



Sultanate of Oman

Ministry of Education

Directorate - General of Educational Evaluation

A central graphic featuring a map of Oman overlaid on a globe. The globe is surrounded by a pattern of 3D blocks with Arabic calligraphy. The text is centered over the map.

**STUDENT ASSESSMENT
HANDBOOK
FOR ENGLISH
GRADES 1-4**

2012/2013

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GLOSSARY

<i>Learning Outcomes</i>	Statements which describe what students should know, understand and, especially, be able to do. Outcomes can be grouped together into ' <i>elements</i> ' (e.g. 'Writing').
<i>Assessment</i>	A range of techniques designed to gather useful information about students' achievement of learning outcomes.
<i>Summative Assessment</i>	Assessment <u>of</u> student learning. Its purpose is to <i>measure</i> and report on standards of learning. Typically done by awarding marks & grades. Also involves reporting to the Ministry and to parents.
<i>Formative Assessment</i>	Assessment <u>for</u> student learning. Its purpose is to <i>improve</i> students' learning. Typically done through adaptation of teaching, giving feedback, student self-assessment, etc.
<i>Continuous Assessment</i>	Assessment that is conducted — in schools, by teachers — <i>throughout</i> the school year, rather than just at the end. Provides a fairer, more balanced picture of students' attainment. Also allows the inclusion of skills (e.g. Speaking) which are difficult (practically) to assess by means of formal testing. Can be used for both Formative and Summative purposes.
<i>Self-Assessment</i>	Assessment by students of their own strengths and weaknesses, their own learning strategies, and the quality of their own work.
<i>Self-Monitoring</i>	A particular kind of self-assessment, in which students assess the quality of their own work <i>while they are actually doing it</i> .
<i>Peer-Assessment</i>	Assessment by students of each other's work. A useful bridge to self-assessment.
<i>Feedback</i>	Comments from the teacher (or other students) about the quality of one's work — either completed or still in progress — with the aim of improving it (and other future work).
<i>Portfolio</i>	An on-going collection of work done by the student. It provides concrete evidence of the student's learning, and of the type and level of work that he/she has done.
<i>Project</i>	An activity which, within a given time-frame, aims at producing some kind of end-product. It is usually longer and more complex than the usual kind of classroom activity.

<i>Moderation</i>	A range of procedures designed to ensure that marks awarded to students are fair and consistent in all schools throughout the country.
<i>Washback Effect</i>	The impact that assessment has on what happens in the classroom, i.e. on the strategies that teachers and students adopt for learning English. This impact can be either 'positive' or 'negative'.
<i>Stakeholders</i>	Individuals and institutions which are affected by — and so have an interest in — the education system and its procedures and outputs. Includes everyone employed by the Ministry, as well as students, parents, employers, the wider community, etc.
<i>Quality Assurance</i>	Procedures intended to <i>guarantee</i> the quality of a product (being made or about to be made) <i>in advance</i> : typically, by means of planning, training, specifications, guidelines, etc.
<i>Quality Control</i>	Procedures intended to <i>check</i> the quality of a finished product before it is finally distributed and used: typically, by means of inspection, sampling, spot-checking, etc.

GENERAL INTRODUCTION

A. BACKGROUND

- This '**Student Assessment Handbook**' (**SAH**) is based on the official guidelines for assessment issued by the Directorate-General of Educational Evaluation (DGEE) of the Ministry of Education.
- Its purpose is to provide information and guidance for teachers, Senior Teachers (SETs), Regional Supervisors (RSs) and Regional Teacher Trainers (RTTs) on the assessment of students of English in **Grades 1 to 4** of Basic Education.
- It replaces all previously-issued student assessment documents for English and will be implemented **from September 2012**.

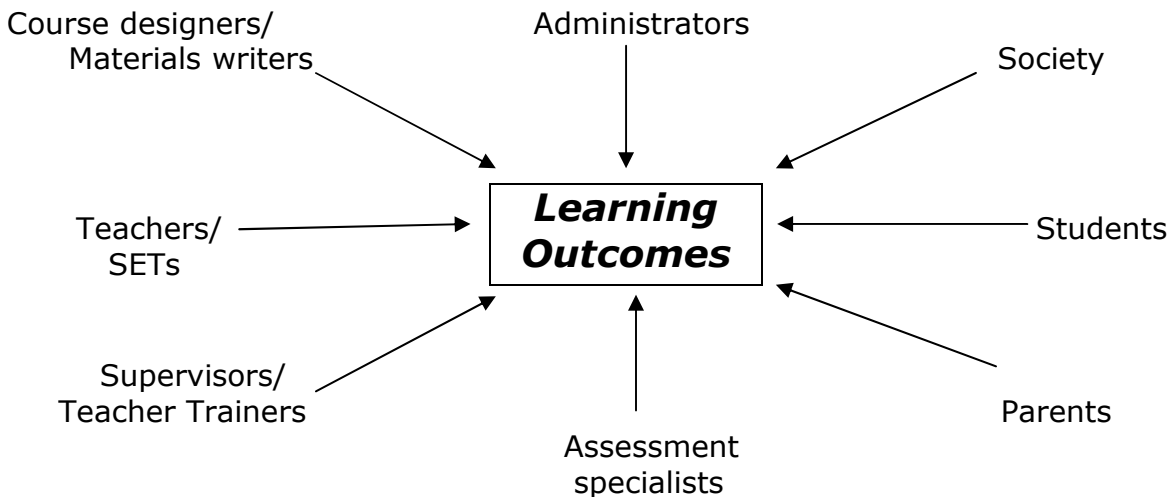
B. ASSESSMENT PRINCIPLES

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

- 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.

- **Learning Outcomes** are statements which describe what students should know, understand and be able to do.
- In a skill like language-learning, the most important thing is what students are actually able to **do**. So outcome statements typically begin with: "**Can...**". [However, knowledge, understanding and awareness also play an important role in supporting and enabling these skills.]
- There are different levels of outcomes. 'Larger' (target) outcomes (e.g. '*Can interact with others*') contain 'smaller' outcomes (e.g. '*Can ask questions*'), which in turn contain a number of even 'smaller' outcomes (e.g. '*Can use appropriate intonation for questions*').
- Learning outcomes go hand in hand with assessment because they focus:
 - (i) not on *what the teacher does*, but on **what the student learns**.
 - (ii) not on what happens in the classroom (activities, tasks, teaching materials) but on the **impact** that this has **on student achievement**.
- Two other features of learning outcomes are relevant to assessment:
 - (i) '**Transfer**': '*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)
 - (ii) Language learning as '**cumulative**': in order to be useful, recently-learnt skills must be combined and integrated with previously-learnt skills.

- However, learning outcomes are not only for assessment. **Clear, explicit outcome statements** play a central role as the focus for the contributions of all the various participants in the educational process. They are also essential for **transparency** and **accountability**. This role can be pictured as follows:



- 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. Teachers should make use of as many different sources as possible.
- Teachers can **use** the assessment information which has been gathered for **two** main purposes:
 - **Summatively**: to measure (and report on) students' learning. Typically, this involves awarding marks and grades. This information is then passed on, as appropriate, to the Ministry, parents and other stakeholders.
 - **Formatively**: to improve students' learning. Typically, this involves adapting lessons, giving feedback to students, encouraging self-assessment, etc.
- Both Formative and Summative Assessment are **necessary** and **important**; neither should be neglected.
- Outside the classroom, other 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** (truthfulness and reliability) of the information provided by assessment is crucial.
- 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, of course, aim for the former, and avoid the latter.

C. LEARNING OUTCOMES for GRADES 1 to 4

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

Listening

Speaking

Reading

Writing

- These elements 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 element at each grade-level is as follows:

Elements	Grade One	Grade Two	Grades Three & Four		
			CA	CLTs	Total
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 element.
- During the four-year period covered by Grades 1 and 4, the main focus of each element shifts and progresses, as follows:

Elements	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 letters and associating them with sounds	>>>	Understanding texts of different types
Writing	Writing numbers and the letters of the alphabet	>>>	Writing short texts of different kinds

D. PLANNING FOR ASSESSMENT

Planning for assessment involves four main groups of educators working at a local level: *English teachers, Senior Teachers (SETs), Regional Supervisors (RSs) and Regional Teacher Trainers (RTTs)*.

ENGLISH TEACHERS: *At the **start** of the school year, they should do the following:*

- Make themselves thoroughly familiar with the contents of the Student Assessment Handbook.
- Pay special attention to the relevant:
 - Strategies for Conducting Formative and Summative Assessment (*throughout the main document*)
 - Learning Outcomes (*in the Appendices*)
 - Rating Scales (*in the Appendices*)
- Prepare the necessary blank documents for formal record-keeping.
- Make a note of important dates and deadlines during the year and include them in their scheme-of-work for the year.
- Make sure students know:
 - how assessment will be conducted and what rules will be applied
 - the criteria for awarding marks (i.e. Rating Scales)
- Take part in assessment-related meetings and workshops organised by the SET.

During the school year, they should:

- Consistently apply the principles of good assessment practice outlined in the SAH.
- Be systematic and efficient in conducting assessment and in meeting deadlines.
- When preparing lessons, anticipate opportunities for both Formative and Summative Assessment; when teaching, take full advantage of these opportunities.
- Work together with the SET and other teachers, especially by taking part in 'Informal Moderation' activities organised at the school.
- Regularly reflect on and evaluate the professional quality of their own assessment work and take steps to improve it.

SENIOR TEACHERS (SETs): At the **start** of the school year, they should do the following:

- Make sure that copies of the latest Student Assessment Handbook (dated 2012/2013) are available at the school.
- Make themselves thoroughly familiar with the contents of this document.
- Organise an initial meeting with all the English teachers at their school.
- At this meeting:
 - Focus on the SAH and emphasise its importance.
 - Arrange for everyone to have easy access to the document.
 - Make sure that everyone is aware of any changes from the previous year's document.
 - Make sure that everyone is ready to 'get started', has the correct recording sheets and knows how to fill them in.
 - Agree on a plan for a series of workshops based on the SAH.
 - Explain their own role in relation to ensuring the quality of the assessment conducted at the school (e.g. Informal Moderation, etc.).

During the school year, they should:

- Check that all the formal procedures (e.g. completion of mark sheets) are being carried out punctually and correctly.
- Pass on to teachers any new information, clarifications and documents received from DGEE.
- As agreed at the initial meeting, organise and lead a series of workshops focusing on the contents of the SAH.
(These workshops should not try to cover the whole SAH 'at one go', but should look, in turn, at key sections of the document. Topics should be prioritised according to their urgency and importance.)
- Conduct regular Informal Moderation activities, selecting from the options outlined in Section 3.2.3 of this document.
(These activities should involve all teachers, but especially those who are new to the system or who are having difficulties.)
- Coordinate the preparation of Class Tests, encouraging appropriate cooperation and mutual support between teachers.

REGIONAL SUPERVISORS (RSs) should:

- Make themselves thoroughly familiar with the contents of the latest Student Assessment Handbook (dated 2012/2013).
- Support and promote the principles of good assessment practice outlined in the document.
- Pass on to Senior Teachers any new information, clarifications and documents received from DGEE.
- Check that the SET is carrying out the tasks listed on page 9, especially in relation to:
 - SAH-related meetings and workshops for teachers,
 - formal record-keeping,
 - informal moderation activities,
 - test-writing
- Provide appropriate advice and assistance for the SET in carrying out these tasks.
- Be able to provide well-informed answers to any questions from teachers regarding assessment.
- If there is no Senior Teacher at the school, carry out (as far as possible) the SET tasks listed on page 9.
- On the basis of school visits, lesson observations and conversations with teachers, report to the Senior Supervisor on any queries or issues concerning the conduct of assessment in schools.

REGIONAL TEACHER TRAINERS (RTTs) should:

- Make themselves thoroughly familiar with the contents of the latest Student Assessment Handbook (dated 2012/2013).
- In their training activities, support and promote the principles of good assessment practice outlined in the document.
- Be able to provide well-informed answers to any questions from teachers regarding assessment.

E. STRUCTURE of the HANDBOOK

The Student Assessment Handbook (SAH) is structured so as to reflect the key stages of 'the assessment process', i.e.

- 1) the **gathering** of assessment information
- 2) the **recording** of this information
- 3) the **use** of this information for different purposes (Formative and Summative)

Each of these stages is covered, in sequence, in the main document, with information and guidelines for users, as well as descriptions of the options available.

The Handbook concludes with a set of **four Appendices**, one for each of the four grade-levels covered by this document. Each Appendix contains:

- Learning Outcomes
- Rating Scales for Awarding Marks
- Record-keeping Sheets

Further details are available on the **Contents** page at the beginning of the SAH. This page is followed by a **Glossary** giving definitions of key terminology used.

Note: To help teachers to navigate their way around the Student Assessment Handbook each section and sub-section has been given its own reference number (e.g. **2.1.4**). Page numbers are also provided, mainly for the purpose of sorting out the pages of any hard copy of the document.

PART ONE
**GATHERING
INFORMATION**

Section One
**DURING
EVERYDAY TEACHING**

INTRODUCTION TO PART ONE

- *Part One of the Student Assessment Handbook is divided into two sections dealing with different ways of gathering information about students' learning.*
- *Both sections have the same overall aim: to provide information and guidance which will help teachers to maximize the quantity and quality of the assessment information that they gather.*
- *The second section deals with tests, i.e. instruments and procedures which are designed specifically for assessing student learning.*
- *Before that, the first section deals with five tools for gathering assessment information while the main focus is actually on teaching.*
- *Three of these tools — Written Work, Projects and Portfolios — are essentially teaching strategies, but also provide excellent opportunities for assessment of learning.*
- *The other two — Day-to-Day Observation and Classroom Questioning — are examples of assessment as **an integral part of teaching**. In other words, the teacher needs to conduct constant, on-going assessment of both individuals and the whole class, so that she can note progress and identify problems and solutions. This kind of assessment makes an essential contribution to successful teaching and learning.*

1.1.1 DAY-TO-DAY OBSERVATION

1.1.1.1 Day-to-day Observation: Definition

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

Teachers should observe not only individuals, but also groups and the whole class. In doing this, they should pay 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. However, combined together, they provide a very rich source of (diagnostic) information about student learning.

1.1.1.2 Day-to-day Observation: Teacher Qualities

In order to observe well, teachers need to possess (and/or try to develop) the following combination of qualities:

Teachers need to be:	Requirements
1) aware	<i>Know what they are looking for; be fully familiar with the learning outcomes; be able to recognise valid indicators.</i>
2) alert	<i>Keep their eyes (and ears) open; notice what is going on in the classroom.</i>
3) well-organised	<i>Manage the classroom efficiently, so that they can create and take full advantage of opportunities for observation.</i>
4) tactful	<i>Observe in a discreet, inconspicuous way, so that students are not disturbed or distracted from what they are doing.</i>
5) objective	<i>See clearly what is actually happening, without pre-conceptions (positive or negative) about the class or about individual students.</i>
6) genuinely interested	<i>Care about and stay focused on student learning; think about and try to understand what has been observed.</i>
7) pro-active	<i>Take conscious, active steps to investigate and find out what students actually know, understand and can do.</i>

1.1.2 CLASSROOM QUESTIONING

1.1.2.1 Classroom Questioning: Content

In the table above, **Item 7** requires the teacher to take the initiative in investigating student learning. One of the most important ways of doing this is by means of *Classroom Questioning*.

Note: For convenience, ‘*classroom questioning*’ is here given a very broad definition, including not only actual questions, but also other kinds of cues from the teacher, such as pictures, flashcards, spoken cue-words, instructions, gestures, etc.

For assessment purposes, the aim of all these ‘questions’ is to supply the teacher with reliable, useful information. In order to do this, questions need to be well-chosen and appropriate. So, what is asked — its content and exact form — is very important.

When deciding on the form or wording of any particular question, the teacher must first have a clear idea of what exactly she wants to know. If, for example, she is interested in a particular vocabulary-item, what is the actual focus of the question? Is it pronunciation, spelling, meaning, or something else? **Each different focus requires a differently-worded question.**

Having done this, the teacher should consider the following points:

<ul style="list-style-type: none"> • Relevance 	<i>Is the question directly related to the specific point that I am interested in? (Or is it not actually relevant?)</i>
<ul style="list-style-type: none"> • Clarity 	<i>Will (all) the students understand the question? Is it concise, simple and clear? (Or is it complicated and confusing?)</i>
<ul style="list-style-type: none"> • Response Validity 	<i>Will students' responses to the question actually <u>tell</u> me anything? Will they provide me with reliable information? (Or is the question likely to produce responses which are misleading?)</i>

This evaluation will need to be made again after the question has been asked. On hearing students' actual responses, the teacher may decide that she needs to re-word (re-formulate) the question or to ask a further (follow-up) question.

Note: One of the advantages of classroom questioning — compared with a written test — is that it allows the teacher to 'try again' if the first question does not work as expected.

1.1.2.2 Classroom Questioning: Strategies

However, just as important as **what** the teacher asks is **how** she asks it.

It is not unusual to see classroom questioning conducted according to the following sequence:

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

This sequence (known as '*Initiation-Response-Feedback*' or 'IRF') has its advantages. For example, it meets with traditional expectations and it keeps the lesson moving along efficiently. However, if whole lessons are conducted in this way *without any variation*, the limitations of 'IRF' become clear.

In particular, 'IRF' can often have a negative impact on the information that the teacher gathers about student learning. This information may be affected by three main problems: **limited quantity**, **limited spread** and **limited quality**.

Here is a brief description of each problem, followed by a list of some of the strategies which educational researchers have suggested as possible solutions:

- 1) **LIMITED QUANTITY:** Problem: The teacher is doing most of the talking, so she does not get to hear (or see) much evidence about student learning.

	Strategy/ Solution	Description
(a)	<u>Don't Tell — Elicit!</u>	<i>T uses a range of elicitation techniques; gets Sts to talk; doesn't tell them what <u>they</u> could tell her.</i>
(b)	<u>Open Pairwork</u>	<i>T stays out of the interaction and improves the STT:TTT ratio by setting up 'open pairwork' in the classroom.</i>
(c)	<u>Closed Pairwork/ Groupwork</u>	<i>T improves the STT:TTT ration even more by setting up regular group-work (or 'closed pairwork') activities.</i>

- 2) **LIMITED SPREAD:** Problem: The teacher only gets information about some of the students (typically, only those who 'volunteer').

	Strategy/ Solution	Description
(d)	<u>Open Qs</u>	<i>T includes questions to which there are many possible (correct) answers.</i>
(e)	<u>No Hands</u>	<i>T doesn't allow Sts to raise their hands; selects for herself which student(s) should respond.</i>
(f)	<u>No 'Teacher! Teacher!'</u>	<i>T allows students to raise their hands, but doesn't allow them to call out.</i>
(g)	<u>'No Comment'</u> >> <u>Peer-Correction</u>	<i>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.</i>

- 3) **LIMITED QUALITY:** Problem: The information remains shallow and superficial because deeper issues (such as understanding) are left unexplored.

	Strategy/ Solution	Description
(h)	<u>Genuine Qs</u>	<i>T includes questions to which she <u>doesn't</u> already know the answer.</i>
(i)	<u>Thinking Time</u>	<i>T pauses after questions to allow students time to think about their response.</i>
(j)	<u>Check/ Confirm</u>	<i>T asks follow-up Qs to make sure that she has really understood a response.</i>
(k)	<u>'Why?'</u>	<i>T asks students to explain or justify the response they have just given.</i>
(l)	<u>'No Comment'</u> >> <u>Self-Correction</u>	<i>Instead of correcting a mistaken response, T indicates that there is a problem, and invites the student to try again.</i>

[Note: T = Teacher; Sts = Students; Qs = Questions; TTT = Teacher Talking Time; STT = Student Talking Time]

Teachers are advised to:

- try out these various techniques,
- evaluate their effectiveness, *and*
- combine those which work best.

This will hopefully enhance both the quantity and the quality of the information which teachers gather. It may also, at the same time, enhance the quality of their teaching by encouraging the creation of what researchers call 'the thinking classroom'.

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

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

So, if choral responses are to be used, they should be combined — in a systematic way — with individual responses.

1.1.3 WRITTEN WORK

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

Written work of this kind has three main advantages:

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

However, because of the fact that much of this work will actually be produced *outside the classroom*, an important point needs to be made:

The teacher must make every effort to ensure that all written work has ***genuinely*** been done by the individual concerned. (Fortunately, checking this is not actually very difficult to do.) She should then adopt a strict policy of ***not accepting*** any work which is not genuine. This policy should be made clear (and explained) to students from the very start of the school year, and then applied consistently.

If, on the contrary, this policy is not followed, and non-genuine work is accepted, there will be (at least!) three negative consequences:

- Marks awarded will be false, unfair and meaningless.
- The honest students in the class are likely to become de-motivated.
- Worst of all, the dishonest student's own educational progress will be held back. If a task is not genuinely attempted by a student, then he/she has no chance at all of actually *learning* anything from it.

FINAL NOTE ON AWARDING MARKS: The marking of some types of written work — typically, Listening and Reading tasks — involves counting *how many correct answers* the student has managed to get. However, this score then has to be converted to a Rating Scale equivalent, so that there is a *consistent* measurement of all types of performance. For details of how to do this, see page 47, 'SPECIAL NOTE' and 'Recommended Procedure'.

1.1.4 PROJECTS

1.1.4.1 Projects: General Definition

- 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.

1.1.4.2 Projects: 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:
 - (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 Section 1.1.4.3, below) and where appropriate give feedback.

1.1.4.3 Projects: Assessment

- For **summative assessment** (i.e. the awarding of marks), assess projects just as you would any other work done by a student. In other words, regard projects as providing further evidence for the student's achievement in the language learning outcomes for the grade-level.
- In order to do this, first decide which of these outcomes feature prominently in the project in question. 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.
- Do not (officially) award a mark for 'the project' as a whole. Note: This is because, in itself, the ability to carry out a project is not a learning outcome of English. (For some *other* school subjects, such as the sciences, it might well be.)
- However, you can, of course, comment and give feedback on any aspect of the project. In other words, carry out **formative assessment**.

1.1.5 PORTFOLIOS

1.1.5.1 Portfolios: Description/ Contents

- 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.
- It should contain a varied selection of work, which is representative of what the student has achieved. All four elements (LST, SPK, RDG, WRT) should be systematically included.
- The material should be organized in some clear, logical way, and a list of contents should be provided.
- Decisions about what goes into the portfolio should not be made by the teacher alone. It is essential that the student is involved. It is a collaborative process, in which the teacher and the student discuss together which material should be selected for inclusion and why.

1.1.5.2 Portfolios: Administration/ Practicalities

- The main container for the student's work will consist of a file, which can be designed and made by the student him/herself.
- There may, however, also be other items (e.g. audio-recordings, posters and other larger display items) which will not fit into this format and will need to be stored in another more suitable location.

- The actual file used by the student can be very simple indeed. (There is no need for parents to pay large amounts of money for 'fancy' or expensive files.) It is the content of the file, not its outward appearance, which is important.
- With younger students in Grades One and Two, teachers should look after the actual portfolio. However, **in Grade Three**, this responsibility should be handed over to the students. In both cases, where possible, a place for storing the portfolios can be set aside in the classroom, or elsewhere in the school.
- The portfolio should be made available for viewing and comment by interested parties, especially the student's 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.

1.1.5.3 Portfolios: Assessment

- As with projects, **summative assessment** should focus its attention on students' achievement in the language learning outcomes for the grade-level. Marks should therefore not (officially) be awarded for 'the portfolio' as a whole. Again, the ability to put together a portfolio is not, in itself, a learning outcome of English.
- Think of the material in the portfolio — like any other work done by the student — as 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.
- However, again as with projects, you can, of course, comment and give **formative** feedback on any aspect of the portfolio, e.g. its organisation, appearance, selection of contents, etc.

PART ONE
**GATHERING
INFORMATION**

Section Two
**THROUGH
TESTING**

INTRODUCTION TO PART ONE, SECTION 2

- A 'test' is a specially-designed procedure for gathering information about students' achievement of learning outcomes.
- In a *typical* testing situation:
 - The same tasks are carried out by all of the students.
 - There is a time-limit within which the tasks must be completed.
 - Students must work independently.
 - There is a marking guide, with either the correct responses or a rating scale (set of criteria) for judging the quality of students' responses.
- In more formal kinds of test (i.e. exams):
 - There is a large number of students (e.g. nation-wide or region-wide).
 - There is a fixed timetable.
 - There is a strict set of standardized procedures for test administration and marking.
 - Tests have a longer duration and a wider coverage of learning outcomes.
 - Test materials are produced centrally, according to a set of prescribed Test Specifications.
- At the four grade-levels covered by this Handbook, there are **no formal exams** of this kind. However, semi-formal **Class Tests** and informal **Quizzes** are included in the assessment procedures.

1.2.1 CLASS TESTS

1.2.1.1 CLTs: General

- 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 consist of 2 sections, with 5 marks for each:

Class Test # 1: Listening & Reading

Class Test # 2: Listening & Writing

Class Test # 3: Reading & Writing

- In each of these sections, there will be two short tasks — one for each of the two outcomes for the relevant skill*.
- In Writing, each task will have two-and-a-half marks. (Note: Base these marks on the descriptors in the Continuous Assessment Rating Scales in Apdx 3 & Apdx 4.)
- In Listening, each task will have five items, with half-a-mark each.
- In Reading, likewise, each task will have five items, with half-a-mark each.

- 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.
[*Example: In Grade Three Writing, the first task will test “Can write sentences” and the second task will test “Can write short texts.”]

1.2.1.2 CLTs: Preparation

- The teacher is responsible for preparing the items and questions for each test paper. (However, see below, ‘TEAMWORK’.)
- Unlike Semester Tests at higher grade-levels, there are no detailed Specifications for test-writers to follow. However, teachers who prepare CLTs **must** follow the general guidelines given in Section 1.2.1.1 above.
- Test-writers should focus on the key learning outcomes (e.g. ‘Can...’) and cover them as well as possible within the limited time available.
- Test-writers should try to give all the students a fair chance to show what they can do. This can be achieved by including both easier and more challenging tasks/items in the tests.
- Over the three CLTs, teachers should vary the test-formats (i.e. types of task) that they use. However, it is essential that the task-instructions are clear and that the students know what to do. So test-writers are advised to use task-types which are already familiar to the students.
- Each test must provide a valid assessment of students’ language skills. For this reason, teachers should **not** use any Listening or Reading texts which students have already heard or seen. Teachers may, therefore, 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.
- Each test-paper should be accompanied by a written **Marking Guide**. For some types of task (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. (See above, 1.2.1.1, fifth bullet point.)
- 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.

TEAMWORK: To help ensure the quality of test papers, it is recommended that, wherever possible, test-writers should not work alone, but **together with other teachers**. At the very least, they should ask another teacher to *check* their paper and marking guide before administering the test.

(Note: The most reliable way for them to check any test-paper is to sit down and actually try to answer the questions themselves.)

- It is also a good idea to review the quality of the test-paper again after the students have taken it. