



Student Assessment Handbook

ENGLISH LANGUAGE

(Grades 1 - 4)



August 2023

GLOSSARY

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GLOSSARY

<i>Learning Outcomes</i>	Statements which describe what students should know, understand and, especially, be able to do. Outcomes can be grouped together into ' <i>skills</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 & 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, peer-assessment, and self-assessment, etc.
<i>Continuous Assessment</i>	Assessment that is conducted — in schools, by teachers — <i>throughout</i> the academic year. Provides a fairer, more balanced picture of students' attainment. It is 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 kind of self-assessment, in which students assess the quality of their own work <i>while they are actually doing it</i> .
<i>Peer-Assessment</i>	Assessment by students of each other's work. A useful bridge to self-assessment.
<i>Feedback</i>	Comments from the teacher (or other students) about the quality of one's work — either completed or still in progress — with the aim of improving it (and other future work).
<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>Continuous Moderation</i>	An on-going process of consultations between teachers, senior teachers, and supervisors to arrive at a <i>shared understanding</i> of the criteria used for assessing students' work and awarding different marks and grades.
<i>Washback Effect</i>	The impact that assessment has on what happens in the classroom, i.e., on the strategies that teachers and students adopt for learning English. This impact can be either 'positive' or 'negative'.
<i>Stakeholders</i>	Individuals and institutions which are affected by — and so have an interest in — the education system and its procedures and outputs. Includes everyone employed by the Ministry, as well as students, parents, employers, the wider community, etc.
<i>Quality Assurance</i>	Procedures intended to <i>guarantee</i> the quality of a product (being made or about to be made) <i>in advance</i> : typically, by means of planning, training, specifications, guidelines, etc.
<i>Quality Control</i>	Procedures intended to <i>check</i> the quality of a finished product before it is finally distributed and used: typically, by means of inspection, sampling, spot-checking, etc.
European Framework of Reference for Languages (CEFR)	An international standard for describing language ability. It is used around the world to describe learners' language skills. The CEFR has six levels – from A1 for the most basic beginner to C2 for the very highest level of ability.
<i>The Global Scale of English GSE</i>	A standardised, granular scale which measures English language proficiency. The scale is designed to motivate learners by giving a more granular insight into their progress.
<i>English Benchmark</i>	A motivating English test for young learners aged 6-13, which proves students' English abilities and monitors learning progress and ensures teaching targets the right skills.
<i>International Certificate Young Learners (PTE YL)</i>	A fun English language assessment for students aged 6 – 13. It assesses the four skills: listening, reading, speaking, and writing, in two parts, the Spoken part and the Written part. It assesses learner's ability to use structures and functions in realistic contexts.

BACKGROUND:

This '**Student Assessment Handbook' (SAH)** is based on the official *General Guidelines Document for Assessment* issued by the Center of Educational Assessment and Measurement (CEAM) at the Ministry of Education and is based on national standards and the outcomes identified in the new **TEAM Together Oman 1 & 2**. Its purpose is to provide information and guidance for Teachers, Senior Teachers (SETs), Regional Supervisors (RSs) and Regional Teacher Trainers (RTTs) on the assessment of English language students in **Grades 1 to 4** in Basic Education. It replaces all previously issued student assessment documents for English and will be implemented **from September 2023 onwards**.

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

The table below indicates the correlation between the Student Assessment Handbook' (SAH) Grades 1 to 4 outcomes, Team Together Oman course materials and various international accredited frameworks and tests.

	CEFR	GSE	PTE YL	English benchmark	Cambridge English Qualifications
Grade 1	Pre-A1	10-22			Pre-A1 starters
Grade 2	Pre-A1/A1	17-29	First words	Level 1	
Grade 3	A1	20-32	Springboard	Level 2	
Grade 4	A1 /A2	24-39	Quick march	Level 3	A1 Movers

Team Together Oman provides many opportunities to get pupils acquainted with the format of externally validated exams including Cambridge English Qualifications and PTE Young Learners. It is also aligned to the English Benchmark tests for young learners aged 6-13 which measures pupil's proficiency progress through a wide variety of fun, formative assessment activities, that provide both teachers and parents with immediate detailed reports about a pupil's strength and weakness. These reports also include recommended activities that will enable the pupils to improve their skills.

GENERAL INTRODUCTION

A. CONTINUOUS ASSESSMENT PRINCIPLES

(Jessup, 1991): *'The measure of success for any education system should be what people actually learn from it.'*

- 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:
 - **Formative**: to improve students' learning. Typically, this involves adapting lessons, giving feedback to students, encouraging self-assessment, etc.
 - **Summative**: to measure (and report on) students' learning. Typically, this involves awarding marks and grades. This information is then passed on, as appropriate, to the Ministry, parents and other stakeholders.
- Both Formative and Summative Assessment are **necessary** and **important**; neither should be neglected.
- 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 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 1 to 4

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

Listening

Speaking

Reading

Writing

- These skills provide the framework, not only for assessment, but also for record-keeping and reporting.
- In Summative Assessment, the 'weighting' (percentage of marks awarded) for each skill at each grade-level is as follows:

Elements	Grade One	Grade Two	Grade Three			Grade Four		
			CA		Total	CA		Total
			(Other tools)	CLTs		(Other tools)	CLTs	
Listening	40%	30%	15%	10%	25%	10%	10%	20%
Speaking	30%	30%	20%	5%	25%	20%	5%	25%
Reading	15%	20%	15%	10%	25%	20%	5%	25%
Writing	15%	20%	20%	5%	25%	20%	10%	30%
TOTAL	100%	100%	70%	30%	100%	70%	30%	100%

(Note: 'CA' = Continuous Assessment; 'CLTs' = Classroom Tests)

- At each grade, **eight** key learning outcomes have been identified, i.e. two for each skill.
- During the four-year period covered by Grades 1 and 4, the main focus of each element shifts and progresses, as follows:

Skills	Beginning of Grade One	>>>	End of Grade Four
Listening	Understanding numbers, letters & familiar words.	>>>	Understanding texts of different types
Speaking	Making simple statements; asking & answering simple questions	>>>	Producing spoken texts of different kinds and taking part in (more complex) interactions
Reading	Recognising sound-letter relationships	>>>	Understanding texts of different types
Writing	Writing numbers and the letters of the alphabet	>>>	Writing short texts of different kinds

D. PLANNING FOR ASSESSMENT

	Teachers	Senior English Teachers
At the start of the school year	Read the latest Student Assessment Handbook (SAH). Dated (September 2023)	Read the latest Student Assessment Handbook (SAH). Dated (September 2023)
	Be familiar with: <ul style="list-style-type: none"> - Assessment strategies - Learning outcomes - Rating scales 	Make sure hard copies of the latest SAH are available in your school.
	Explain to your students: <ul style="list-style-type: none"> - How assessment is conducted - The marking criteria 	Organise a meeting with teachers to: <ul style="list-style-type: none"> - Check they have read and understood the SAH. - Arrange for everyone to have easy access to the document. - Highlight any updates. - Check they have prepared record sheets and understand how to complete them. - Agree on a plan for SAH workshops. - Explain the process of continuous moderation.
	Prepare relevant mark sheets and read the guidelines for completing them.	
	Make notes of important dates and deadlines	
	Attend all assessment meetings and workshops.	
During the school year	Apply the assessment principles outlined in the SAH.	Check assessment procedures are being conducted correctly by teachers.
	Be systematic and efficient in conducting assessment.	Lead workshops focusing on the content of the SAH.
	When you plan lessons, include opportunities for formative and summative assessment.	Communicate to your teachers, any new assessment information received from the CEAM.
	Take part in regular continuous moderation activities in your school.	Conduct regular continuous moderation sessions (see section 3.2.3).
	Reflect on and evaluate the quality of your assessment and take steps to improve it.	Coordinate the preparation of Class Tests (CLTs).

Supervisors	Read the latest Student Assessment Handbook (SAH). Dated (September 2023)
	Make sure your schools have a hard copy of the latest version of the SAH.
	Communicate to the SET, any new assessment information received from the (CEAM).
	Support and promote the principles of good assessment as outlined in the SAH.
	Check the SET is carrying out the following tasks: <ul style="list-style-type: none"> - Conducting SAH related meetings and workshops - Formal record keeping - Continuous moderation activities - Test writing NOTE: If there is no SET in a school, you should carry out these tasks.
	Provide advice and support to the SET to carry out the tasks listed above and be able to provide answers to teachers on any questions regarding assessment.
Trainers	Read the Student Assessment Handbook (SAH).
	In training, support and promote the principles of good assessment, as outlined in the SAH.
	Be able to provide answers to teachers on any questions regarding assessment.

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 **six** main tools for gathering assessment information:
 - **Day-to-Day Observation, Classroom Questioning, 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. They provide good opportunities for assessment of learning.
 - **Quizzes and Classroom Tests (CLTs)** — 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 types of questions to gather useful, reliable information to assess student learning. One of the advantages of classroom questioning is that, if the first question does not work as expected, the teacher can 'try again' by re-formulating the original question or by asking a new, follow-up question.

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

RELEVANCE	<i>Is the question directly related to the specific point that I am interested in?</i>
CLARITY	<i>Is it clear, concise, and simple enough, so that (all) the students will understand it?</i>
RESPONSE VALIDITY	<i>Will students' responses to the question <u>tell</u> me any-thing? 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 questions.
- Teachers should identify **what** they want to assess and prepare the questions while planning lessons.
- Teachers should also plan **how** they are going to ask classroom questions.
- When teachers ask questions, they should consider the following:

	Description
QUANTITY	<i>Teachers should ensure they minimise TTT and maximise STT to gather evidence about student learning.</i>
SPREAD	<i>Teachers should ensure they ask questions to <u>all students</u>, not just the ones who 'volunteer'.</i>
QUALITY	<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 students 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; T 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.</i>
	(g) <u>'No Comment' >> 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' >> 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).
- 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 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/written work.
- It provides an easily-accessible and permanent record, which shows students’ progress over time.
- It can be examined by the teacher at any time and place, so she is able to concentrate fully, without distractions.

Implementation

- Written work can be time-consuming, so sometimes 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 of really *learning* anything from it.
 - If students submit written work electronically, teachers should actively encourage students to submit writing in their own handwriting, scan, and upload it as a file **OR** write directly using Handwriting Apps.

1.4 PROJECTS

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

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:
 - (a) the language (and cognitive) level of the student(s).
 - (b) the amount of time required.
 - (c) the availability (and cost) of the physical resources required.
 - (d) the availability of English language material in the school/home environment.
- 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.

1.5 QUIZZES

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

- There is no fixed weighting of 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.
- Teachers are recommended to use any available electronic Apps in *Al-Mandara platform* to prepare quizzes.
- *Teachers are recommended to use the GSE Teacher Toolkit to prepare quizzes.*

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 is 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).

1.6 CLASS TESTS (CLTs)

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

- In a typical testing situation:
 - The same tasks are carried out by all the students.
 - There is a time-limit within which the tasks must be completed.
 - Students must work independently.
 - There is a marking guide, with either the correct responses or a rating scale (set of criteria) for judging the quality of students' responses.
- There are no formal exams in grades 1-4. However, semi-formal **Class Tests** and informal **Quizzes** are included in the assessment procedures.
- In **Grades 3 and 4** only, there will be **three** Class Tests during the school year.
- Each of these three tests will receive a maximum of **10 marks**. So, the total CLT mark will be **30%** of a student's overall mark for English.
- Each test will assess **the following skills**:

Class Test # 1: Listening, Reading and writing

Class Test # 2 Speaking, Reading and writing

Class Test # 3: Listening, Reading and writing

Preparation:

- The teacher is responsible for preparing the items and questions for each test paper.
- Test-writers should focus on the key learning outcomes (e.g., 'Can...') and cover them as far as possible within the limited time available.

- Test-writers should try to give all the students a fair chance to show what they can do. This can be achieved by including both easier and more challenging tasks/items in the tests.
- Over the three CLTs, teachers should vary the test-formats (i.e., types of tasks) that they use. However, it is essential that the task-instructions are clear and that the students know what to do. So, test-writers are advised to use task-types which are already familiar to the students.
- Each test must provide a valid assessment of students' language skills. For this reason, teachers **should not** use any Listening or Reading texts which students have already heard or seen. Teachers may, therefore, need to create their own simple texts, similar — but not identical — to texts in the course materials. Likewise, tasks set in the Writing section **should not be identical** to tasks which students have already done in class.
- Unlike in Classroom Questioning, the test-writer does not have a 'second chance' to produce a well-worded question. So great care should be taken to produce test-items that are clear and free of any errors.
- To help ensure the quality of the test papers, it is recommended that, test-writers should not work alone, but **together with other teachers**. At the very least, they should ask another teacher to check their test paper before giving the test. The most reliable way to check any test, is for teachers to try it themselves.
- It is also a good idea to review the quality of the test paper again after the students have taken it. Take note of any unexpected problems which occurred in your items (or marking guide). Learn from these problems as this will help improve your test-writing skills the next time!
- The teacher is responsible for preparing items and questions for each test paper manually OR electronically using the provided *Guidelines*.

Implementation

- CLTs should be **short**, lasting no more than 30 minutes.
- They should be administered as part of normal lessons.
- Individual teachers can decide for themselves on the dates when the three CLTs will be administered. However, they should make sure that the test-dates are spread out through the school year. Students should be informed in advance of the dates, and of the two elements which will be tested. However, *no further information should be provided*.
- During the test, students will be expected to work individually. Students should **not** be allowed to copy from each other, or otherwise share answers, during the test. This is essential if the test results are to have any value or usefulness at all.
- If the test includes Listening, texts/ items should be read out to students **twice**.

Assessment

- Each test-paper should be accompanied by a written **Marking Guide**. For some types of tasks (e.g., LST and RDG), teachers can simply make a list of correct answers, with a specified number of marks for each. For others (e.g., WRT), appropriate Rating Scales will be required.
- Immediately after marking any CLT, teachers should enter the students' marks in ink on the 'Summary of Marks Awarded' (SMA). [See Part Two: 'Formal Record-Keeping'.]

1.7 PORTFOLIOS

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

- A portfolio should contain a varied selection of work and all four skills (LST, SPK, RDG, WRT) should be systematically included.
- 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.
- In Grades One and Two, teachers should look after the portfolios. However, **in Grades Three and Four**, this responsibility should be handed over to students.
- Portfolios can be stored in the classroom. If this is not possible, they can be kept somewhere else 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, the teacher should base his/her decision according to the relevant Rating Scale.
- 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:

Need	Rationale
(a) To Have Easy Access to Accurate, High-Quality Information	- Both Formative and Summative Assessment require that you know your students well ; 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 all the necessary information in their memory, and the more students you have, the more difficult this becomes!
(c) To Communicate Effectively with Other Stakeholders	- 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, convincing answers. - If you have all the relevant information available, you will be able to answer these questions confidently and convincingly.

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 Activity/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 means 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 the four Appendices at the end of the SAH. Apdx 1 is for Grade One, Apdx 2 for Grade Two, and so on.
- Detailed instructions for completing these mark sheets can be found in Sections 2.2.2, 2.2.3 and 2.2.4 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" even though students are automatically promoted from one grade-level to the next.
- Note: These five levels of performance also form the basis of all the Rating Scales used for Continuous Assessment.

2.2.2 GRADES ONE & TWO

- At all four grade-levels, there is now only **one SMA** mark sheet to be completed. However, the SMA for Grades 1 and 2 is different to the SMA for Grades 3 and 4.
- In Grades 1 and 2, marks are awarded solely based on the day-to-day assessment conducted in the classroom, without any specific marks for Class Tests.
- At these grade levels the SMA mark sheet is to be completed in **three stages**:

Stage 1: During the year	(i) (ii) (iii)	Early in the school year, use the relevant Rating Scale to decide on a provisional mark for each learning outcome. Enter these marks on the sheet in pencil . Then, as you gather further information during the year, review your marks regularly and amend them as necessary.
Stage 2: End of year	(i) (ii)	Make your final decision about the mark for each learning outcome. Enter these marks in ink .

Stage 3: Round-up	(i)	Total the marks for each skill [e.g., 'LST: Total (40)'].
	(ii)	Add together the LST, SPK, RDG and WRT totals ['Total Mark (100)'].
	(iii)	Use the table in <u>Section 2.2.1</u> above to determine the student's overall letter-grade ['Letter Grade'].
	(iv)	Enter all these marks/grades <i>in ink</i> .

Here is an **example** of the three stages outlined above, showing the marks of an imaginary student at grade one:

SUMMARY of MARKS AWARDED: (Details of grade-level, school year, class, and teacher.)			Stage 1 <i>During the year</i> Provisional marks (<i>In pencil</i>)	Stage 2 <i>At the end of the year</i> - Final marks (<i>In ink</i>)	Stage 3 <i>Round-up</i> Overall marks and letter-grades (<i>In ink</i>)
LISTENING	Outcome # 1: "Can ..."	(20)	9	12	12
	Outcome # 2: "Can ..."	(20)	9	9	9
	LST: Total	(40)			21
SPEAKING	Outcome # 3: "Can ..."	(15)	12	12	12
	Outcome # 4: "Can ..."	(15)	12	15	15
	SPK: Total	(30)			27
READING	Outcome # 5: "Can ..."	(5)	5	5	5
	Outcome # 6 "Can ..."	(10)	6	8	8
	RDG: Total	(15)			13
WRITING	Outcome # 7: "Can ..."	(10)	5	5	5
	Outcome # 8 "Can ..."	(5)	6	9	9
	WRT: Total	(15)			14
OVERALL	TOTAL MARK	(100)			75
	LETTER GRADE				C

2.2.3 GRADES THREE & FOUR

- In Grades 3 & 4, marks are awarded not only based on the day-to-day assessment in the classroom, but also for the three **Class Tests (CLTs)** administered by the teacher.
- Because of this, the SMA sections for Listening, Reading, and Writing now include spaces for these Class Test marks. (Note: There are no Class Tests for Speaking.)
- The SMA mark sheet is to be completed in **four** stages:

<u>Stage 1:</u> During the year	(i) Early in the school year, use the relevant Rating Scale to decide on a provisional mark for each of the eight learning outcomes listed. (ii) Enter these marks on the sheet in pencil . (iii) Then, as you gather further information during the year, review your marks regularly and amend them as necessary.
<u>Stage 2:</u> During the year	(i) Immediately after administering and marking each Class Test (CLT) , fill in the relevant skill-marks in ink . (ii) Also fill in the date on which the CLT was administered.
<u>Stage 3:</u> End of the year	(i) Following on from Stage 1 above, make your final decision about the student's mark for each of the eight learning outcomes. (ii) Enter these marks in ink .
<u>Stage 4:</u> Round-up	(i) Total the marks for each skill [e.g., 'RDG: Total (25)']. (ii) Add together the total for the four skills ['25' + '25' + '25' + '25' = 'Total Mark (100)']. (iii) Use the table in <u>Section 2.2.1</u> above to determine the student's overall letter-grade ['Letter Grade']. (iv) Enter all these marks/grades in ink .

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

SUMMARY of MARKS AWARDED: (Details of grade-level, school year, class, and teacher.)			Stage 1 <i>During the year</i> <i>Provisional marks for outcomes (In pencil)</i>	Stage 2 <i>During the year</i> <i>CLT dates and marks (In ink)</i>	Stage 3 <i>At the end of the year</i> <i>Final marks for outcomes (In ink)</i>	Stage 4 <i>Round-up of skills' marks</i> <i>Overall marks and letter-grade (In ink)</i>
LISTENING	Outcome # 1: "Can"	(5)	4		5	5
	Outcome # 2: "Can"	(10)	6		8	8
	LST: Total	(15)				22
SPEAKING	Outcome # 3: "Can"	(10)	8		6	6
	Outcome # 4: "Can"	(10)	10		10	10
	SPK: Total	(20)				18
READING	Outcome # 5: "Can"	(5)	4		4	4
	Outcome # 6: "Can"	(10)	10		10	10
	RDG: Total	(15)				14
WRITING	Outcome # 7: "Can"	(10)	4		4	4
	Outcome # 8: "Can"	(10)	10		8	8
	WRT: Total	(20)				12
Class TESTS	CLT # 1 (date: 28 Nov)	(10)		8	8	8
	CLT # 2 (date: 28 Feb)	(10)		6	6	6
	CLT # 3 (date: 28 May)	(10)		10	10	10
	Class Tests: Total	(30)				24
OVERALL	TOTAL MARK (100)					80
	LETTER GRADE					B

Note: The CLT dates given above are only examples; it is up to the teacher to decide on the actual dates when Class Tests are to be administered.

2.2.4 FURTHER NOTES on FORMAL RECORD-KEEPING

- The maximum possible mark for each outcome/skill/ CLT 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; etc.) 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 Sections 2.2.2 and 2.2.3 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 — especially in Grade One — it may happen that a particular outcome (e.g., 'the ability to write words') **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 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 actually 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 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 actually 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 the 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 either to solve the problem or to build on success achieved.

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 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/s.
- provide supplementary tasks or activities for the student/s to work on.
- more formally, set up a whole plan — either 'remedial' or 'enrichment' — for the student/s.

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 teacher, can help this process move forward is by providing students with useful feedback.
- Before giving actual feedback, you will need to make some decisions:

DECISION:	MAIN OPTIONS:
1. Who shall I give it to?	(i) To individuals (ii) To groups (iii) To the whole class
2. When shall I give it?	(i) During the work (ii) Immediately after (iii) Later
3. How shall I give it?	(i) Orally (ii) In writing
4. In which 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 work with your students.
- However, making the right decisions on these matters is still not enough. If feedback is to be really effective, it also needs to be:
 - **Inclusive** - all your students — including the ‘excellent’ ones — can benefit from useful feedback, so as 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 in particular
 - 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 so that they can 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:
 - (i) only indicating where a mistake is, with no additional information.
 - (ii) indicating where a mistake is and what type of mistake it is.
 - (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 Basic Education is that students gradually become autonomous learners, capable of deciding for themselves what they need to learn and how to learn it. In the 'Team Together Oman' 1 & 2 and the 'English for Me' 3 & 4 course materials, this is encouraged by various ***self-assessment activities***, found at the end of each unit.

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

- whether they found an activity easy or difficult
- whether they have enjoyed something (i.e., specific activities/ topics/ materials)
- how well they can 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, the teacher can adopt several *other* positive strategies listed below:

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>Emphasise 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 ' criteria for success ' 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 encourage them to monitor the quality of their own work — and to improve it as necessary.	<i>The ability to 'self-monitor' — 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, ask questions which require students to assess the quality of any work done , 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 classroom atmosphere , 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.

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

3.2 SUMMATIVE ASSESSMENT

Summative Assessment is assessment of students' learning, with the aim of providing evidence for reporting to the Ministry, parents, and 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 English 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 1 to 4:
 - 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): 'message to 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 share understanding of what these words mean. (See below: '*Continuous Moderation*').

3.2.2 MAKING DECISIONS about 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 not 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 the top and bottom scores, and then work your way inwards.</i>
5a.	In some cases, this procedure will quickly lead you to a single correct mark, which is obvious.	<i>If the correct mark <u>is</u> obvious, do not 'agonise' for a long time. Make a decision!</i>
5b.	In almost all other cases, you will be left with only two possible marks. In these ' <u>borderline</u> ' cases', use your professional judgement 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:

Case	Nature of Difficulty	Strategy
A	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"> - <i>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'.</i> - <i>Do not simply apply an 'automatic' method, such as averaging, or giving the highest or the lowest score.</i> - <i>Make a <u>professional</u> judgement.</i>
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"> • <i>First, investigate — <u>why</u> do these variations occur?</i> • <i>Then, base your marks on those pieces of evidence which you believe are the most reliable.</i>
C	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"> • <i>Do <u>not</u> just 'average out' all the marks awarded throughout the year.</i> • <i>Base your mark on where the student stands (overall) at the <u>end</u> of the year.</i> • <i>In the (rarer) case of a student 'going backwards', apply the same method, but also make a special point of investigating the cause(s).</i>
D	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"> • <i>Provide the kind of help which encourages awareness and <u>self</u>-correction.</i> • <i>Base your final decision on the student's <u>real</u> (i.e., independent) level of achievement.</i>
E	Student has produced very little work/evidence of achievement.	<ul style="list-style-type: none"> • <i>Tell the <u>truth</u> — i.e., award a (very) low mark, but not zero.</i>

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 specific difficult cases. (See the next section: '*Moderation*')
- Above all, get to know your students well!

3.2.3 COUNTINUOUS MODERATION

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

In Grades 1 to 4, ***continuous moderation*** is to be carried out, as a process of on-going consultation and teacher-development. This process is generally conducted at a ***local*** 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 talk together informally about work done by their students — comparing, evaluating, and commenting.	<i>Simple, informal, and very easy to arrange.</i>
2. Two teachers agree to visit each other's classes and contribute to the assessment of students' performance in Speaking 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 Supervisor sits down with a teacher, looks at his/her CA mark sheets and selects a particular mark. He/she then asks the teacher why he/she has awarded that mark . 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 moderation workshop , 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 workshop on ' difficult (or ' borderline ') cases ', i.e., cases where they are finding it difficult to decide on the correct mark.	<i>Teachers should bring all the available evidence with them.</i>
4c. The same kind of workshop as in Activities 4a & 4b, but in two or more schools within easy reach of each other, i.e., a ' local cluster '.	<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 collection of ' exemplars ' of students' work (especially 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 schools can be combined into a larger collection which can then be 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** 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 emphasis on the 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 pairs' 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 teachers in other 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:

- In the middle of Semester One, a '**descriptive**' report
- At the end of Semester One, a '**descriptive**' report
- In the middle of Semester Two, a '**descriptive**' report
- At the end of the Semester Two, a '**full**' report

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

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

APPENDIX ONE

Awarding Marks in Grade One

Learning Outcomes, Rating Scales & Mark Sheets

GRADE ONE: OUTCOMES & RATING SCALES for LISTENING

OUTCOME # 1		OUTCOME # 2	
Can understand letters, numbers up to ten, familiar words and phrases.		Can understand short simple instructions, questions, and main information.	
<ul style="list-style-type: none"> - Can recognize a few familiar everyday nouns and adjectives (e.g., colours, numbers, classroom objects). - Can understand the letters of the alphabet by their names and sounds. - Can hear initial sound in simple words. - Can understand some basic words and phrases to show politeness (e.g., please, thank you). - Can understand a simple evaluation (e.g., yes, no). - Can understand basic action words (e.g., clap, jump). - Can recognise familiar words and phrases in short simple songs or chants. - Can identify everyday objects, people, or animals in their immediate surroundings or in pictures. - Can recognise isolated words related to familiar topics. 		<ul style="list-style-type: none"> - Can respond to a request for simple evaluation with gestures. - Can follow short, basic classroom instructions. - Can recognise familiar expressions used to signal the beginning and end of activities in the classroom. - Can understand simple spoken commands as part of a game. - Can understand the main information when people introduce themselves (e.g., name, age, where they from). - Can follow basic instructions to colour, draw, etc. - Can understand very short simple instructions on everyday signs (e.g., no food or drink). - Can understand simple questions about personal information (e.g., name or age). - Can understand basic questions about what things are in their immediate surroundings or in pictures (e.g., What's this?). - Can understand basic phrases or sentences about things people have, if supported by pictures. 	
RATING SCALE # 1		RATING SCALE # 2	
20	<ul style="list-style-type: none"> - Quickly recognises and understands letters, numbers and familiar words and phrases. - Has a very good knowledge of the vocabulary items already introduced. 	20	<ul style="list-style-type: none"> - Readily understands questions and the main information. - Follows instructions easily.

17-19	<i>Between the descriptor above and the descriptor below.</i>	17-19	<i>Between the descriptor above and the descriptor below.</i>
16	<ul style="list-style-type: none"> - Usually recognises and understands letters, numbers and familiar words and phrases. - Has a good knowledge of the vocabulary items already introduced. 	16	<ul style="list-style-type: none"> - Understands most questions and the main information. - Follows instructions reasonably well.
13-15	<i>Between the descriptor above and the descriptor below.</i>	13-15	<i>Between the descriptor above and the descriptor below.</i>
12	<ul style="list-style-type: none"> - Recognises and understands letters, numbers and familiar words and phrases reasonably well, but may need repetition. - Has a reasonable knowledge of the vocabulary items already introduced. 	12	<ul style="list-style-type: none"> - Sometimes misunderstands questions and the main information. - Has occasional difficulty in following instructions.
9-11	<i>Between the descriptor above and the descriptor below.</i>	9-11	<i>Between the descriptor above and the descriptor below.</i>
8	<ul style="list-style-type: none"> - Is slow to recognise and understand letters, numbers and familiar words and phrases, even with repetition. - Has a limited knowledge of the vocabulary items already introduced. 	8	<ul style="list-style-type: none"> - Often misunderstands questions and the main information. - Frequently has difficulty in following instructions.
5-7	<i>Between the descriptor above and the descriptor below.</i>	5-7	<i>Between the descriptor above and the descriptor below.</i>
4	<ul style="list-style-type: none"> - Is very slow to recognise and understand letters, numbers and familiar words and phrases, even with repetition. - Has a poor knowledge of the vocabulary items already introduced. 	4	<ul style="list-style-type: none"> - Misunderstands most questions and the main information. - Has great difficulty in following instructions.

GRADE ONE: OUTCOMES & RATING SCALES for SPEAKING

OUTCOME # 1		OUTCOME # 2	
Can say letters, familiar words, numbers, simple phrases, and describe things.		Can ask and answer simple questions and interact with others.	
<ul style="list-style-type: none"> - Can say the sound of the alphabet, if supported by pictures. - Can articulate sounds in single words. - Can say the letters of the alphabet. - Can name a few everyday objects. - Can say days of the week using a basic phrase. - Can say what country they are from. - Can repeat words, phrases and short sentences. - Can recite a short simple chant. - Can say how many things they are up to 10. - Can say simple words and phrases related to familiar topics. - Can name everyday objects around them. - Can read aloud familiar single words. - Can use simple words to describe objects. - Can say very short, fixed expressions. - Can sing a simple song, if supported by pictures. 		<ul style="list-style-type: none"> - Can use basic fixed expressions to greet people politely. - Can give key information to introduce themselves. - Can tell the time of the day in full hours. - Can give simple evaluation, using fixed expressions (e.g., Yes, No). - Can answer short, simple questions related to basic personal information. - Can ask about the colour, identity of objects using fixed expressions. - Can say how they feel using limited range of familiar words. - Can say fixed expressions to take part in games. - Can talk about things they have using a basic phrase. 	
RATING SCALE # 1		RATING SCALE # 2	
15	<ul style="list-style-type: none"> – Meaning is almost always clear. – Language is mostly correct. – Pronunciation is always easy to understand. 	15	<ul style="list-style-type: none"> – Contributions are almost always clear and appropriate. – Is quick to initiate and respond. – Pronunciation is always easy to understand.
13-14	<i>Between the descriptor above and the descriptor below.</i>	13-14	<i>Between the descriptor above and the descriptor below.</i>
12	<ul style="list-style-type: none"> – Meaning is usually clear. – Language is reasonably correct. – Pronunciation is usually easy to understand. 	12	<ul style="list-style-type: none"> – Contributions are mostly clear and appropriate. – Some searching for words, but not seriously interrupting the interaction. – Pronunciation is usually easy to understand.
10-11	<i>Between the descriptor above and the descriptor below.</i>	10-11	<i>Between the descriptor above and the descriptor below.</i>

9	<ul style="list-style-type: none"> – Meaning is sometimes unclear. – Language is quite often incorrect. – Pronunciation is sometimes difficult to understand. 	9	<ul style="list-style-type: none"> – Contributions are sometimes unclear or inappropriate. – Hesitation sometimes holds up the interaction. – Pronunciation is sometimes difficult to understand.
7-8	<i>Between the descriptor above and the descriptor below</i>	7-8	<i>Between the descriptor above and the descriptor below</i>
6	<ul style="list-style-type: none"> – Meaning is often unclear. – Language is frequently incorrect. – Pronunciation is often difficult to understand. 	6	<ul style="list-style-type: none"> – Contributions are often unclear or inappropriate. – Slow speech and pauses require patience from the other participant(s). – Pronunciation is often difficult to understand.
4-5	<i>Between the descriptor above and the descriptor below</i>	4-5	<i>Between the descriptor above and the descriptor below</i>
3	<ul style="list-style-type: none"> – Has serious difficulty in communicating any meaning. – Language is almost always incorrect. – Pronunciation is always difficult to understand. 	3	<ul style="list-style-type: none"> – Contributions are almost always unclear or inappropriate. – Slow speech and pauses require a lot of patience from the other participant(s). – Pronunciation is always difficult to understand.

GRADE ONE: OUTCOMES & RATING SCALES for READING

OUTCOME # 1		OUTCOME # 2	
Can recognise sound-letter relationships.		Can understand numbers, familiar words, phrases, and simple sentences.	
<ul style="list-style-type: none"> - Can recognise the letters of the alphabet in upper and lower case. - Can identify the letter-sound correspondence - Can apply blending skills to decode words. - Can identify some known letters in words. - Can identify the initial sound in simple words. - Can identify the individual vowel and consonant sounds in simple words. 		<ul style="list-style-type: none"> - Can recognise the use of a question mark to signal a question. - Can read cardinal numbers up to ten written in words. - Can read a text in the correct direction. - Can recognise a range of basic everyday nouns and adjectives (e.g., colours, numbers, and classroom objects). - Can understand basic time words (e.g., days of the week, months of the year). - Can recognize familiar names and very basic phrases on simple notices and signs. - Can understand some simple, everyday signs (e.g., car park, bathroom). - Can understand very short, simple instructions on everyday signs (e.g., No food or drink). - Can demonstrate understanding of a word by matching it to a picture. - Can recognize basic action words. (e.g., clap, jump, walk). - Can read main high frequency words with correct pronunciation. - Can develop left-to-right reading orientation. - Can decode short and simple words using blending strategies 	
RATING SCALE # 1		RATING SCALE # 2	
5	<ul style="list-style-type: none"> – Matches letters and sounds with consistent accuracy. – Decodes (almost) all words quickly and easily. 	10	<ul style="list-style-type: none"> – Recognises (almost) all familiar words and numbers immediately. – Understands (almost) all phrases and simple sentences with ease.
		9	<i>Between the descriptor above and the descriptor below.</i>

4	<ul style="list-style-type: none"> – Matches letters and sounds with reasonable accuracy. – Decodes most words accurately, despite occasional Mistakes. 	8	<ul style="list-style-type: none"> – Recognises most words and numbers. – Understands most phrases and sentences easily enough.
		7	<i>Between the descriptor above and the descriptor below.</i>
3	<ul style="list-style-type: none"> – Makes some noticeable errors when matching letters and sounds. – Has only moderate success in decoding words. 	6	<ul style="list-style-type: none"> – Has moderate success in recognizing words and numbers. – Has a reasonably good understanding of phrases and sentences.
		5	<i>Between the descriptor above and the descriptor below.</i>
2	<ul style="list-style-type: none"> – Makes frequent errors when matching letters and sounds. – Has difficulty in decoding words. 	4	<ul style="list-style-type: none"> – Sometimes fails to recognize words and numbers. – Has some difficulty in understanding phrases and sentences.
		3	<i>Between the descriptor above and the descriptor below.</i>
1	<ul style="list-style-type: none"> – Finds it very difficult indeed to match letters and sounds. – Has great difficulty in decoding words. 	2	<ul style="list-style-type: none"> – Often fails to recognize words and numbers. – Has great difficulty in understanding phrases and sentences.

GRADE ONE: OUTCOMES & RATING SCALES for WRITING

OUTCOME # 1		OUTCOME # 2	
Can write letters and numbers.		Can write words and phrases.	
<ul style="list-style-type: none"> - Can trace and copy all the letters of the alphabet in lower case. - Can trace and copy all the numerals taught in Grade One. - Can write the letters of the alphabet in lower case. - Can join the letters together when writing simple words. - Can use capital letters for names and titles (e.g., of people, of places). - Can write cardinal numbers 1-10. 		<ul style="list-style-type: none"> - Can copy some short familiar words. - Can write basic familiar words. - Can apply segmenting skills in forming these words. - Can combine familiar words into simple phrases. - Can label simple pictures by coping single words. - Can write basic short phrases with support. - Can develop left-to-right writing orientation in controlled and semi-controlled tasks. - Can maintain appropriate spacing between letters in a word and between words. 	
RATING SCALE # 1		RATING SCALE # 2	
10	- All letters and numbers are well-formed and easily recognisable.	5	- All words and phrases are correctly spelt and easily recognisable.
9	<i>Between the descriptor above and the descriptor below.</i>		- Handwriting is very clear.
8	- Most letters and numbers are well-formed and recognisable.	4	- Most words and phrases are correctly spelt and easily recognisable.
7	<i>Between the descriptor above and the descriptor below.</i>		- Handwriting is usually clear.
6	- Letters and numbers are reasonably well-formed and recognisable.	3	- Words and phrases are sometimes incorrectly spelt and may be difficult to recognise.
5	<i>Between the descriptor above and the descriptor below.</i>		- Handwriting is reasonably clear.
4	- Many letters and numbers are poorly formed and difficult to recognise.	2	- Words and phrases are often incorrectly spelt and sometimes difficult to recognise.
3	<i>Between the descriptor above and the descriptor below.</i>		- Handwriting is often unclear.
2	- Almost all letters and numbers are poorly formed and difficult to recognise.	1	- Words and phrases are almost always incorrectly spelt and many are difficult to recognise.
			- Handwriting is almost always unclear.

SUMMARY of MARKS AWARDED																		
GRADE ONE																		
Class: _____ Year: _____																		
Teacher: _____																		
LISTENING	Can understand letters, numbers up to ten, familiar words and phrases.	(20)																
	Can understand short simple instructions, questions, and the main information.	(20)																
	LST: Total	(40)																
SPEAKING	Can say letters, familiar words, numbers, simple phrases, and describe things.	(15)																
	Can ask and answer simple questions and interact with others.	(15)																
	SPK: Total	(30)																
READING	Can recognize sound-letter relationships.	(5)																
	Can understand numbers, familiar words, phrases, and simple sentences.	(10)																
	RDG: Total	(15)																
WRITING	Can write letters and numbers.	(10)																
	Can write words and phrases.	(5)																
	WRT: Total	(15)																
OVERALL	TOTAL SCORE	(100)																
	LETTER GRADE																	

APPENDIX TWO

Awarding Marks in Grade Two

Learning Outcomes, Rating Scales & Mark Sheets

GRADE TWO: OUTCOMES & RATING SCALES for LISTENING

OUTCOME # 1		OUTCOME # 2	
Can understand numbers, words, phrases, and simple sentences.		Can understand instructions, questions, and main information.	
<ul style="list-style-type: none"> - Can understand familiar words and short phrases in a story that is read for them or heard in recorded listening materials. - Can recognise basic time words in simple phrases or sentences. - Can understand simple phrases about likes and dislikes. - Can understand the time of the day. - Can understand basic statements about where things or people are with support. - Can understand basic sentences about things people have if supported by pictures. - Can recognise words and basic phrases in short basic descriptions. - Can recognise ordinal numbers up to 20. 		<ul style="list-style-type: none"> - Can understand simple spoken commands as part of a game. - Can understand the main information heard from the teacher and other students and in recorded materials. - Can understand straightforward instructions. - Can follow instructions to do classroom activities. - Can understand simple questions about personal information. - Can understand questions asking for basic information about objects in their surroundings or in pictures. - Can ask someone the time. - Can understand basic expressions related to personal needs. - Can identify a caller's name and phone number from a short, simple telephone conversation. - Can understand the main information when people introduce themselves. 	
RATING SCALE # 1		RATING SCALE # 2	
15	<ul style="list-style-type: none"> – Easily understands sentences. – Quickly recognises numbers, words, and phrases. – Knows (almost) all the vocabulary items already introduced. 	15	<ul style="list-style-type: none"> – Easily understands instructions, questions, and the main information. – Follows instructions easily.
13-14	<i>Between the descriptor above and the descriptor below.</i>	13-14	<i>Between the descriptor above and the descriptor below.</i>
12	<ul style="list-style-type: none"> – Understands most sentences. – Usually recognizes and understands numbers, words, and phrases. – Knows most of the vocabulary items already introduced. 	12	<ul style="list-style-type: none"> – Understands most instructions, questions, and the main information. – Follows instructions reasonably well.

10-11	<i>Between the descriptor above and the descriptor below.</i>	10-11	<i>Between the descriptor above and the descriptor below.</i>
9	<ul style="list-style-type: none"> – Sometimes misunderstands sentences. – Recognises and understands numbers, words, and phrases reasonably well, but may need repetition. – Knows a reasonable number of the vocabulary items already introduced. 	9	<ul style="list-style-type: none"> – Sometimes misunderstands, instructions, questions, and the main information. – Has occasional difficulty in following instructions.
7-8	<i>Between the descriptor above and the descriptor below.</i>	7-8	<i>Between the descriptor above and the descriptor below.</i>
6	<ul style="list-style-type: none"> – Often misunderstands sentences. – Is slow to recognise and understand numbers, words, and phrases, even with repetition. – Knows a few of the vocabulary items already introduced. 	6	<ul style="list-style-type: none"> – Often misunderstands, instructions, questions, and the main information. – Frequently has difficulty in following instructions.
4-5	<i>Between the descriptor above and the descriptor below.</i>	4-5	<i>Between the descriptor above and the descriptor below.</i>
3	<ul style="list-style-type: none"> – Almost always misunderstands sentences. – Is very slow to recognise and understand numbers, words, and phrases, even with repetition. – Knows very few of the vocabulary items already introduced. 	3	<ul style="list-style-type: none"> – Almost always misunderstands descriptions and dialogues. – Has great difficulty in following instructions.

GRADE TWO: OUTCOMES & RATING SCALES for SPEAKING

OUTCOME # 1		OUTCOME # 2	
Can make statements, give instructions, and describe people and things.		Can ask and answer questions and interact with others.	
<ul style="list-style-type: none"> - Can use cardinal numbers up to twenty. - Can name everyday objects, animals, or people around them. - Can produce factual statements and short descriptions relating to familiar topics. - Can give simple classroom instructions. - Can use language related to basic actions. - Can produce short, fixed expressions. - Can sing basic songs. - Can name items if supported by pictures. - Can use all the key vocabulary items already introduced. - Can describe the size of everyday objects using basic phrases. - Can talk about people and places using familiar words. - Can say what the weather is like. - Can talk about things they can and can't do. - Can draw conclusions about people in pictures using fixed expressions. - Can describe someone's physical appearance in a basic way. - Can articulate sounds in single word. 		<ul style="list-style-type: none"> - Can interact with the teacher and other students by using formulaic expressions. - Can form and answer simple questions. - Can make and respond to requests, offers, suggestions, etc. - Can ask someone for their phone number. - Can ask someone the time. - Can answer simple questions about things they have. - Can answer simple questions about family and friends. - Can start and end a simple phone call to family or friends using basic informal fixed expressions. - Can ask about the location of objects. - Can ask for things using fixed expressions. - Can make an apology using basic polite fixed expressions. - Can answer questions about their daily routine using gestures and short expressions. - Can act out a short dialogue or role play given prompts. - Can act out parts of a picture story using simple actions and words. - Can introduce people using simple language. - Can use a few basic words and phrases to show politeness. - Can take part in basic games that use fixed expressions or rhymes. 	
RATING SCALE # 1		RATING SCALE # 2	
15	<ul style="list-style-type: none"> – Meaning is almost always clear. – Language is mostly correct. – Pronunciation is always easy to understand. 	15	<ul style="list-style-type: none"> – Contributions are almost always clear and appropriate. – Is quick to initiate and respond. – Pronunciation is always easy to understand.
13-14	<i>Between the descriptor above and the descriptor below.</i>	13-14	<i>Between the descriptor above and the descriptor below.</i>

12	<ul style="list-style-type: none"> – Meaning is usually clear. – Language is reasonably correct. – Pronunciation is usually easy to understand. 	12	<ul style="list-style-type: none"> – Contributions are mostly clear and appropriate. – Some searching for words, but not seriously interrupting the interaction. – Pronunciation is usually easy to understand.
10-11	<i>Between the descriptor above and the descriptor below.</i>	10-11	<i>Between the descriptor above and the descriptor below.</i>
9	<ul style="list-style-type: none"> – Meaning is sometimes unclear. – Language is quite often incorrect. – Pronunciation is sometimes difficult to understand. 	9	<ul style="list-style-type: none"> – Contributions are sometimes unclear or inappropriate. – Hesitation sometimes holds up the interaction. – Pronunciation is sometimes difficult to understand.
7-8	<i>Between the descriptor above and the descriptor below.</i>	7-8	<i>Between the descriptor above and the descriptor below.</i>
6	<ul style="list-style-type: none"> – Meaning is often unclear. – Language is frequently incorrect. – Pronunciation is often difficult to understand. 	6	<ul style="list-style-type: none"> – Contributions are often unclear or inappropriate. – Slow speech and pauses require patience from the other participant(s). – Pronunciation is often difficult to understand.
4-5	<i>Between the descriptor above and the descriptor below.</i>	4-5	<i>Between the descriptor above and the descriptor below.</i>
3	<ul style="list-style-type: none"> – Has serious difficulty in communicating any meaning. – Language is almost always incorrect. – Pronunciation is always difficult to understand. 	3	<ul style="list-style-type: none"> – Contributions are almost always unclear or inappropriate. – Slow speech and pauses require a lot of patience from the other participant(s). – Pronunciation is always difficult to understand.

GRADE TWO: OUTCOMES & RATING SCALES for READING

OUTCOME # 1		OUTCOME # 2	
Can recognise more complex sound-letter relationships.		Can understand numbers, phrases, and sentences.	
<ul style="list-style-type: none"> - Can use more complex letter-sound relationships introduced in Grade Two. - Can apply blending skills to decode words (including multi-syllable words) as well as knowledge of alternative letter patterns/spellings of letter-sounds. - Can identify vowel and consonant sounds in simple words. - Can link letters and sounds when reading words. 		<ul style="list-style-type: none"> - Can read cardinal numbers up to 20 written as words. - Can read main high frequency words with correct pronunciation. - Can understand basic time words. - Can recognise familiar nouns and very basic phrases on simple signs and notices. - Can understand some simple everyday signs. - Can understand simple written instructions for classroom activities. - Can demonstrate understanding of a word by matching it to a picture. - Can read simple sentences correctly from left to rights - Can identify familiar words in short, simple written texts. - Can guess the meaning of words from accompanying pictures. - Can find proper nouns in short, simple texts. - Can understand phrases and simple sentences in short, simple texts. 	
RATING SCALE # 1		RATING SCALE # 2	
10	<ul style="list-style-type: none"> – Matches letters and sounds with consistent accuracy. – Decodes (almost) all words quickly and easily. 	10	<ul style="list-style-type: none"> – Understands (almost) all phrases and sentences with ease.
9	<i>Between the descriptor above and the descriptor below.</i>	9	<i>Between the descriptor above and the descriptor below.</i>

8	<ul style="list-style-type: none"> – Matches letters and sounds with reasonable accuracy. – Decodes most words accurately, despite occasional mistakes. 	8	<ul style="list-style-type: none"> – Understands most phrases and sentences easily enough.
7	<i>Between the descriptor above and the descriptor below.</i>	7	<i>Between the descriptor above and the descriptor below.</i>
6	<ul style="list-style-type: none"> – Makes some noticeable errors when matching letters and sounds. – Has only moderate success in decoding words. 	6	<ul style="list-style-type: none"> – Has a reasonably good understanding of phrases and sentences.
5	<i>Between the descriptor above and the descriptor below.</i>	5	<i>Between the descriptor above and the descriptor below.</i>
4	<ul style="list-style-type: none"> – Makes frequent errors when matching letters and sounds. – Has some difficulty in decoding words. 	4	<ul style="list-style-type: none"> – Has some difficulty in understanding phrases and sentences.
3	<i>Between the descriptor above and the descriptor below.</i>	3	<i>Between the descriptor above and the descriptor below.</i>
2	<ul style="list-style-type: none"> – Finds it very difficult indeed to matches letters and sounds. – Has great difficulty in decoding words. 	2	<ul style="list-style-type: none"> – Has great difficulty in understanding phrases and sentences.

GRADE TWO: OUTCOMES & RATING SCALES for WRITING

OUTCOME # 1		OUTCOME # 2	
Can write words and numbers.		Can write phrases and simple sentences.	
<ul style="list-style-type: none"> - Can write and spell a range of familiar words of 3 or 4 letters. - Can form correctly all the letters of the alphabet in lower and upper case, as well as all the numerals already taught. - Can write dates using numbers and word - Can label simple pictures related to familiar topics by copying single words 		<ul style="list-style-type: none"> - Can write phrases and simple sentences using familiar words. - Can use capital letters, full stops, and question marks. - Can write in clear, legible handwriting with appropriate spacing. - Can write a standard greeting in a card based on a model. - Can link two simple sentences using 'and'. - Can complete a simple form with basic personal information. - Can write simple sentences about their likes or dislikes in relation to familiar words. 	
RATING SCALE # 1		RATING SCALE # 2	
10	<ul style="list-style-type: none"> – All letters and numbers are formed correctly. – All words are correctly spelt and easily recognisable. 	10	<ul style="list-style-type: none"> – Word order and spelling are consistently correct. – Use of capital letters, full stops, and question marks is very accurate. – Handwriting is very clear.
9	<i>Between the descriptor above and the descriptor below.</i>	9	<i>Between the descriptor above and the descriptor below.</i>
8	<ul style="list-style-type: none"> – Most letters and numbers are formed correctly. – Most words are correctly spelt and easily recognisable. 	8	<ul style="list-style-type: none"> – Word order and spelling are usually correct. – Use of capital letters, full stops and question marks is mostly accurate. – Handwriting is usually clear.
7	<i>Between the descriptor above and the descriptor below.</i>	7	<i>Between the descriptor above and the descriptor below.</i>

6	<ul style="list-style-type: none"> – Some letters and numbers are not formed correctly. – Words are sometimes incorrectly spelt and difficult to recognise. 	6	<ul style="list-style-type: none"> – Word order and spelling are reasonably correct. – Use of capital letters, full stops and question marks is sometimes inaccurate. – Handwriting is reasonably clear.
5	<i>Between the descriptor above and the descriptor below.</i>	5	<i>Between the descriptor above and the descriptor below.</i>
4	<ul style="list-style-type: none"> – Many letters and numbers are formed incorrectly. – Words are often incorrectly spelt and difficult to recognise. 	4	<ul style="list-style-type: none"> – Word order and spelling are often incorrect. – Use of capital letters, full stops and question marks is often inaccurate. – Handwriting is often unclear.
3	<i>Between the descriptor above and the descriptor below.</i>	3	<i>Between the descriptor above and the descriptor below.</i>
2	<ul style="list-style-type: none"> – Almost all letters and numbers are formed incorrectly. – Words are almost always incorrectly spelt and difficult to recognise. 	2	<ul style="list-style-type: none"> – Word order and spelling are almost always incorrect. – Use of capital letters, full stops and question marks is almost always inaccurate. – Handwriting is almost always unclear.

SUMMARY of MARKS AWARDED																	
GRADE TWO																	
Class: _____ Year: _____																	
Teacher: _____																	
LISTENING	Can understand numbers, words, phrases, and simple sentences.	(15)															
	Can understand instructions, questions, and main information.	(15)															
	LST: Total	(30)															
SPEAKING	Can make statements, give instructions, and describe people and things.	(15)															
	Can ask and answer questions and interact with others.	(15)															
	SPK: Total	(30)															
READING	Can recognize more complex sound-letter relationships.	(10)															
	Can understand numbers, phrases, and sentences.	(10)															
	RDG: Total	(20)															
WRITING	Can write words and numbers.	(10)															
	Can write phrases and simple sentences	(10)															
	WRT: Total	(20)															
OVERALL	TOTAL SCORE	(100)															
	LETTER GRADE																

APPENDIX THREE

Awarding Marks in Grade Three

Learning Outcomes, Rating Scales & Mark Sheets

GRADE THREE: OUTCOMES & RATING SCALES for LISTENING

OUTCOME # 1		OUTCOME # 2	
Can understand phrases and sentences.		Can understand spoken texts.	
<ul style="list-style-type: none"> – formulaic phrases – statements – questions – instructions – requests/ offers/ suggestions, etc. <p>These are heard from the teacher and other students, and in recorded listening materials.</p>		<p>Text-types include:</p> <ul style="list-style-type: none"> – dialogues – descriptions – stories – songs – sets of instructions <p>[These texts are mostly heard in recorded listening materials.]</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> – understand general meaning – extract specific information. 	
RATING SCALE # 1		RATING SCALE # 2	
5	<ul style="list-style-type: none"> – Readily understands when spoken to. – Repetition is only very rarely required. 	10	– Understands almost all texts fully and with ease.
		9	<i>Between the descriptor above and the descriptor below.</i>
4	<ul style="list-style-type: none"> – Usually understands when spoken to. – Repetition is occasionally required. 	8	– Has a good understanding of most texts.
		7	<i>Between the descriptor above and the descriptor below.</i>
3	<ul style="list-style-type: none"> – Sometimes misunderstands when spoken to. – Repetition is sometimes required. 	6	– Has difficulty in understanding some texts.
		5	<i>Between the descriptor above and the descriptor below.</i>
2	<ul style="list-style-type: none"> – Often has difficulty in understanding when spoken to. – Repetition is frequently required. 	4	– Has difficulty in understanding many texts.
		3	<i>Between the descriptor above and the descriptor below.</i>
1	<ul style="list-style-type: none"> – Rarely understands when spoken to. – Repetition is almost always required. 	2	– Has difficulty in understanding almost all texts.

GRADE THREE: OUTCOMES & RATING SCALES for SPEAKING

OUTCOME # 1		OUTCOME # 2	
Can produce short spoken texts.		Can interact with others.	
<ul style="list-style-type: none"> - Can describe people, places, things, etc. - Can retell stories. - Can give instructions. - Can talk about simple processes. - Can express opinions. 		<ul style="list-style-type: none"> - Can use formulaic expressions. - Can initiate and respond. - Can form and answer questions. - Can make and respond to requests, offers, suggestions, etc. 	
RATING SCALE # 1		RATING SCALE # 2	
10	<ul style="list-style-type: none"> – Meaning is almost always clear. – Language is mostly correct. – Pronunciation is always easy to understand. 	10	<ul style="list-style-type: none"> – Contributions are almost always clear and appropriate. – Is quick to initiate and respond. – Pronunciation is always easy to understand.
9	<i>Between the descriptor above and the descriptor below.</i>	9	<i>Between the descriptor above and the descriptor below.</i>
8	<ul style="list-style-type: none"> – Meaning is usually clear. – Language is reasonably correct. – Pronunciation is usually easy to understand. 	8	<ul style="list-style-type: none"> – Contributions are mostly clear and appropriate. – Some searching for words, but this does not seriously interrupt interactions. – Pronunciation is usually easy to understand.
7	<i>Between the descriptor above and the descriptor below.</i>	7	<i>Between the descriptor above and the descriptor below.</i>
6	<ul style="list-style-type: none"> – Meaning is sometimes unclear. – Language is quite often incorrect. – Pronunciation is sometimes difficult to understand. 	6	<ul style="list-style-type: none"> – Contributions are sometimes unclear or inappropriate. – Hesitation sometimes holds up the interaction. – Pronunciation is sometimes difficult to understand.
5	<i>Between the descriptor above and the descriptor below.</i>	5	<i>Between the descriptor above and the descriptor below.</i>
4	<ul style="list-style-type: none"> – Meaning is often unclear. – Language is frequently incorrect. – Pronunciation is often difficult to understand. 	4	<ul style="list-style-type: none"> – Contributions are often unclear or inappropriate. – Slow speech and pauses require patience from the other participant(s). – Pronunciation is often difficult to understand.
3	<i>Between the descriptor above and the descriptor below.</i>	3	<i>Between the descriptor above and the descriptor below.</i>
2	<ul style="list-style-type: none"> – Has serious difficulty in communicating any meaning. – Language is almost always incorrect. – Pronunciation is almost always difficult to understand. 	2	<ul style="list-style-type: none"> – Contributions are almost always unclear or inappropriate. – Slow speech and pauses require a lot of patience from the other participant(s). – Pronunciation is almost always difficult to understand.

GRADE THREE: OUTCOMES & RATING SCALES for READING

OUTCOME # 1		OUTCOME # 2	
Can understand sentences.		Can understand short written texts.	
<ul style="list-style-type: none"> - Can understand sentences and short texts using familiar vocabulary that are related to the topics already covered. <p>These sentences may be:</p> <ul style="list-style-type: none"> - statements - questions & responses - instructions 		<p>Text-types include:</p> <ul style="list-style-type: none"> - descriptions - stories - dialogues - sets of instructions - songs/ poems <p>Students should be able to:</p> <ul style="list-style-type: none"> - understand general meaning - extract specific information 	
RATING SCALE # 1		RATING SCALE # 2	
5	– Understands (almost) all sentences with ease.	10	<ul style="list-style-type: none"> – Has an excellent understanding of all texts. – Reading is quick and comfortable.
		9	<i>Between the descriptor above and the descriptor below.</i>
4	– Understands most sentences easily enough.	8	<ul style="list-style-type: none"> – Has a good understanding of most texts – Reads at a reasonable speed.
		7	<i>Between the descriptor above and the descriptor below.</i>
3	– Has a reasonably good understanding of sentences.	6	<ul style="list-style-type: none"> – Has a reasonably good understanding of most texts – Reading is quite slow.
		5	<i>Between the descriptor above and the descriptor below.</i>
2	– Has some difficulty in understanding sentences.	4	<ul style="list-style-type: none"> – Has only a limited understanding of most texts. – Reading is slow.
		3	<i>Between the descriptor above and the descriptor below.</i>
1	– Has great difficulty in understanding phrases and sentences.	2	<ul style="list-style-type: none"> – Has a poor understanding of all texts. – Reading is very slow.

GRADE THREE: OUTCOMES & RATING SCALES for WRITING

OUTCOME # 1		OUTCOME # 2	
Can write sentences.		Can produce short written texts.	
<ul style="list-style-type: none"> - Can write phrases and simple sentences using vocabulary items already introduced - Can apply the correct use of word order, capital letters, full stops, and question marks - Can write clearly and, legibly with appropriate spacing 		<p>Can write coherent short texts (of paragraph length).</p> <p>Text-types include:</p> <ul style="list-style-type: none"> <li style="width: 33%;">– descriptions <li style="width: 33%;">– dialogues <li style="width: 33%;">– processes <li style="width: 33%;">– series of instructions <li style="width: 33%;">– notes and messages <li style="width: 33%;">– stories <li style="width: 33%;">– explanations 	
RATING SCALE # 1		RATING SCALE # 2	
10	<ul style="list-style-type: none"> – Word order and spelling are consistently correct. – Use of capital letters, full stops and question marks is very accurate. – Handwriting is very clear. 	10	<ul style="list-style-type: none"> – Meaning is always clear. – Grammar, vocabulary, spelling, and punctuation are almost always correct. – Organisation/ layout are almost always appropriate to the text.
9	<i>Between the descriptor above and the descriptor below.</i>	9	<i>Between the descriptor above and the descriptor below.</i>
8	<ul style="list-style-type: none"> – Word order and spelling are usually correct. – Use of capital letters, full stops and question marks is mostly accurate. – Handwriting is usually clear. 	8	<ul style="list-style-type: none"> – Meaning is almost always clear. – Grammar, vocabulary, spelling, and punctuation are usually correct. – Organisation/ layout are usually appropriate to the text.
7	<i>Between the descriptor above and the descriptor below.</i>	7	<i>Between the descriptor above and the descriptor below.</i>
6	<ul style="list-style-type: none"> – Word order and spelling are reasonably correct. – Use of capital letters, full stops and question marks is sometimes inaccurate. – Handwriting is reasonably clear. 	6	<ul style="list-style-type: none"> – Meaning is usually clear. – Grammar, vocabulary, spelling, and punctuation are reasonably correct. – Organisation/ layout are reasonably appropriate to the text.
5	<i>Between the descriptor above and the descriptor below.</i>	5	<i>Between the descriptor above and the descriptor below.</i>
4	<ul style="list-style-type: none"> – Word order and spelling are often incorrect. – Use of capital letters, full stops and question marks is often inaccurate. – Handwriting is often unclear. 	4	<ul style="list-style-type: none"> – Meaning is sometimes unclear. – Grammar, vocabulary, spelling, and punctuation are often incorrect. – Organisation/ layout are often inappropriate to the text.
3	<i>Between the descriptor above and the descriptor below.</i>	3	<i>Between the descriptor above and the descriptor below.</i>
2	<ul style="list-style-type: none"> – Word order and spelling are almost always incorrect. – Use of capital letters, full stops and question marks is almost always inaccurate. – Handwriting is always unclear. 	2	<ul style="list-style-type: none"> – Meaning is rarely clear. – Grammar, vocabulary, spelling, and punctuation are almost always incorrect. – Organisation/ layout are almost always inappropriate to the text.

SUMMARY of MARKS AWARDED																		
GRADE THREE																		
Class: _____ Year: _____																		
Teacher: _____																		
LISTENING	Can understand phrases and sentences.	(5)																
	Can understand spoken texts.	(10)																
	LST: Total	(15)																
SPEAKING	Can produce short-spoken texts.	(10)																
	Can interact with others.	(10)																
	SPK: Total	(20)																
READING	Can understand sentences.	(5)																
	Can understand short written texts.	(10)																
	RDG: Total	(15)																
WRITING	Can write sentences.	(10)																
	Can produce short written texts.	(10)																
	WRT: Total	(20)																
CLASS TESTS	CLT # 1 (date:)	(10)																
	CLT # 2 (date:)	(10)																
	CLT # 3 (date:)	(10)																
	Class Tests: Total	(30)																
OVERALL	TOTAL SCORE	(100)																
	LETTER GRADE																	

APPENDIX FOUR

Awarding Marks in Grade Four

Learning Outcomes, Rating Scales & Mark Sheets

GRADE FOUR: OUTCOMES & RATING SCALES for LISTENING

OUTCOME # 1		OUTCOME # 2	
Can understand sentences and short texts.		Can understand longer spoken texts.	
<p>Can understand:</p> <ul style="list-style-type: none"> – formulaic phrases – statements – questions – instructions – Requests/ offers/ suggestions, etc. <p>These are heard from the teacher and other students, and in recorded listening materials.</p>		<p>Text-types include:</p> <ul style="list-style-type: none"> – dialogues – descriptions – stories – songs – sets of instructions <p>[These texts are mostly heard in recorded listening materials.]</p> <p>Students can:</p> <ul style="list-style-type: none"> – understand general meaning – extract specific information. 	
RATING SCALE # 1		RATING SCALE # 2	
5	<ul style="list-style-type: none"> – Readily understands when spoken to. – Repetition is only very rarely required. 	5	<ul style="list-style-type: none"> – Understands almost all texts fully and with ease.
4	<ul style="list-style-type: none"> – Usually understands when spoken to. – Repetition is occasionally required. 	4	<ul style="list-style-type: none"> – Has a good understanding of most texts.
3	<ul style="list-style-type: none"> – Sometimes misunderstands when spoken to. – Repetition is sometimes required. 	3	<ul style="list-style-type: none"> – Has difficulty in understanding some texts.
2	<ul style="list-style-type: none"> – Often has difficulty in understanding when spoken to. – Repetition is frequently required. 	2	<ul style="list-style-type: none"> – Has difficulty in understanding many texts.
1	<ul style="list-style-type: none"> – Rarely understands when spoken to. – Repetition is almost always required. 	1	<ul style="list-style-type: none"> – Has difficulty in understanding almost all texts.

GRADE FOUR: OUTCOMES & RATING SCALES for SPEAKING

OUTCOME # 1		OUTCOME # 2	
Can produce a variety of spoken texts.		Can interact with others.	
Can: – describe people, places, things, etc. – make comparisons – give a set of instructions – talk about processes – tell (familiar) stories – express opinions – give short presentations		- Can use formulaic expressions. - Can initiate and respond. - Can ask and answer questions. - Can make and respond to requests, offers, suggestions, etc.	
RATING SCALE # 1		RATING SCALE # 2	
10	– Meaning is almost always clear. – Language is mostly correct. – Pronunciation is always easy to understand.	10	– Contributions are almost always clear and appropriate. – Is quick to initiate and respond. – Pronunciation is always easy to understand.
9	<i>Between the descriptor above and the descriptor below.</i>	9	<i>Between the descriptor above and the descriptor below.</i>
8	– Meaning is usually clear. – Language is reasonably correct. – Pronunciation is usually easy to understand.	8	– Contributions are mostly clear and appropriate. – Some searching for words, but this does not seriously interrupt interaction. – Pronunciation is usually easy to understand.
7	<i>Between the descriptor above and the descriptor below.</i>	7	<i>Between the descriptor above and the descriptor below.</i>
6	– Meaning is sometimes unclear. – Language is quite often incorrect. – Pronunciation is sometimes difficult to understand.	6	– Contributions are sometimes unclear or inappropriate. – Hesitation sometimes holds up the interaction. – Pronunciation is sometimes difficult to understand.
5	<i>Between the descriptor above and the descriptor below.</i>	5	<i>Between the descriptor above and the descriptor below.</i>
4	– Meaning is often unclear. – Language is frequently incorrect. – Pronunciation is often difficult to understand.	4	– Contributions are often unclear or inappropriate. – Slow speech and pauses require patience from the other participant(s). – Pronunciation is often difficult to understand.
3	<i>Between the descriptor above and the descriptor below.</i>	3	<i>Between the descriptor above and the descriptor below.</i>
2	– Has serious difficulty in communicating any meaning. – Language is almost incorrect. – Pronunciation is almost always difficult to understand.	2	– Contributions are almost unclear or inappropriate. – Slow speech and pauses require a lot of patience from the other participant(s). – Pronunciation is almost always difficult to understand.

GRADE FOUR: OUTCOMES & RATING SCALES for READING

OUTCOME # 1		OUTCOME # 2	
Can understand sentences and short texts.		Can understand longer texts of different types.	
<ul style="list-style-type: none"> - Can understand sentences and short texts using familiar vocabulary that are related to the topics already covered. - Sentences: e.g., statements, questions, responses, instructions. - Short texts: e.g., (short) descriptions, narratives, or dialogues. 		<p>Text-types include:</p> <ul style="list-style-type: none"> - descriptions - dialogues - stories - sets of instructions - songs/poems <p>Students should be able to:</p> <ul style="list-style-type: none"> - understand general meaning - extract specific information - read with increasing fluency and independence 	
RATING SCALE # 1		RATING SCALE # 2	
10	- Has an excellent understanding of sentences and short texts.	10	- Has an excellent understanding of all texts. - Reading is quick and comfortable.
9	<i>Between the descriptor above and the descriptor below.</i>	9	<i>Between the descriptor above and the descriptor below.</i>
8	- Has a good understanding of sentences and short texts.	8	- Has a good understanding of most texts. - Reads at a reasonable speed.
7	<i>Between the descriptor above and the descriptor below.</i>	7	<i>Between the descriptor above and the descriptor below.</i>
6	- Has a reasonably good understanding of sentences and short texts.	6	- Has a reasonably good understanding of most texts. - Reading is quite slow.
5	<i>Between the descriptor above and the descriptor below.</i>	5	Between descriptors above or below
4	- Has a limited understanding of sentences and short texts.	4	- Has a limited understanding of most texts. - Reading is slow.
3	<i>Between the descriptor above and the descriptor below.</i>	3	<i>Between the descriptor above and the descriptor below.</i>
2	- Has a poor understanding of sentences and short texts.	2	- Has a poor understanding of all texts. - Reading is very slow.

GRADE FOUR: OUTCOMES & RATING SCALES for WRITING

OUTCOME # 1		OUTCOME # 2	
Can write sentences.		Can produce a variety of short written texts.	
Can write: <ul style="list-style-type: none">- simple, correct sentences with appropriate use of word order and punctuation- more complex sentences with appropriate use of linking words and adjectives Also includes clear, legible handwriting with appropriate spacing.		<ul style="list-style-type: none">- Students can write short, coherent texts (of paragraph length). Text-types include: <ul style="list-style-type: none">- descriptions- dialogues- processes- sets of instructions- notes and messages- stories	
RATING SCALE # 1		RATING SCALE # 2	
10	<ul style="list-style-type: none">- Meaning is always clear.- Grammar, vocabulary, spelling, and punctuation are almost always correct.- Handwriting is very clear.	10	<ul style="list-style-type: none">- Meaning is always clear.- Grammar, vocabulary, spelling, and punctuation are almost always correct.- Organization/ layout are almost always appropriate to the text.
9	<i>Between the descriptor above and the descriptor below.</i>	9	<i>Between the descriptor above and the descriptor below.</i>
8	<ul style="list-style-type: none">- Meaning is almost always clear.- Grammar, vocabulary, spelling, and punctuation are usually correct.- Handwriting is usually clear.	8	<ul style="list-style-type: none">- Meaning is almost always clear.- Grammar, vocabulary, spelling, and punctuation are usually correct.- Organization/ layout are usually appropriate to the text.
7	<i>Between the descriptor above and the descriptor below.</i>	7	<i>Between the descriptor above and the descriptor below.</i>
6	<ul style="list-style-type: none">- Meaning is usually clear.- Grammar, vocabulary, spelling, and punctuation are reasonably correct.- Handwriting is reasonably clear.	6	<ul style="list-style-type: none">- Meaning is usually clear.- Grammar, vocabulary, spelling, and punctuation are reasonably correct.- Organization/ layout are reasonably appropriate to the text.
5	<i>Between the descriptor above and the descriptor below.</i>	5	<i>Between the descriptor above and the descriptor below.</i>
4	<ul style="list-style-type: none">- Meaning is sometimes clear.- Grammar, vocabulary, spelling, and punctuation are often incorrect.- Handwriting is often unclear.	4	<ul style="list-style-type: none">- Meaning is sometimes unclear.- Grammar, vocabulary, spelling, and punctuation are often incorrect.- Organization/ layout are often inappropriate to the text.
3	<i>Between the descriptor above and the descriptor below.</i>	3	<i>Between the descriptor above and the descriptor below.</i>
2	<ul style="list-style-type: none">- Meaning is rarely clear.- Grammar, vocabulary, spelling, and punctuation are almost always incorrect.- Handwriting is always unclear.	2	<ul style="list-style-type: none">- Meaning is rarely clear.- Grammar, vocabulary, spelling, and punctuation are almost always incorrect.- Organization/ layout are almost always inappropriate to the text.

SUMMARY of MARKS AWARDED																		
GRADE FOUR																		
Class: _____ Year: _____																		
Teacher: _____																		
LISTENING	Can understand sentences and short texts.	(5)																
	Can understand longer spoken texts.	(5)																
	LST: Total	(10)																
SPEAKING	Can produce a variety of spoken texts.	(10)																
	Can interact with others.	(10)																
	SPK: Total	(20)																
READING	Can understand sentences and short texts.	(10)																
	Can understand longer texts of different types.	(10)																
	RDG: Total	(20)																
WRITING	Can write sentences.	(10)																
	Can produce a variety of short written texts.	(10)																
	WRT: Total	(20)																
CLASS TESTS	CLT # 1 (date:)	(10)																
	CLT # 2 (date:)	(10)																
	CLT # 3 (date:)	(10)																
	Class Tests: Total	(30)																
OVERALL	TOTAL SCORE	(100)																
	LETTER GRADE																	

APPENDIX FIVE

SPECIFICATIONS for CLASS TESTS (GRADES 3-4)

Grade 3 Class Tests Specifications

CLT	Skills	Outcomes	Language & Vocabulary	Tasks/ items	Marks	Suggested Date
1	Listening	Can understand spoken texts	Unit 3 (activities, present simple third person singular)	Task One: Starters Listening Part 3 (3-option multiple choice) This task consists of five questions, each a 3-option multiple choice with pictures. Students listen and tick the correct picture. 5 items- ½ mark per item	2.5	End of unit3 (November)
	Listening	Can understand spoken texts	Unit 2 (clothes, colours, present continuous)	Task Two: Starters Listening Part 4 (Colouring) The student has to listen, identify a certain object in the pictures, and then colour it in correctly. 5 items- ½ mark per item	2.5	
	Reading & writing	Can understand sentences	Units 1-3 (vocabulary)	Task Three: Starters Reading and Writing Part1 (True/false vocabulary recognition) There are five statements, each accompanied by a picture, and the student has to place a tick in a box if the statement matches the picture and a cross if it does not. The pictures show either singular or plural objects. 5 items- ½ mark per item	2.5	
	Reading & writing	Can spell some very simple words correctly	Unit 1 (daily routines vocabulary)	Task Four: Starters Reading and Writing Part 3 (spelling) There are five pictures of objects, each accompanied by the word for the object given as jumbled letters. The student must write the word for each object. Dashes indicate the number of letters in the answer. 5 items- ½ mark per item	2.5	
Total Mark					10	

CLT	Skills	Outcomes	Language & Vocabulary	Tasks/ items	Marks	Suggested Date
2	Reading & writing	Can spell some very simple words correctly	Unit 4 (jobs vocabulary)	Task One: Starters Reading and Writing Part3 (spelling) There are five pictures of objects, each accompanied by the word for the object given as jumbled letters. The student must write the word for each object. Dashes indicate the number of letters in the answer. 5 items- ½ mark per item	2.5	End of unit5 (February)
	Reading & writing	Can understand sentences	Unit 5 (farm animals vocabulary / farm activities / present continuous third person)	Task Two: Starters Reading and Writing Part2 (Reading comprehension based on a picture) Students look at a picture and five statements, some of which correctly describe the picture and some, which do not. Students write 'yes' or 'no' as appropriate. 5 items- ½ mark per item	2.5	
	Speaking	Can produce short spoken texts	Units 4 and 5 (vocabulary)	Task Three: Starters Speaking Parts 1- 3 (Choose any appropriate part) (e.g. Part 2; Scene picture) The teacher asks the student some questions about the scene picture. Students should answer with one word. For example: What is this? (Plate). Students should also answer 'Tell me about' questions with simple sentences, such as tell me about the boat. (it's blue.)	5	
Total Mark					10	

CLT	Skills	Outcomes	Language & Vocabulary	Tasks/ items	Marks	Suggested Date
3	Listening	Can understand spoken texts	Unit 8 (zoo animals / food / <i>there is/are</i> questions)	Task One: Starters Listening Part 2 (Note-taking) The student hears a conversation. There is one picture to set the context, and a comprehension question for each item. Each answer is either a name or a number. 5 items- ½ mark per item	2.5	End of unit8 (May)
	Listening	Can understand spoken texts	Unit 6 (camping / adjectives / <i>have/has got</i>)	Task Two: Starters Listening Part1 (Matching) Students look at a picture, which shows people doing different things. Above and below are people's names. Students listen to a dialogue and draw lines from the names to the correct person in the picture. 5 items- ½ mark per item	2.5	
	Reading & writing	Can understand short written texts	Unit 7 (Furniture/prepositions / <i>There is/are</i>)	Task Three: Starters Reading and Writing Part4 (Multiple-choice cloze) Students read a factual or semi-factual text and look at the words with pictures in a box below the text. They copy the correct words into each of the five gaps. All missing words are singular or plural nouns. There are two extra words, which should not be used. 5 items- ½ mark per item	2.5	
	Reading & writing	Can write sentences	Units 6-8 (vocabulary and language)	Task Four: Starters Reading and Writing Part5 (Answer questions based on a picture story) A story is told through a picture, with five questions, each of which requires a one-word answer. The correct word may be a noun, verb or number. 5 items- ½ mark per item	2.5	
Total Mark					10	

Grade 4 Class Tests Specifications

CLT	Skills	Outcomes	Language & Vocabulary	Tasks/ items	Marks	Suggested Date
1	Listening	Can understand sentences and short texts	Unit 1 (School subjects / Adverbs of frequency/ present simple)	Task One: Movers Listening Part 2 (Completing gaps) This is a note-taking task in which students listen to conversations and complete the gap with a word or a number. 5 items- ½ mark per item	2.5	End of unit3 (November)
	Listening	Can understand longer spoken texts	Unit 2 (Food and drink / There is / are)	Task Two: Movers Listening Part 5 (Colouring pictures) Students listen to the dialogue and follow the instruction and colour the picture correctly. 5 items- ½ mark per item	2.5	
	Reading & writing	Can understand sentences and short texts	Unit 3 (Landscape / adjectives / comparatives / superlatives)	Task Three: Movers Reading and Writing Part 6(Looking at a picture and answering questions). 5 items- ½ mark per item	2.5	
	Reading & writing	Can understand longer texts of different types	Units 1-3 (Assorted grammar and vocabulary)	Task Four: Movers Reading& Writing Part2 (Choosing the best answer to a question) Students read a short dialogue and complete it by choosing the correct responses. They must choose from three options (A, B and C) for each question. 5 items- ½ mark per item	2.5	
Total Mark					10	

CLT	Skills	Outcomes	Language & Vocabulary	Tasks/ items	Marks	Suggested Date
2	Reading& Writing	Can write sentences	Unit 4 (Jobs vocabulary)	Task One: Movers Reading& Writing Part 1 (Definitions) Students read short definitions and match them to the correct words. A labelled picture represents each word. Students are required to copy the correct word next to the definition. 5 items- ½ mark per item	2.5	End of unit 5 (February)
	Reading& Writing	Can understand sentences and short texts.	Unit 5 (hobbies / adverbs / can/can't)	Task Two: Movers Reading& Writing Part 3 (Hobbies) Students read a short narrative and choose the correct word to complete the gaps. 5 items- ½ mark per item	2.5	
	Speaking	Can produce a variety of spoken text.	Units 4 and 5 (Assorted language and vocabulary)	Task Three: Movers Speaking Parts 1-4 (Choose any appropriate part) (e.g. Part 1: Finding differences in a picture) The teacher shows the student two pictures where the student describes the differences.	5	
Total Mark					10	

CLT	Skills	Outcomes	Language & Vocabulary	Tasks/ items	Marks	Suggested Date
3	Listening	Can understand sentences and short texts	Unit 8 (celebrations / past simple irregular)	Task One: Movers Listening Part 4 (three option multiple- choice) In this, task students listen to a conversation, which is mainly led by one speaker. They match a list of illustrated words or names with a set of pictures by writing the letter of the correct picture in a box. 5 items- ½ mark per item	2.5	End of unit8 (May)
	Listening	Can understand longer texts of different types	Unit6 + LC3 (Past simple to be / there was/were / comparative / superlative)	Task Two: Movers Listening Part 1 or Part 3 (matching) <u>Choose one of the Parts.</u> In part 1, students draw lines to match names to people in a picture. In part 3, students match pictures with illustrated word or name by writing letter in box. 5 items- ½ mark per item	2.5	
	Reading& Writing	Can understand longer texts of different types	LC4 (holidays / going to for future)	Task Three: Movers Reading& Writing Part 4 (multiple choice cloze) Students read and understand a gapped factual text. They are asked to choose the correct word from a choice of three to complete each gap. 5 items- ½ mark per item	2.5	
	Reading& Writing	Can understand longer texts of different types	Unit7 (Omani history / past simple regular verbs)	Task Four: Movers Reading& Writing Part 5 (multiple choice cloze) Students read a story and complete sentences about it by writing one, two or three words. 5 items- ½ mark per item	2.5	
Total Mark					10	