b>2</b>	<ul style="list-style-type: none"> <li>– Manages to convey <i>some</i> information but is generally ineffective/uninteresting.</li> <li>– Eye contact/communication with audience is rather weak.</li> <li>– Voice and/or pronunciation are sometimes unclear.</li> <li>– Language used contains frequent errors, which sometimes makes the meaning unclear. Use of supporting visuals is limited.</li> <li>– Answers to Qs are limited and/or unclear.</li> </ul>
	<b>1</b>	<ul style="list-style-type: none"> <li>– Presentations are unclear and uninformative.</li> <li>– Eye contact/communication with audience is very weak.</li> <li>– Voice is difficult to hear and/or pronunciation is difficult to understand.</li> <li>– Frequent serious errors make speech generally difficult to follow.</li> <li>– Supporting visuals are either missing or obviously inadequate.</li> <li>– Answers to Qs are very inadequate indeed.</li> </ul>

## **BILINGUAL GRADES 9 and 10: OUTCOMES & RATING SCALES for SPEAKING<sup>(2)</sup>**

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

## BILINGUAL GRADES 9 and 10: OUTCOMES & RATING SCALES for READING<sup>(1)</sup>

OUTCOME # 4	Grade 9	RATING SCALE # 4	Grade 10
<b>Can understand different types of written text.</b>	<b>10</b>	– Has an excellent understanding of all texts. – Reading is quick and comfortable.	<b>5</b>
	<b>9</b>	Between the descriptors above and below	
<p>Covers the ability to understand four general categories of text:</p> <p><u>Interactive</u>: (i) <i>Informal letters/ e-mails/ postcards/ invitations, etc.</i> (ii) <i>More formal letters</i> (iii) <i>Dalogues (in written form)</i> <u>Informative</u>: <i>Descriptions; sets of instructions; tables/ graphs/ charts; factual texts; dictionary entries; encyclopedia entries, posters, leaflets/brochures</i> <u>Narrative</u>: <i>Stories (fictional); personal experiences; biographies; news reports.</i> <u>Persuasive</u>: <i>Magazine articles; reviews; other texts whose main purpose is to express (and justify) opinions</i></p> <p>This requires the ability to:</p> <ul style="list-style-type: none"> <li>- understand the general meaning.</li> <li>- identify the main points.</li> <li>- extract specific information.</li> </ul> <p>It also involves the ability to use a range of strategies in dealing with texts:</p> <ul style="list-style-type: none"> <li>– identifying text-type, purpose and intended audience</li> <li>– making predictions and comparisons</li> <li>– using world knowledge</li> <li>– using non-verbal information</li> <li>– identifying writers' opinions, attitudes, feelings, or intentions</li> <li>– deducing the meaning of unknown words</li> <li>– recognising and understanding the meaning of cohesive devices</li> </ul>	<b>8</b>	– Has a good understanding of most texts. – Reads at a reasonable speed.	<b>4</b>
	<b>7</b>	Between the descriptors above and below	
	<b>6</b>	– Has a reasonably good understanding of most texts. – Reading is at times quite slow.	<b>3</b>
	<b>5</b>	Between the descriptors above and below	
	<b>4</b>	– Has a limited understanding of most texts. – Reading is generally slow.	<b>2</b>
	<b>3</b>	Between the descriptors above and below	
	<b>2</b>	– Has a poor understanding of all texts. – Reading is always very slow.	<b>1</b>



## BILINGUAL GRADES 9 and 10: OUTCOMES & RATING SCALES for WRITING<sup>(1)</sup>

OUTCOME # 5	Grade 9	RATING SCALE # 5	Grade 10
<b>Can write and respond to letters and e-mails.</b>	<b>10</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is <u>very clear</u>.</li> <li>– Writing clearly succeeds in achieving its intended purpose.</li> <li>– Writing is very well-organised, clear, and coherent</li> <li>– A varied range of grammar and vocabulary, with a very good level of accuracy.</li> </ul>	<b>5</b>
	<b>9</b>	Between the descriptors above and below	
<p>These '<b>Interactive</b>' texts may include:</p> <ul style="list-style-type: none"> <li>– informal letters (to friends and relatives)</li> <li>– e-mails, postcards, notes/messages &amp; invitations</li> <li>– formal: to employers, officials, school principals, etc.</li> </ul> <p>These texts cover a wide range of everyday types and topics, including:</p> <ul style="list-style-type: none"> <li>– requests for information/advice</li> <li>– giving information/advice / letters of complaint and, where appropriate, replies to these texts.</li> </ul> <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> <li>– adapt writing to fit different purposes and readers.</li> <li>– organize ideas and information into a coherent text.</li> <li>– use discourse markers correctly.</li> <li>– combine sentences together using a range of cohesive devices.</li> <li>– use grammar and vocabulary appropriately and correctly.</li> <li>– use capital letters and punctuation marks correctly.</li> <li>– evaluate, edit, and improve their own draft texts.</li> </ul>	<b>8</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is clear.</li> <li>– Writing has a reasonable success in achieving its intended purpose.</li> <li>– Writing is generally well-organised, and mostly clear and coherent</li> <li>– A fair range of grammar and vocabulary, with a good level of accuracy.</li> </ul>	<b>4</b>
	<b>7</b>	Between the descriptors above and below	
	<b>6</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is partially clear.</li> <li>– Writing has only partially achieved its intended purpose.</li> <li>– Writing is not well-organised, but is still reasonably clear and coherent</li> <li>– A limited range of grammar and vocabulary, with a reasonable level of accuracy.</li> </ul>	<b>3</b>
	<b>5</b>	Between the descriptors above and below	
	<b>4</b>	<ul style="list-style-type: none"> <li>– - Message to the intended reader(s) is mostly unclear.</li> <li>– Writing has only a very limited success in achieving its intended purpose.</li> <li>– Writing is poorly organised, and often unclear.</li> <li>– A very limited range of grammar and vocabulary, with frequent errors.</li> </ul>	<b>2</b>
	<b>3</b>	Between the descriptors above and below	
	<b>2</b>	<ul style="list-style-type: none"> <li>– Message to the intended reader(s) is unclear.</li> <li>– Writing clearly fails to achieve its intended purpose.</li> <li>– Writing is incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary, with serious errors most of the time.</li> </ul>	<b>1</b>

## **BILINGUAL GRADES 9 and 10: OUTCOMES & RATING SCALES for WRITING<sup>(2)</sup>**

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

## **BILINGUAL GRADES 9 and 10: OUTCOMES & RATING SCALES for WRITING <sup>(3)</sup>**

<b>OUTCOME # 7</b>	<b>Grade 9</b>	<b>RATING SCALE # 7</b>	<b>Grade 10</b>
<b>Can write stories and narrate events in the past.</b>	<b>10</b>	<ul style="list-style-type: none"> <li>– Produces narratives which are fully successful in engaging the reader.</li> <li>– Lively, effective use of appropriate detail.</li> <li>– Writing is very well-structured, clear, and coherent.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>	<b>5</b>
	<b>9</b>	Between the descriptors above and below	
<p>These '<b>Narrative</b>' texts may include:</p> <ul style="list-style-type: none"> <li>- accounts of real-life events/ experiences, fictional narratives/ biographies/historical texts/reports/ diary entries, etc.</li> </ul> <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> <li>– adapt writing to fit different purposes and readers.</li> <li>– organize ideas and information into a coherent text.</li> <li>– use discourse markers correctly.</li> <li>– combine sentences together using a range of cohesive devices.</li> <li>– use grammar and vocabulary appropriately and correctly.</li> <li>– use capital letters and punctuation marks correctly.</li> <li>– evaluate, edit, and improve their own draft texts.</li> </ul>	<b>8</b>	<ul style="list-style-type: none"> <li>-Produces narratives which are reasonably successful in engaging the reader.</li> <li>– Generally good use of appropriate detail.</li> <li>– Writing is generally well-structured, and mostly clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy.</li> </ul>	<b>4</b>
	<b>7</b>	Between the descriptors above and below	
	<b>6</b>	<ul style="list-style-type: none"> <li>– Produces narratives which are only partially successful in engaging the reader.</li> <li>– Somewhat limited use of appropriate detail.</li> <li>– Writing is not well-structured but is still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy.</li> </ul>	<b>3</b>
	<b>5</b>	Between the descriptors above and below	
	<b>4</b>	<ul style="list-style-type: none"> <li>– Produces narratives which have very limited success in engaging the reader.</li> <li>– Inadequate use of appropriate detail.</li> <li>– Writing is poorly structured, and often unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>	<b>2</b>
	<b>3</b>	Between the descriptors above and below	
	<b>2</b>	<ul style="list-style-type: none"> <li>– Produces narratives which completely fail to engage the reader.</li> <li>– Little or no use of appropriate detail.</li> <li>– Writing is incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with serious errors most of the time.</li> </ul>	<b>1</b>

