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**Student Assessment Handbook
ENGLISH Language (Grades 1-4)**

September 2021

CONTENTS

Learning Outcomes	Statements which describe what students should know, understand and, especially, be able to do. Outcomes can be grouped together into '*skills'* (e.g., 'Writing').
Assessment	A range of techniques designed to gather useful information about students' achievement of learning outcomes.
Summative Assessment	Assessment <u>of</u> student learning. Its purpose is to *measure* and report on standards of learning. Typically done by awarding marks & grades. Also involves reporting to the Ministry and to parents.
Formative Assessment	Assessment <u>for</u> student learning. Its purpose is to *improve* students' learning. Typically done through adaptation of teaching, giving feedback, student self-assessment, etc.
Continuous Assessment	Assessment that is conducted — in schools, by teachers — *throughout* the academic year. Provides a fairer, more balanced picture of students' attainment. It is used for both Formative and Summative purposes.
Self-Assessment	Assessment by students of their own strengths and weaknesses, their own learning strategies, and the quality of their own work.
Self-Monitoring	A particular kind of self-assessment, in which students assess the quality of their own work *while they are actually doing it*.
Peer-Assessment	Assessment by students of each other's work. A useful bridge to self-assessment.
Feedback	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).
Portfolio	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.
Project	An activity which, within a given time-frame, aims at producing some kind of end-product. It is usually longer and more complex than the usual kind of classroom activity.
Continuous Moderation	An on-going process of consultations between teachers, senior teachers and supervisors to arrive at a *shared under-standing* of the criteria used for assessing students' work and awarding different marks and grades.

Washback Effect	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'.
Stakeholders	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.
Quality Assurance	Procedures intended to *guarantee* the quality of a product (being made or about to be made) *in advance*: typically, by means of planning, training, specifications, guidelines, etc.
Quality Control	Procedures intended to *check* the quality of a finished product before it is finally distributed and used: typically, by means of inspection, sampling, spot-checking, etc.
E-Assessment	It is the process of applying different information technology tools or resources such as educational platforms, educational software, and Apps and using various educational methods to collect students' responses. Teachers can use different Continuous Assessment (CA) tools, both formative and summative such as discussions, projects, reports, homework assignments, in addition to quizzes, short tests and examinations using a blended methodology approach. Teachers can then analyse these to help them identify the impact of teaching and learning in the educational process. Furthermore, this will enable teachers to make valid, reliable and informed judgements based on quantitative and qualitative data (adapted from Al-Gharib Zaher Ismail, 2009).

Assessment of Distance Learning:	It is one type of E-Assessment. It is an assessment method used when there is a physical separation or distance between the teacher and the learner throughout the length of the teaching and learning process as the lessons are delivered through various tools such as TV Channels, the Internet and mobile phones. Distance learning is assessed using a correspondence method where teachers assess students via regular mail, e-mail, phone, satellite channels, and or computer-managed assessment programmes (adapted from Dr. Rafidah Hariri, 2012).

BACKGROUND:

Many schools, though not all, will employ a blended learning methodology during this period to facilitate teaching and learning. Blended learning is an educational approach in which students learn via electronic and on-line platforms in addition to learning through the more traditional face-to-face teaching methods.

The Ministry of Education stresses the importance of teacher planning and preparation for implementing the Continuous Assessment tools (CA) throughout the academic year 2021/2022. As blended learning methodology is being applied in many schools throughout the Sultanate of Oman, teachers need to carefully plan and prepare assessment tools that align with the teaching methods being employed such as the on-line learning platform(AL-Mandhara/ TEAMs, distance learning through e-mails, and traditional face-to-face teaching methods.

For teachers to effectively apply the Continuous Assessment (CA) tools, teachers need to refer to the following documents: The list is as follows:

- The General Document for Evaluating Student Learning for Grades 1–12
 (Version 2021/2022).
- The General Operational Framework for Schools in Oman for the academic year
  (Version 2021/2022).
- The Ministry of Education (MOE) Regulations for E-Learning for the academic year
   (Version 2021/2021)
-Teacher Manual (Google classroom)
- E-applications Manual
-Assessment Tools Manual for Google classrooms

Electronic Continuous Assessment Tools:

It is vitally important when implementing electronic (CA) tools for Grades 1 to 4 inclusive that teachers, supported by their Senior Teacher and/or Regional Supervisor activate the various IT resources such as educational platforms and Apps, in measuring students' learning outcomes and acquired skills. This could be conducted in parallel by providing feedback for students' formally assigned work.

There are **some important considerations** when assessing student learning outcomes:

- Assessment tools and specifications are the same in blended learning, distance learning and face to face learning for all grades (1-12).

- Teachers should be able to apply all Continuous Assessment (CA) electronically.

- Teachers should train students in acquiring the requisite skills and should also provide constructive feedback so that students achieve the intended learning outcomes (ILO's).

- During the time that students are at home, teachers must provide students with tasks that can be assessed through the educational platform (Al Mandhara, TEAMs). Therefore, teachers should plan these activities well in advance to achieve the learning outcomes.

Note:

Schools totally implementing distance learning due to COVID-19 pandemic:

- All assessment tools will be implemented according to the Student Assessment Handbook (SAH), 2021-2022.

-In case some students are not able to activate the platform (Al Mandhara) either to receive or send their work, the school can arrange other alternative methods such as email, and/or available Apps, or the school can arrange specific days for students to come to school to submit their work.

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 in order to arrive at a properly balanced picture, teachers should make use of as many ***different*** sources as possible.

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

  - ***Summatively***: to <u>measure</u> (and report on) students' learning. Typically, this involves awarding marks and grades. This information is then passed on, as appropriate, to the Ministry, parents and other stakeholders.

  - ***Formatively***: to <u>improve</u> students' learning. Typically, this involves adapting lessons, giving feedback to students, encouraging self-assessment, etc.

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

- The whole way in which assessment is conducted can also have an important impact on teaching and learning practice. This impact on what happens in the classroom is known as **'washback effect'**. This effect can be either 'positive' or 'negative'. Assessment procedures and practices should aim for the 'positive', and avoid the negative' effect, this means focusing on Students' learning and progress rather than teaching only to pass exams.

- <u>Other</u> important ***decisions*** are also made on the basis of 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 <u>truthfulness</u> and <u>reliability</u> — of the information provided by assessment is crucial.

B. LEARNING OUTCOMES

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

- In a skill like language-learning, the <u>most</u> 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 <u>main</u> outcome.
  ('Can *establish and maintain contact with the audience'*) is a <u>specific</u> 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: in order 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	Grades Three & Four		
			CA		Total
			(Other tools)	CLTs	
Listening	30%	25%	15%	10%	25%
Speaking	30%	25%	25%	###	25%
Reading	20%	25%	15%	10%	25%
Writing	20%	25%	15%	10%	25%
TOTAL	100%	100%	70%	30%	100%

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

- At each grade-level, *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 words & phrases	>>>	Understanding texts of different types
Speaking	Making simple statements; asking & answering 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

	Teachers	Senior English Teachers
At the start of the school year	Read the latest Student Assessment Handbook (SAH). Dated (September 2021)	Read the latest Student Assessment Handbook (SAH). Dated (September 2021)
	Be familiar with: - Assessment strategies - Learning outcomes - Rating scales	Make sure hard copies of the latest SAH are available in your school.
	Explain to your students: - How assessment is conducted - The marking criteria	Organise a meeting with teachers to: - 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 2021)
	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 outlined in the SAH.
	Check the SET is carrying out the following tasks: - Delivering SAH related meetings and workshops - Formal record keeping - Continuous moderation activities - Test writing **NOTE: If there is no SET at 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 for any questions regarding assessment.
Trainers	Read the Student Assessment Handbook (SAH).
	In training, support and promote the principles of good assessment, outlined in the SAH.
	Be able to provide answers to teachers for any questions regarding assessment.

PART ONE

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 <u>on</u> <u>its</u> <u>own</u>. However, ***combined together***, 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	*Is the question directly related to the specific point that I am interested in?*
CLARITY	*Is it concise, simple and clear, so that (all) the students will understand it?*
RESPONSE VALIDITY	*Will students' responses to the question actually <u>tell</u> me any-thing? Will they provide me with reliable information?*

Implementation

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

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

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

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

  • It provides an easily-accessible and <u>permanent</u> record, which shows students' progress over time.

  • It can be examined by the teacher at <u>any</u> time and place, so she is able to concentrate fully, without distractions.

Implementation

  • Written work can be time-consuming, so students may have to produce their written work outside of the classroom.

- The teacher must make sure that all written work has been done by the students themselves, without inappropriate assistance from others (parents, family, friends, the Internet, etc.)
- Teachers should follow a strict policy of *not accepting* any work which has not been done by students. This policy should be explained clearly at the start of the school year and applied consistently.
- If, this policy is <u>not</u> 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 at all of actually *learning* anything from it.

    - If students submit written work electronically, teachers should actively encourage students to submit writing in their own handwriting, scan, and uploaded as a file **OR** writing directly using Handwriting Apps.

1.4   PROJECTS

A project is an activity which, within a given time-frame, 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 the outside 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 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.
- In order 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 our **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.

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 task). Student responses can be either written or, where appropriate, spoken.

- Unlike CLTs, quizzes will often have a relatively <u>narrow</u> focus, e.g. on a very specific learning outcome or language point.

<u>Assessment</u>

- There is (usually) no need to prepare a written Marking Guide; a more informal approach will be sufficient.

- Scores from quizzes should be combined with information about each learning outcome, gathered using other tools, to award **Continuous Assessment** marks using the appropriate Rating Scale(s).

1.6   CLASS TESTS (CLTs)

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

- In a <u>typical</u> 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 <u>either</u> the correct responses <u>or</u> 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 **two skills**, with **5 marks** for each:

    Class Test # 1: Listening & Reading
    Class Test # 2: Listening & Writing
    Class Test # 3: Reading & Writing

- For reasons of time and practicality, Speaking is not included in the CLTs. Instead, all 25 marks for Speaking are awarded on the basis of day-to-day assessment in the classroom.

- The tables on the following pages provide the specifications for CLTs in Grades 3 -4

Grade 3 CLTs Specifications

CLT	Skills	Outcomes	Tasks/ items	Marks	Suggested Date
1	Listening (2 tasks) Read (Twice)	Can understand phrases and sentences	**Listening Task One** Short task with **5 items**- ½ mark per item	2.5	First week of December
		Can understand spoken texts	**Listening Task Two** Short task with **5 items**- ½ mark per item	2.5	
	Reading (2 tasks)	Can understand sentences	**Reading Task One** Short task with **5 items**- ½ mark per item	2.5	
		Can understand short written texts	**Reading Task Two** Short task with **5 items-** ½ mark per item	2.5	
			Total Mark	**10**	
2	Listening (2 tasks) Read (Twice)	Can understand phrases and sentences	**Listening Task One** Short task with **5 items**- ½ mark per item	2.5	First week of February
		Can understand spoken texts	**Listening Task Two** Short task with **5 items**- ½ mark per item	2.5	
	Writing (2 tasks)	Can write sentences	**Writing Task One** Short task. Mark using descriptors in the CA Rating Scales	2.5	
		Can produce short written texts	**Writing Task Two** Short task. Mark using descriptors in the CA Rating Scales	2.5	
			Total Mark	**10**	
3	Reading (2 tasks)	Can understand sentences	**Reading Task One** Short task with **5 items**- ½ mark per item	2.5	First week of April
		Can understand short written texts	**Reading Task Two** Short task with **5 items-** ½ mark per item	2.5	
	Writing (2 tasks)	Can write sentences	**Writing Task One** Short task. Mark using descriptors in the CA Rating Scales	2.5	
		Can produce short written texts	**Writing Task Two** Short task. Mark using descriptors in the CA Rating Scales	2.5	
			Total Mark	**10**	

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

Grade 4 CLTs Specifications

CLT	Skills	Outcomes	Tasks/ items	Marks	Suggested Date
1	Listening (2 tasks) Read (twice**)**	Can understand sentences and short texts	**Listening Task One** Short task with **5 items**- ½ mark per item	2.5	First week of December
		Can understand longer spoken texts	**Listening Task Two** Short task with **5 items-** ½ mark per item	2.5	
	Reading (2 tasks)	Can understand sentences and short texts	**Reading Task One** Short task with **5 items**- ½ mark per item	2.5	
		Can understand longer texts of different types	**Reading Task Two**- Short task with **5 items-** ½ mark per item	2.5	
			Total Mark	**10**	
2	Listening (2 tasks**)** Read (Twice)	Can understand sentences and short texts	**Listening Task One** Short task with **5 items**- ½ mark per item	2.5	First week of February
		Can understand longer spoken texts	**Listening Task Two** Short task with **5 items**- ½ mark per item	2.5	
	Writing (2 tasks**)**	Can write sentences	**Writing Task One** Short task. Mark using descriptors in the Continuous Assessment Rating Scales	2.5	
		Can produce a variety of short written texts	**Writing Task Two** Short task. Mark using descriptors in the Continuous Assessment Rating Scales	2.5	
			Total Mark	**10**	
3	Reading (2 tasks**)**	Can understand sentences and short texts	**Reading Task One** Short task with **5 items**- ½ mark per item	2.5	First week of April
		Can understand longer texts of different types	**Reading Task Two** Short task with **5 items-** ½ mark per item	2.5	
	Writing (2 tasks)	Can write sentences	**Writing Task One** Short task. Mark using descriptors in the Continuous Assessment Rating Scales	2.5	
		Can produce a variety of short written texts	**Writing Task Two** Short task. Mark using descriptors in the Continuous Assessment Rating Scales	2.5	
			Total Mark	**10**	

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

Preparations:

- 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 well as possible within the limited time available.

- Test-writers should try to give <u>all</u> the students a fair chance to show what they can do. This can be achieved by including <u>both</u> easier <u>and</u> 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 <u>valid</u> assessment of students' language skills. For this reason, teachers ***should not*** use any Listening or Reading texts which students have <u>already</u> heard or seen. Teachers may, therefore, have to create their own simple texts, similar — but not identical — to texts in the course materials. Likewise, tasks set in the Writing section ***should not be identical*** to tasks which students have already done in class.

- Unlike in Classroom Questioning, the test-writer does not have a 'second chance' to produce a well-worded question. So great care should be taken to produce test-items that are clear and free of any errors.
- To help ensure the quality of the test papers, it is recommended that, test-writers should not work alone, but ***together with other teachers.*** At the very least, they should ask other 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 <u>after</u> the students have taken it. Take note of any unexpected problems which occurred in your items (or marking guide). Learn from these problems and improve your test-writing performance next time!

- The teacher is responsible for preparing items and questions for each test paper manually OR electronically using the provided *Guidelines in the Al Mandhra Platform.*

- Due to COVID-19 Pandemic the teacher is responsible for preparing **<u>two</u>** or more copies of the test if it is administered at different timings.

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. (*See the table above*)

- 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 <u>individually</u>. 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.**

<u>Assessment</u>
- 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 particular CLT, teachers should enter the students' marks in ink on the '*Summary of Marks Awarded'* (SMA). [See <u>Part</u> <u>Two</u>: '*Formal Record-Keeping'*.]

2. PORTFOLIOS

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

- A portfolio should contain a varied selection of work and all 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.

<u>Implementation</u>

- 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 Grade Three***, 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 <u>not</u> (officially) be awarded for 'the portfolio' as a whole. Again, the ability to put together a portfolio is <u>not</u>, in itself, 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, make a decision according to the relevant Rating Scale.
- You can also comment and give ***formative*** feedback on <u>any</u> 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 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 <u>changes</u> <u>of CA</u> <u>marks</u> awarded during the year (incl. the date and, where appropriate, the reason or reasons for the change.)
- Relevant <u>background</u> or personal <u>information</u> 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 <u>primarily</u> there for your own reference. Unlike formal record sheets, they are not specifically written as a way of reporting to others. However, SETs, supervisors, and head teachers <u>do</u> 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 particular 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. <u>However</u>, 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 <u>must</u> be completed, but also:
  - what <u>formats</u> will be used
  - <u>how</u> they are to be completed
  - <u>when</u> 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. <u>Apdx 1</u> is for Grade One, <u>Apdx 2</u> for Grade Two, and so on.
- Detailed instructions for completing these mark sheets can be found in <u>Sections 2.2.2</u>, <u>2.2.3</u> and <u>2.2.4</u> 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 'fail' even though students are automatically promoted from one grade-level to the next.
- <u>Note</u>: 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 on the basis of day-to-day assessment 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 (30)'].
	(ii)	Add together the LST, SPK, RDG and WRT totals ['Total Mark (100)'].
	(iii)	Use the table in Section 2.2.1 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 three 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** *During the year* *Provisional marks* (*in pencil*)	**Stage 2** *At the end of the year* *- Final marks* (*in ink*)	**Stage 3** *Round-up* *Overall marks and letter-grades* (*in ink*)
LISTENING	*Outcome # 1:* "Can …."	(15)	9	*12*	*12*
	Outcome # 2: "Can …."	(15)	9	*9*	*9*
	LST: Total	**(30)**			*21*
SPEAKING	*Outcome # 3:* "Can …."	(15)	12	*12*	*12*
	Outcome # 4: "Can …."	(15)	12	*15*	*15*
	SPK: Total	**(30)**			*27*
READING	*Outcome # 5:* "Can …."	(10)	8	*8*	*8*
	Outcome # 6 "Can …."	(10)	8	*6*	*6*
	RDG: Total	**(20)**			*14*
WRITING	*Outcome # 7:* "Can …."	(10)	6	*8*	*8*
	Outcome # 8 "Can …."	(10)	4	*6*	*6*
	WRT: Total	**(20)**			*14*
OVERALL	**TOTAL MARK**	**(100)**			*76*
	LETTER GRADE				*C*

2.2.3   GRADES THREE & FOUR

- In Grades 3 & 4, marks are awarded <u>not</u> <u>only</u> on the basis of day-to-day assessment in the classroom, <u>but</u> <u>also</u> for 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. (<u>Note</u>: There are no Class Tests for Speaking.)
- The SMA mark sheet is to be completed in **four** stages:

Stage 1: During the year	(i) (ii) (iii)	Early on in the school year, use the relevant Rating Scale to decide on a **provisional** mark for each of the eight learning outcomes listed. 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: During the year	(i) (ii)	Immediately after administering and marking each **Class Test (CLT)**, fill in the relevant skill-marks **in ink**. Also fill in the **date** on which the CLT was administered.
Stage 3: End of the year	(i) (ii)	Following on from Stage 1 above, make your **final** decision about the student's mark for each of the eight learning outcomes. Enter these marks **in ink**.
Stage 4: Round-up	(i) (ii) (iii) (iv)	Total the marks for each skill [e.g. 'RDG: Total (25)']. Add together the four skill <u>totals</u> ['25' + '25' +'25' + '25' ='Total Mark (100)']. Use the table in <u>Section</u> <u>2.2.1</u> above to determine the student's overall letter-grade ['Letter Grade']. 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** *During the year* *Provisional marks for outcomes (in pencil)*	**Stage 2** *During the year* *CLT dates and marks (in ink)*	**Stage 3** *At the end of the year* *Final marks for outcomes (in ink)*	**Stage 4** *Round-up skill marks* *Overall marks and letter-grade (in ink)*
LISTENING	*Outcome # 1:* "Can …."	(5)	*4*		*5*	*5*
	Outcome # 2: "Can …."	(10)	*6*		*8*	*8*
	CLT # 1 (date: **28 Oct**)	(5)		*5*	*5*	*5*
	CLT # 2 (date: **4 Jan**)	(5)		*4*	*4*	*4*
	LST: Total	**(25)**				*22*
SPEAKING	*Outcome # 3:* "Can …."	(10)	*8*		*6*	*6*
	Outcome # 4: "Can …."	(15)	*12*		*12*	*12*
	SPK: Total	**(25)**				*18*
READING	*Outcome # 5:* "Can …."	(5)	*4*		*4*	*4*
	Outcome # 6: "Can …."	(10)	*10*		*10*	*10*
	CLT # 1 (date: **28 Oct**)	(5)		*4*	*4*	*4*
	CLT # 3 (date: **19 Apr**)	(5)		*3*	*3*	*3*
	RDG: Total	**(25)**				*21*
WRITING	*Outcome # 7:* "Can …."	(5)	*4*		*4*	*4*
	Outcome # 8: "Can …."	(10)	*10*		*8*	*8*
	CLT # 2 (date: **4 Jan**)	(5)		*4*	*4*	*4*
	CLT # 3 (date:**19 Apr**)	(5)		*5*	*5*	*5*
	WRT: Total	**(25)**				*21*
OVERALL	**TOTAL MARK (100)**					*82*
	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, 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 <u>for</u> learning, with the aim of helping students to achieve the relevant learning outcomes. Its purpose is to <u>improve</u> achievement, typically by intervening in some way in the teaching-learning process.

- This kind of assessment tends to focus on the smaller outcomes which contribute towards the achievement of the larger outcomes. It is especially interested in 'how' and 'why' learning is achieved, and in what specific action can be taken to change things — always remembering that the larger outcomes are the long-term target.

- Formative Assessment research conducted in various countries has consistently produced two contradictory findings:

  (1)   Genuinely formative assessment produces results, having a clear, positive impact on student learning.

  (2)   Formative assessment is frequently <u>neglected</u> by teachers. Even when conducting Continuous Assessment, much of what teachers do is actually <u>summative</u>, i.e. for the purpose of awarding marks, rather than formative.

- In other words, more time and attention is often paid to Summative than to Formative Assessment — when it should be other way round!

- The following sections give information about three types of **Formative Assessment**:

  - Adaptation of Teaching
  - Giving Feedback to Students
  - Student Self-Assessment

3.1.1   ADAPTATION of TEACHING

Whole Class

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

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

   (a) BEFORE THE LESSON: By making amendments (in advance) to your plan for the next lesson(s).

   (b) DURING THE LESSON: By taking action — *departing from* your lesson plan in some way — because of something which you have observed while teaching.

Individual Students

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

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

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

3.1.2   GIVING FEEDBACK to STUDENTS

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

- The model for providing useful feedback is based on three key requirements. In order 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 a number of decisions:

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

- Each of these options has its advantages and disadvantages, which you will need to bear in mind in particular cases. However, as a general principle, it is recommended that you keep things fresh by *varying* your feedback strategies — and then evaluating how effective these strategies are with your students.

- However, making the right decisions on these matters is still not enough. If feedback is to be really effective, it <u>also</u> needs to be:

  - **Inclusive -** <u>all</u> 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 <u>knowledge</u> of:
    - o the English language in particular
    - o 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 in order to improve. Make specific, concrete suggestions as to where and how the work could be improved.
  - **Supportive but honest -** state your comments, suggestions and criticisms honestly, but <u>also</u> 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 <u>not</u> the <u>only</u> person in the classroom who can give feedback. <u>Students</u> 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 <u>Section</u> <u>3.1.3</u> 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 <u>can</u> simply insert the correct words for the student. However, it may be more productive and more beneficial to encourage student self-correction by:

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

3.1.3   STUDENT SELF-ASSESSMENT

One of the central goals of 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 'English for Me' course materials, this is encouraged by the use of 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., particular activities/ topics/ materials)
- how well they can do something now (i.e., their achievement of particular 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 particular tasks (i.e., their learning strategies)

In addition, adopt a number of *other* positive strategies:

	Strategy	Notes
1	At the start of the school year, explain to the students what self-assessment is, why it is important, and what you will be expecting of them during lessons.	*Emphasise that self-assessment is nothing 'special' or 'frightening', but a very normal, everyday thing to do.*
2	Encourage students to believe that they <u>can</u> (learn to) do it.	*Encourage students and provide <u>regular</u>, on-going opportunities for students to 'try out' self-assessment and in this way build their confidence.*
3a	Using language that they understand, give students information about the learning outcomes.	*These learning outcomes are exactly the same as the ones which the teacher assesses.*
3b	Explain the general criteria for assessing these outcomes, as in the Rating Scales.	*Communicate these criteria simply and clearly, using L.1 where necessary.*
4a	<u>Before</u> students start work on any particular task, tell them — or, even better, elicit from them — what the **'criteria for success'** are.	*Focus on a <u>small</u> number of key criteria, and express these in clear, simple language.*
4b	Then, <u>while</u> students are doing the task, keep reminding them of these criteria and encouraging them to monitor the quality of their own work — and to improve it as necessary.	*The ability to **'self-monitor'** — using appropriate criteria for success — is crucial in carrying out <u>any</u> task which is worth doing well.*
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).	*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.*
6	In all your classroom practice, try to create the right kind of **classroom atmosphere**, one which encourages openness and honesty.	*The whole process of self- and peer-assessment will only work effectively if you succeed in doing this.*

'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 exactly 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, to parents, and to other concerned parties. Its purpose is to measure standards, typically by awarding marks and grades.

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

3.2.1   RATING SCALES

- Rating Scales are intended to make teachers' judgements as **fair**, **consistent** and **professional** as possible.

    - **'scale'** (n): 'a *measuring instrument*' with '*a set of marks with regular spaces between them*'
    - **'rate'** (vb): '*to say how good you think sb/sth is*', or '*to judge the quality of sb/sth*'

- 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' <u>usually</u> consist (at each level of achievement) of 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 in order to create a share understanding of what these words mean. (See below: '*Continuous Moderation*').

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

Difficult Cases

If teachers follow this procedure, arriving at an appropriate mark will often be quite straightforward. However, there are <u>some</u> 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')	- *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'.* - *Do not simply apply an 'automatic' method, such as averaging, or giving the highest or the lowest score.* - *Make a <u>professional</u> judgement.*
B	Level is difficult to determine because the student's performance seems to <u>vary</u> considerably from one occasion to another.	• *First, investigate — <u>why</u> do these variations occur?* • *Then, base your marks on those pieces of evidence which you believe are most reliable.*
C	Level undergoes a substantial <u>change</u> as the semester progresses, e.g., a student's presentations very noticeably improve.	• *Do <u>not</u> just 'average out' all the marks awarded throughout the year.* • *Base your mark on where the student stands (overall) at the <u>end</u> of the year.* • *In the (rarer) case of a student 'going backwards', apply the same method, but also make a special point of <u>investigating</u> the cause(s).*
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).	• *Provide the kind of help which encourages awareness and <u>self-correction</u>.* • *Base your final decision on the student's <u>real</u> (i.e., independent) level of achievement.*
E	Student has produced very little work/ evidence of achievement.	• *Tell the <u>truth</u> — i.e., award a (very) low mark, but not zero.*

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

Anticipating (and Avoiding) Problems

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

- At the start of the school year, explain to the class (in a straightforward way) how marks will be awarded, and make them familiar with the relevant Outcomes and the general criteria for awarding marks.

- Consolidate this by encouraging self-assessment / peer-assessment / use of the criteria.

- Also brief the students about the basic 'rules' you expect them to follow (e.g., genuine work).

- Start filling in your provisional marks (in pencil) as soon as possible — do not leave it until the last minute!

- Identify potential 'difficult cases' early on — well before the end-of-year — and then observe closely and gather further evidence.

- Speak to students who are in danger of getting low marks — a low mark at the end of the year should not come as a complete surprise! Where appropriate, parents will need to be notified as well.

- Consult with other teachers, SETs and supervisors about common standards in general and for difficult cases in particular. (See the next section: '*Moderation*')

- Above all, get to know your students well!

3.2.3 COUNTINOUS   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.	*Simple, informal and very easy to arrange.*
2.	Two teachers agree to **visit each other's classes** and contribute to the assessment of students' performance in **Speaking** activities.	*Post-lesson discussions will then be based on observed evidence and on the criteria in the Rating Scales.*
3.	The SET or SPV sits down with a teacher, looks at her CA mark sheets and selects a particular mark. He/She then **asks the teacher <u>why</u> he/she has awarded that particular 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.)	*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</u> <u>Control</u>).*
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' *Writing*.	*It is also <u>possible</u> to do this with recorded samples of students' Speaking.*
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.	*Teachers should bring with them all the available evidence.*
4c.	The same kind of workshop as in Activities 4a or 4b, but in **two or more schools** within easy reach of each other, i.e., a **'local cluster'**.	*Possibly rather difficult to arrange — but the wider the circle of participants, the more valid the moderation will be.*
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 (esp. Writing) which have already been 'moderated'. Each exemplar should be accompanied by the agreed mark, along with comments and explanations.	*With proper coordination, collections from different schools can be combined into a larger collection, more widely circulated.*

<u>Note</u>: Students should <u>never</u> 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. SET hands out the relevant Rating Scale(s). Brief discussion, with emphasis on key-words in the scale(s).

3. SET hands out prepared samples of students' Writing.

4. <u>Individuals</u> award marks using the relevant Rating Scale.

5. Whole-group reporting back: brief comparison of the marks awarded.

6. <u>Pairs</u> 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. <u>Whole-group</u> (all four teachers): discussion of any piece of Writing where the pairs' marks differ. Then, final agreement on an appropriate mark.

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

Note 1: What typically happens at a workshop is that the <u>first</u> comparison of marks shows quite large (sometimes alarming!) differences, but that 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 <u>four</u> reports regarding their son's or daughter's achievement in the learning outcomes for English:

- In the <u>middle</u> of Semester One, a ***'descriptive' report***
- At the <u>end</u> of Semester One, a ***'descriptive' report***
- In the <u>middle</u> of Semester Two, a ***'descriptive' report***
- At the <u>end</u> 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. (<u>Note</u>: 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 <u>accuracy</u> 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 words and phrases.		**Can understand sentences, dialogues and narratives.**	
- Covers all the key vocabulary items already introduced as well as basic classroom language (incl. instructions). - Also includes key words and phrases used in songs and rhymes.		- Sentences (i.e., statements and questions) are heard from the teacher and other students and in recorded Listening materials. - Dialogues are heard in recorded Listening materials. - Narratives are heard from Big Books and in recorded Listening materials.	
RATING SCALE # 1		**RATING SCALE # 2**	
15	- Quickly recognises and understands words and phrases. - Has a very good knowledge of the vocabulary items already introduced.	15	- Readily understands sentences and dialogues. - Follows narratives easily.
13-14	Between descriptors above or below	13-14	Between descriptors above or below
12	- Usually recognises and understands words and phrases. - Has a good knowledge of the vocabulary items already introduced.	12	- Understands most sentences and dialogues. - Follows narratives reasonably well.
10-11	Between descriptors above or below	10-11	Between descriptors above or below
9	- Recognises and understands words and phrases reasonably well, but may need repetition. - Has a reasonable knowledge of the vocabulary items already introduced.	9	- Sometimes misunderstands sentences and dialogues. - Has occasional difficulty in following narratives.
8-10	Between descriptors above or below	7-8	Between descriptors above or below
6	- Is slow to recognise and understand words and phrases, even with repetition. - Has a limited knowledge of the vocabulary items already introduced.	6	- Often misunderstands sentences and dialogues. - Frequently has difficulty in following narratives.
4-5	Between descriptors above or below	4-5	Between descriptors above or below
3	- Is very slow to recognise and understand words and phrases, even with repetition. - Has a poor knowledge of the vocabulary items already introduced.	3	- Misunderstands most sentences and dialogues. - Has great difficulty in following narratives.

GRADE ONE: OUTCOMES & RATING SCALES for SPEAKING

OUTCOME # 1		OUTCOME # 2	
Can make simple statements, give instructions and describe things.		**Can ask and answer questions, and interact with others.**	
Covers the ability to: - produce factual statements and short descriptions relating to familiar topics - give simple classroom instructions - use all the key vocabulary items already introduced		Interaction with teacher, students and others by: - initiating and responding - using social language - forming questions - answering questions appropriately	
RATING SCALE # 1		**RATING SCALE # 2**	
15	– Meaning is almost always clear. – Language is mostly correct. – Pronunciation is always easy to understand.	**15**	– Contributions are almost always clear and appropriate. – Is quick to initiate and respond. – Pronunciation is always easy to understand.
13-14	Between descriptors above or below	**13-14**	Between descriptors above or below
12	– Meaning is usually clear. – Language is reasonably correct. – Pronunciation is usually easy to understand.	**12**	– Contributions are mostly clear and appropriate. – Some searching for words, but not seriously interrupting the interaction. – Pronunciation is usually easy to understand.
10-11	Between descriptors above or below	**10-11**	Between descriptors above or below
9	– Meaning is sometimes unclear. – Language is quite often incorrect. – Pronunciation is sometimes difficult to understand.	**9**	– Contributions are sometimes unclear or inappropriate. – Hesitation sometimes holds up the interaction. – Pronunciation is sometimes difficult to understand.
7-8	Between descriptors above or below	**7-8**	Between descriptors above or below
6	– Meaning is often unclear. – Language is frequently incorrect. – Pronunciation is often difficult to understand.	**6**	– 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	Between descriptors above or below	**4-5**	Between descriptors above or below
3	– Has serious difficulty in communicating any meaning. – Language is almost always incorrect. – Pronunciation is always difficult to understand.	**3**	– 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, words, phrases and simple sentences.**	
Covers the ability to: - awareness of the letter-sound relationships introduced in Grade One - the ability to apply blending skills to decode words (incl. 'tricky' words)		Covers the recognition and understanding of: - all the numerals taught in Grade One - all key words already introduced - short phrases and very simple sentences of familiar types	
RATING SCALE # 1		**RATING SCALE # 2**	
10	– Matches letters and sounds with consistent accuracy. – Decodes (almost) all words quickly and easily.	10	– Recognises (almost) all words and numbers immediately. – Understands (almost) all phrases and sentences with ease.
9	Between descriptors above or below	9	Between descriptors above or below
8	– Matches letters and sounds with reasonable accuracy. – Decodes most words accurately, despite occasional Mistakes	8	– Recognises most words and numbers. – Understands most phrases and sentences easily enough.
7	Between descriptors above or below	7	Between descriptors above or below
6	– Makes some noticeable errors when matching letters and sounds – Has only moderate success in decoding words.	6	– Has moderate success in recognizing words and numbers. – Has a reasonably good understanding of phrases and sentences.
5	Between descriptors above or below	5	Between descriptors above or below
4	– Makes frequent errors when matching letters and sounds. – Has difficulty in decoding words.	4	– Sometimes fails to recognize words and numbers. – Has some difficulty in understanding phrases and sentences.
3	Between descriptors above or below	3	Between descriptors above or below
2	– Finds it very difficult indeed to matches letters and sounds. – Has great difficulty in decoding words.	2	– 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.**	
Covers the ability to form: - all the letters of the alphabet in lower case - all the numerals taught in Grade One		Covers the ability to: - write the words introduced in Grade One - apply segmenting skills in forming these words - combine these words into simple phrases	
RATING SCALE # 1		**RATING SCALE # 2**	
10	- All letters and numbers are well-formed and easily recognisable.	**10**	- All words and phrases are correctly spelt and easily recognisable. - Handwriting is very clear.
9	Between descriptors above or below	**9**	Between descriptors above or below
8	- Most letters and numbers are well-formed and recognisable.	**8**	– Most words and phrases are correctly spelt and easily recognisable. – Handwriting is usually clear.
7	Between descriptors above or below	**7**	Between descriptors above or below
6	- Letters and numbers are reasonably well-formed and recognisable.	**6**	- Words and phrases are sometimes incorrectly spelt and may be difficult to recognise. - Handwriting is reasonably clear.
5	Between descriptors above or below	**5**	Between descriptors above or below
4	- Many letters and numbers are poorly formed and difficult to recognise.	**4**	- Words and phrases are often incorrectly spelt and sometimes difficult to recognise. - Handwriting is often unclear.
3	Between descriptors above or below	**3**	Between descriptors above or below
2	- Almost all letters and numbers are poorly formed and difficult to recognise.	**2**	- 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 words and phrases.	(15)																
	Can understand sentences, dialogues and narratives.	(15)																
	LST: Total	**(30)**																
SPEAKING	Can make simple statements, give instructions and describe things.	(15)																
	Can ask and answer questions and interact with others.	(15)																
	SPK: Total	**(30)**																
READING	Can recognize sound-letter relationships.	(10)																
	Can understand numbers, words, phrases and simple sentences.	(10)																
	RDG: Total	**(20)**																
WRITING	Can write letters and numbers.	(10)																
	Can write words and phrases.	(10)																
	WRT: Total	**(20)**																
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 words, phrases and sentences.		**Can understand dialogues, narratives and descriptions.**	
- Words and phrases: i.e. all the key vocabulary items and class room language (incl. instructions) already introduced. - Sentences: i.e. statements and questions heard from the teacher and other students, and in recorded Listening materials.		- Descriptions, dialogues and narratives are heard in recorded Listening materials. - Narratives are also heard from Big Books.	
RATING SCALE # 1		**RATING SCALE # 2**	
10	– Easily understands sentences. – Quickly recognises words and phrases. – Knows (almost) all the vocabulary items already introduced.	15	– Easily understands descriptions and dialogues. – Follows narratives easily.
9	Between descriptors above or below	13-14	Between descriptors above or below
8	– Understands most sentences. – Usually recognizes and understands words and phrases. – Knows most of the vocabulary items already introduced.	12	– Understands most descriptions and dialogues. – Follows narratives reasonably well.
7	Between descriptors above or below	10-11	Between descriptors above or below
6	– Sometimes misunderstands sentences. – Recognises and understands words and phrases reasonably well, but may need repetition. – Knows a reasonable number of the vocabulary items already introduced.	9	– Sometimes misunderstands, descriptions and dialogues. – Has occasional difficulty in following narratives.
5	Between descriptors above or below	7-8	Between descriptors above or below
4	– Often misunderstands sentences. – Is slow to recognise and understand words and phrases, even with repetition. – Knows a few of the vocabulary items already introduced.	6	– Often misunderstands, descriptions and dialogues. – Frequently has difficulty in following narratives.
3	Between descriptors above or below	4-5	Between descriptors above or below
2	– Almost always misunderstands sentences. – Is very slow to recognise and understand words and phrases, even with repetition. – Knows very few of the vocabulary items already introduced.	3	– Almost always misunderstands descriptions and dialogues. – Has great difficulty in following narratives.

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.**	
Covers the ability to: - produce factual statements and short descriptions relating to familiar topics - give simple classroom instructions - use all the key vocabulary items already introduced		Covers the ability to interact with the teacher and other students by: - initiating and responding - using formulaic expressions - forming and answering questions - making and responding 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.	15	– Contributions are almost always clear and appropriate. – Is quick to initiate and respond. – Pronunciation is always easy to understand.
9	Between descriptors above or below	13-14	Between descriptors above or below
8	– Meaning is usually clear. – Language is reasonably correct. – Pronunciation is usually easy to understand.	12	– Contributions are mostly clear and appropriate. – Some searching for words, but not seriously interrupting the interaction. – Pronunciation is usually easy to understand.
7	Between descriptors above or below	10-11	Between descriptors above or below
6	– Meaning is sometimes unclear. – Language is quite often incorrect. – Pronunciation is sometimes difficult to understand.	9	– Contributions are sometimes unclear or inappropriate. – Hesitation sometimes holds up the interaction. – Pronunciation is sometimes difficult to understand.
5	Between descriptors above or below	7-8	Between descriptors above or below
4	– Meaning is often unclear. – Language is frequently incorrect. – Pronunciation is often difficult to understand.	6	– Contributions are often unclear or inappropriate. – Slow speech and pauses require patience from the other participant(s). – Pronunciation is often difficult to understand.
3	Between descriptors above or below	4-5	Between descriptors above or below
2	– Has serious difficulty in communicating any meaning. – Language is almost always incorrect. – Pronunciation is always difficult to understand.	3	– 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 phrases and sentences.**	
Covers: - awareness of the more complex letter-sound relationships introduced in Grade Two. - the ability to apply blending skills to decode words (incl. multi-syllable words) as well as knowledge of alternative spellings of letter-sounds.		Covers: - the ability to understand phrases and simple sentences. - as well as short series of connected sentences.	
RATING SCALE # 1		**RATING SCALE # 2**	
10	– Matches letters and sounds with consistent accuracy. – Decodes (almost) all words quickly and easily.	**15**	– Understands (almost) all phrases and sentences with ease.
9	Between descriptors above or below	**13-14**	Between descriptors above or below
8	– Matches letters and sounds with reasonable accuracy. – Decodes most words accurately, despite occasional mistakes.	**12**	– Understands most phrases and sentences easily enough.
7	Between descriptors above or below	**10-11**	Between descriptors above or below
6	– Makes some noticeable errors when matching letters and sounds. – Has only moderate success in decoding words.	**9**	– Has a reasonably good understanding of phrases and sentences.
5	Between descriptors above or below	**7-8**	Between descriptors above or below
4	– Makes frequent errors when matching letters and sounds. – Has some difficulty in decoding words.	**6**	– Has some difficulty in understanding phrases and sentences.
3	Between descriptors above or below	**4-5**	Between descriptors above or below
2	– Finds it very difficult indeed to matches letters and sounds. – Has great difficulty in decoding words.	**3**	– 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.**	
Covers the ability to: - write and spell words already introduced in Grades One and Two - form correctly all the letters of the alphabet in lower and upper case, as well as all the numerals already taught		Covers: - the writing of phrases and simple sentences using words already introduced in Grades One and Two - the correct use of word order, capital letters, full stops, question marks - clear, legible handwriting with appropriate spacing.	
RATING SCALE # 1		**RATING SCALE # 2**	
10	– All letters and numbers are formed correctly. – All words are correctly spelt and easily recognisable.	**15**	– Word order and spelling are consistently correct. – Use of capital letters, full stops, and question marks is very accurate. – Handwriting is very clear.
9	Between descriptors above or below	**13-14**	Between descriptors above or below
8	– Most letters and numbers are formed correctly. – Most words are correctly spelt and easily recognisable.	**12**	– Word order and spelling are usually correct. – Use of capital letters, full stops and question marks is mostly accurate. – Handwriting is usually clear.
7	Between descriptors above or below	**10-11**	Between descriptors above or below
6	– Some letters and numbers are not formed correctly. – Words are sometimes incorrectly spelt and difficult to recognise.	**9**	– Word order and spelling are reasonably correct. – Use of capital letters, full stops and question marks is sometimes inaccurate. – Handwriting is reasonably clear.
5	Between descriptors above or below	**7-8**	Between descriptors above or below
4	– Many letters and numbers are formed incorrectly. – Words are often incorrectly spelt and difficult to recognise.	**6**	– Word order and spelling are often incorrect. – Use of capital letters, full stops and question marks is often inaccurate. – Handwriting is often unclear.
3	Between descriptors above or below	**4-5**	Between descriptors above or below
2	– Almost all letters and numbers are formed incorrectly. – Words are almost always incorrectly spelt and difficult to recognise.	**3**	– Word order and spelling are almost always incorrect. – Use of capital letters, full stops and question marks is almost always inaccurate. – Handwriting is almost always unclear.

SUMMARY of MARKS AWARDED																				
GRADE TWO Class: _____ Year: _____ Teacher: _____																				

LISTENING	Can understand words, phrases and sentences.	(10)																			
	Can understand dialogues, narratives and descriptions.	(15)																			
	LST: Total	**(25)**																			
SPEAKING	Can make statements, give instruct-tions, describe people + things.	(10)																			
	Can ask and answer questions and interact with others.	(15)																			
	SPK: Total	**(25)**																			
READING	Can recognize more complex sound-letter relationships.	(10)																			
	Can understand phrases and sentences.	(15)																			
	RDG: Total	**(25)**																			
WRITING	Can write words and numbers.	(10)																			
	Can write phrases + simple sentences	(15)																			
	WRT: Total	**(25)**																			
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.**	
Covers the ability to understand: – formulaic phrases – statements – questions – instructions – requests/ offers/ suggestions, etc. These are heard from the teacher and other students, and also in recorded Listening materials.		Text-types include: – dialogues – descriptions – stories – songs – sets of instructions [These texts are mostly heard in recorded Listening materials.] Students should be able to: – understand general meaning – extract specific information.	
RATING SCALE # 1		**RATING SCALE # 2**	
5	– Readily understands when spoken to. – Repetition is only very rarely required.	10	– Understands almost all texts fully and with ease.
		9	Between descriptors above or below
4	– Usually understands when spoken to. – Repetition is occasionally required.	8	– Has a good understanding of most texts.
		7	Between descriptors above or below
3	– Sometimes misunderstands when spoken to. – Repetition is sometimes required.	6	– Has difficulty in understanding some texts.
		5	Between descriptors above or below
2	– Often has difficulty in understanding when spoken to. – Repetition is frequently required.	4	– Has difficulty in understanding many texts.
		3	Between descriptors above or below
1	– 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 spoken texts.		**Can interact with others.**	
Covers the ability to: - describe people, places, things, etc. - retell stories - give instructions - talk about processes - express opinions		Covers the ability to interact with the teacher and other students by: - using formulaic expressions - initiating and responding - forming and answering questions - making and responding 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.	15	– Contributions are almost always clear and appropriate. – Is quick to initiate and respond. – Pronunciation is always easy to understand.
9	Between descriptors above or below	13-14	Between descriptors above or below
8	– Meaning is usually clear. – Language is reasonably correct. – Pronunciation is usually easy to understand.	12	– Contributions are mostly clear and appropriate. – Some searching for words, but not seriously interrupting interactions. – Pronunciation is usually easy to understand.
7	Between descriptors above or below	10-11	Between descriptors above or below
6	– Meaning is sometimes unclear. – Language is quite often incorrect. – Pronunciation is sometimes difficult to understand.	9	– Contributions are sometimes unclear or inappropriate. – Hesitation sometimes holds up the interaction. – Pronunciation is sometimes difficult to understand.
5	Between descriptors above or below	7-8	Between descriptors above or below
4	–Meaning is often unclear. – Language is frequently incorrect. – Pronunciation is often difficult to understand.	6	– Contributions are often unclear or inappropriate. – Slow speech and pauses require patience from the other participant(s). – Pronunciation is often difficult to understand.
3	Between descriptors above or below	4-5	Between descriptors above or below
2	– Has serious difficulty in communicating any meaning. – Language is almost always incorrect. – Pronunciation is almost always difficult to understand.	3	– 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.**	
Covers the ability to understand sentences using familiar vocabulary and relating to the topics already covered. These sentences may be: - statements - questions & responses - instructions		Text-types include: – descriptions – stories – dialogues – sets of instructions – songs/ poems Students should be able to: - understand general meaning - extract specific information	
RATING SCALE # 1		**RATING SCALE # 2**	
5	– Understands (almost) all sentences with ease.	10	– Has an excellent understanding of all texts. – Reading is quick and comfortable.
		9	Between descriptors above or below
4	– Understands most sentences easily enough.	8	– Has a good understanding of most texts – Reads at a reasonable speed.
		7	Between descriptors above or below
3	– Has a reasonably good understanding of sentences.	6	– Has a reasonably good understanding of most texts – Reading is quite slow.
		5	Between descriptors above or below
2	– Has some difficulty in understanding sentences.	4	– Has only limited understanding of most texts. – Reading is slow.
		3	Between descriptors above or below
1	– Has great difficulty in understanding phrases and sentences.	2	– 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.**	
Covers: - the writing of phrases and simple sentences using vocabulary items already introduced - the correct use of word order, capital letters, full stops, question marks - clear, legible handwriting with appropriate spacing		Includes the ability to write coherent short texts (of paragraph length). Text-types include: – descriptions – dialogues – processes – series of instructions – notes and messages – stories – explanations	
RATING SCALE # 1		**RATING SCALE # 2**	
5	– Word order and spelling are consistently correct. – Use of capital letters, full stops and question marks is very accurate. – Handwriting is very clear.	**10**	– Meaning is always clear. – Grammar, vocabulary, spelling and punctuation are almost always correct. – Organisation/ layout are almost always appropriate to the text.
		9	Between descriptors above or below
4	– Word order and spelling are usually correct. – Use of capital letters, full stops and question marks is mostly accurate. – Handwriting is usually clear.	**8**	– Meaning is almost always clear. – Grammar, vocabulary, spelling and punctuation are usually correct. – Organisation/ layout are usually appropriate to the text.
		7	Between descriptors above or below
3	– Word order and spelling are reasonably correct. – Use of capital letters, full stops and question marks is sometimes inaccurate. – Handwriting is reasonably clear.	**6**	– Meaning is usually clear. – Grammar, vocabulary, spelling and punctuation are reasonably correct. – Organisation/ layout are reasonably appropriate to the text.
		5	Between descriptors above or below
2	– Word order and spelling are often incorrect. – Use of capital letters, full stops and question marks is often inaccurate. – Handwriting is often unclear.	**4**	– Meaning is sometimes unclear. – Grammar, vocabulary, spelling and punctuation are often incorrect. – Organisation/ layout are often inappropriate to the text.
		3	Between descriptors above or below
1	– 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**	– 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)																		
	CLT # 1 (date:)	(5)																		
	CLT # 2 (date:)	(5)																		
	LST: Total	**(25)**																		
SPEAKING	Can produce short spoken texts.	(10)																		
	Can interact with others.	(15)																		
	SPK: Total	**(25)**																		
READING	Can understand sentences.	(5)																		
	Can understand short written texts.	(10)																		
	CLT # 1 (date:)	(5)																		
	CLT # 3 (date:)	(5)																		
	RDG: Total	**(25)**																		
WRITING	Can write sentences.	(5)																		
	Can produce short written texts.	(10)																		
	CLT # 2 (date:)	(5)																		
	CLT # 3 (date:)	(5)																		
	WRT: Total	**(25)**																		
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.**	
Covers the ability to understand: – formulaic phrases – statements – questions – instructions – requests/ offers/ suggestions, etc. These are heard from the teacher and other students, and also in recorded Listening materials.		Text-types include: – dialogues – descriptions – stories – songs – sets of instructions [These texts are mostly heard in recorded Listening materials.] Students should be able to: – understand general meaning – extract specific information.	
RATING SCALE # 1		**RATING SCALE # 2**	
5	– Readily understands when spoken to. – Repetition is only very rarely required.	10	– Understands almost all texts fully and with ease.
		9	Between descriptors above or below
4	– Usually understands when spoken to. – Repetition is occasionally required.	8	– Has a good understanding of most texts.
		7	Between descriptors above or below
3	– Sometimes misunderstands when spoken to. – Repetition is sometimes required.	6	– Has difficulty in understanding some texts.
		5	Between descriptors above or below
2	– Often has difficulty in understanding when spoken to. – Repetition is frequently required.	4	– Has difficulty in understanding many texts.
		3	Between descriptors above or below
1	– Rarely understands when spoken to. – Repetition is almost always required.	2	– 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.**	
Covers the ability to: – describe people, places, things, etc. – make comparisons – give a set of instructions – talk about processes – tell (familiar) stories – express opinions – give short presentations		Covers the ability to interact with the teacher and other students by: - using formulaic expressions - initiating and responding - asking and answering questions - making and responding 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.	15	– Contributions are almost always clear and appropriate. – Is quick to initiate and respond. – Pronunciation is always easy to understand.
9	Between descriptors above or below	13-14	Between descriptors above or below
8	– Meaning is usually clear. – Language is reasonably correct. – Pronunciation is usually easy to understand.	12	– Contributions are mostly clear and appropriate. – Some searching for words, but not seriously interrupting interaction. – Pronunciation is usually easy to understand.
7	Between descriptors above or below	10-11	Between descriptors above or below
6	– Meaning is sometimes unclear. – Language is quite often incorrect. – Pronunciation is sometimes difficult to understand.	9	– Contributions are sometimes unclear or inappropriate. – Hesitation sometimes holds up the interaction. – Pronunciation is sometimes difficult to understand.
5	Between descriptors above or below	7-8	Between descriptors above or below
4	–Meaning is often unclear. – Language is frequently incorrect. – Pronunciation is often difficult to understand.	6	– Contributions are often unclear or inappropriate. – Slow speech and pauses require patience from the other participant(s). – Pronunciation is often difficult to understand.
3	Between descriptors above or below	4-5	Between descriptors above or below
2	– Has serious difficulty in communicating any meaning. – Language is almost always incorrect. – Pronunciation is almost always difficult to understand.	3	– 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 FOUR: OUTCOMES & RATING SCALES for READING

OUTCOME # 1		OUTCOME # 2	
Can understand sentences and short texts.		**Can understand longer texts of different types.**	
- Covers the ability to understand sentences and short texts using familiar vocabulary and relating to the topics already covered. - Sentences: e.g., statements, questions, responses, instructions. - Short texts: e.g., (short) descriptions, narratives or dialogues.		Text-types include: – descriptions – dialogues – stories – sets of instructions – songs/poems Students should be able to: - understand general meaning - extract specific information - read with increasing fluency and independence	
RATING SCALE # 1		**RATING SCALE # 2**	
5	– Has an excellent understanding of sentences and short texts.	10	– Has an excellent understanding of all texts. – Reading is quick and comfortable.
		9	Between descriptors above or below
4	– Has a good understanding of sentences and short texts.	8	– Has a good understanding of most texts. – Reads at a reasonable speed.
		7	Between descriptors above or below
3	– Has a reasonably good understanding of sentences and short texts.	6	– Has a reasonably good understanding of most texts. – Reading is quite slow.
		5	Between descriptors above or below
2	– Has a limited understanding of sentences and short texts.	4	– Has a limited understanding of most texts. – Reading is slow.
		3	Between descriptors above or below
1	– 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.**	
Covers the ability to write: - 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 hand-writing with appropriate spacing.		- Students should be able to write short, coherent texts (of paragraph length). Text-types include: – descriptions – dialogues – processes – sets of instructions – notes and messages – stories	
RATING SCALE # 1		**RATING SCALE # 2**	
5	– Meaning is always clear. – Grammar, vocabulary, spelling and punctuation are almost always correct. – Handwriting is very clear.	10	– Meaning is always clear. – Grammar, vocabulary, spelling and punctuation are almost always correct. – Organisation/ layout are almost always appropriate to the text.
		9	Between descriptors above or below
4	– Meaning is almost always clear. – Grammar, vocabulary, spelling and punctuation are usually correct. – Handwriting is usually clear.	8	– Meaning is almost always clear. – Grammar, vocabulary, spelling and punctuation are usually correct. – Organisation/ layout are usually appropriate to the text.
		7	Between descriptors above or below
3	– Meaning is usually clear. – Grammar, vocabulary, spelling and punctuation are reasonably correct. – Handwriting is reasonably clear.	6	– Meaning is usually clear. – Grammar, vocabulary, spelling and punctuation are reasonably correct. – Organisation/ layout are reasonably appropriate to the text.
		5	Between descriptors above or below
2	– Meaning is sometimes clear. – Grammar, vocabulary, spelling and punctuation are often incorrect. – Handwriting is often unclear.	4	– Meaning is sometimes unclear. – Grammar, vocabulary, spelling and punctuation are often incorrect. – Organisation/ layout are often inappropriate to the text.
		3	Between descriptors above or below
1	– Meaning is rarely clear. – Grammar, vocabulary, spelling and punctuation are almost always incorrect. – Handwriting is always unclear.	2	– 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 FOUR

Class: _____   Year: _____

Teacher: _____

		(5)																		
LISTENING	Can understand sentences and short texts.	(5)																		
	Can understand longer spoken texts.	(10)																		
	CLT # 1 (date:)	(5)																		
	CLT # 2 (date:)	(5)																		
	LST: Total	**(25)**																		
SPEAKING	Can produce a variety of spoken texts.	(10)																		
	Can interact with others.	(15)																		
	SPK: Total	**(25)**																		
READING	Can understand sentences and short texts.	(5)																		
	Can understand longer texts of different types.	(10)																		
	CLT # 1 (date:)	(5)																		
	CLT # 3 (date:)	(5)																		
	RDG: Total	**(25)**																		
WRITING	Can write sentences.	(5)																		
	Can produce a variety of short written texts	(10)																		
	CLT # 2 (date:)	(5)																		
	CLT # 3 (date:)	(5)																		
	WRT: Total	**(25)**																		
OVERALL	**TOTAL SCORE**	**(100)**																		
	LETTER GRADE																			