## **BILINGUAL GRADES 9 and 10: OUTCOMES & RATING SCALES for WRITING<sup>(4)</sup>**

OUTCOME # 8	RATING SCALE # 8	
<p><b>Can write texts which express and justify opinions.</b></p> <p>These <b>'Persuasive'</b> texts may include:</p> <ul style="list-style-type: none"> <li>– articles</li> <li>– advice/ feedback</li> <li>– complaints/ criticism</li> <li>– commentary</li> <li>– reviews</li> <li>– recommendations</li> <li>– other kinds of texts whose main purpose is to express (and justify) an opinion</li> </ul> <p>Writing these texts involves the ability to:</p> <ul style="list-style-type: none"> <li>– adapt writing to fit different purposes and readers.</li> <li>– organize ideas and information into a coherent text.</li> <li>– use discourse markers correctly.</li> <li>– combine sentences together using a range of cohesive devices.</li> <li>– use grammar and vocabulary appropriately and correctly.</li> <li>– use capital letters and punctuation marks correctly.</li> <li>– evaluate, edit, and improve their own draft texts</li> </ul>	<b>5</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics in a lively, convincing way.</li> <li>– Supports all points effectively with relevant evidence and detail.</li> <li>– Essays are very well-organised, clear, and coherent.</li> <li>– A varied range of grammar and vocabulary with a very good level of accuracy.</li> </ul>
		<ul style="list-style-type: none"> <li>– Expresses opinions on topics in a reasonably convincing way.</li> <li>– Supports most points with relevant evidence and detail.</li> <li>– Essays are generally well-organised and, for the most part, clear and coherent.</li> <li>– A fair range of grammar and vocabulary with a good level of accuracy</li> </ul>
	<b>3</b>	<ul style="list-style-type: none"> <li>– Expresses opinions on topics, in a somewhat limited way.</li> <li>– Is inconsistent in supporting points with relevant evidence and detail.</li> <li>– Essays are poorly- organized but are still reasonably clear and coherent.</li> <li>– A limited range of grammar and vocabulary with a reasonable level of accuracy</li> </ul>
		<ul style="list-style-type: none"> <li>– Express opinions on topics, but the results are clearly inadequate.</li> <li>– Is generally weak in supporting points with relevant evidence.</li> <li>– Essays lack organization, lack coherence and are sometimes unclear.</li> <li>– A very limited range of grammar and vocabulary with frequent errors.</li> </ul>
		<ul style="list-style-type: none"> <li>– Makes only very feeble attempts to express opinions on topics.</li> <li>– Fails to support points with any relevant evidence.</li> <li>– Essays are incoherent and confusing.</li> <li>– Extremely limited range of grammar and vocabulary with serious errors most of the time.</li> </ul>

## **BILINGUAL GRADES 9 and 10: OUTCOMES for LITERATURE/CONTEXTUAL STUDY**

### **OUTCOME # 9**

#### **Can read and understand different types of literary texts.**

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

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

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

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

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

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

OUTCOME # 10	RATING SCALE #10	
<b>Can write about literary texts.</b>	<b>10</b>	<ul style="list-style-type: none"> <li>– Responses are relevant, well-developed, and insightful.</li> <li>– Makes effective use of supporting arguments and references.</li> <li>– Shows very good appreciation of literary devices and figures of speech.</li> <li>– Uses language which is clear and largely accurate.</li> </ul>
	<b>9</b>	Between the descriptors above and below
<p>These 'literary texts' cover <u>three</u> genres: <b>Poetry, Drama</b> and two types of fictional prose: <b>Short Stories</b> and <b>Novels</b>. Students should be able to engage with these texts and show the ability to:</p> <ul style="list-style-type: none"> <li>– Analyze</li> <li>– Interpret</li> </ul> <p>As part of this, they will need to be familiar with a wide range of <b>literary elements</b> (e.g., <i>style, character, setting, point-of-view, conflict, etc.</i>) and <b>figures of speech</b> (e.g., <i>metaphors, puns, symbols, images, etc.</i>) used in and across the four genres.</p> <p>Students should be able to express their insights and opinions during discussion, and <u>especially</u> in the form of written essays.</p> <p>– <i>Literary texts which will appear in the semester test will be <u>seen</u></i></p>	<b>8</b>	<ul style="list-style-type: none"> <li>– Responses are relevant, and reasonably well-developed and insightful.</li> <li>– Makes reasonably effective use of supporting arguments and references.</li> <li>– Shows good appreciation of literary devices and figures of speech.</li> <li>– Uses language, which is usually clear, despite some inaccuracies.</li> </ul>
	<b>7</b>	Between the descriptors above and below
	<b>6</b>	<ul style="list-style-type: none"> <li>– Responses are mostly relevant, but only developed on a superficial level.</li> <li>– Makes only partially effective use of supporting arguments and references.</li> <li>– Shows reasonable appreciation of literary devices and figures of speech.</li> <li>– Uses language which is sometimes unclear and often inaccurate.</li> </ul>
	<b>5</b>	Between the descriptors above and below
	<b>4</b>	<ul style="list-style-type: none"> <li>– Responses are attempted but are incomplete and at times irrelevant.</li> <li>– Makes only limited use of supporting arguments and references.</li> <li>– Shows only limited appreciation of literary devices and figures of speech.</li> <li>– Uses language which is very limited and/or contains some serious flaws</li> </ul>
	<b>3</b>	Between the descriptors above and below
	<b>2</b>	<ul style="list-style-type: none"> <li>– Responses are feeble: largely irrelevant and/or seriously inadequate.</li> <li>– Makes very poor use of supporting arguments and references.</li> <li>– Shows minimal appreciation of literary devices and effects.</li> <li>– Uses language which is seriously flawed &amp; frequently difficult to understand.</li> </ul>

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

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



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

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

# **APPENDIX THREE**

## **EXAM SPECIFICATIONS**

## DETAILED SPECIFICATIONS (Grade 9)

### SEMESTER ONE [120 minutes, 40 marks]

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

[ Bilingual Exam Specifications: Grade 9, Sem. One, 2022/2023]

**SEMESTER TWO-GRADE 9** [120 minutes, 40 marks)

	<b>MATERIALS</b>	<b>WITH:</b>	<b>STUDENT TASK</b>	<b>MARKING</b>
<b>LST (1)</b>	<u>Sts hear (twice)</u> : 5 short, numbered texts, each with 1 speaker. Length of each text: 20-30 words.	<u>On test paper</u> : 5 T/F items.	Indicate whether the statement is TRUE or FALSE	1 mark for each item. <u>Total: 5 marks</u>
<b>LST (2)</b>	<u>Sts hear (twice)</u> : 1 narrative text (with 1 speaker). Length: 200-250 words.	<u>On test paper</u> : 5 <i>Wh</i> -Questions.	Write a SHORT answer to each question.	1 mark for each item. <u>Total: 5 marks</u>
<b>RDG</b>	1 Informative text. Length: 300-350 words.	<b>Task 1</b> : 5 multiple-choice items, each with 4 options. (2 items for word meaning). <b>Task 2</b> : 5 <i>Wh</i> -Questions	Task 1: Indicate which of the four options is correct.  Task 2: Write a SHORT answer to each question.	1 mark for each item. <u>Total: 10 marks</u>
<b>WRT</b>	Instructions for 2 tasks, <b><u>EITHER</u></b> : A topic, title or question which requires the student to express and justify an opinion.  <b><u>OR</u></b> : A set of instructions for the writing of a letter/ e-mail.	Input material of some kind, e.g., a short text requiring a response.	Choose ONE of the options and complete the task writing at least 120 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>
<b>Literature (Prose/ Short Story)</b>	An Extract from SHORT STORY <i>studied in the class</i> . Length: 200-250 words	One 'essay' task requiring discussion, analysis, interpretation, etc.	Write a text of at least 100 words.	Award a score based on a five-level Rating Scale: <u>Total: 10 marks</u>

[ Bilingual Exam Specifications: Grade 9, Sem. Two, 2022/2023)

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

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

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

<b>Literature (Prose/ Novel)</b>	An extract from a novel <i>studied in class</i> . Length: 200-250 words.	<b>Task 1:</b> 5 Wh- questions <b>Task 2:</b> 5 Multiple Choice items <b>with 4 options</b>	<b>Task 1:</b> Write a SHORT answer to each question. <b>Task 2:</b> Indicate which of the four options is correct.	1 mark for each item. <u>Total: 10 marks</u>
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[ Bilingual Exam Specifications: Grade 10, Sem. One, 2022/2023]

**SEMESTER TWO-GRADE10** [120 minutes / 50 marks]

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

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

<b>Literature (Drama)</b>	An Extract from a DRAMA studied in class. Length: 200-250 words	One question requiring discussion, analysis, interpretation, etc.	Answer the question, writing at least 120 words.	Award a score based on a five-level Rating Scale: <u>Total: 10 marks</u>
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[ Bilingual Exam Specifications: Grade 10, Sem.2, 2022/23)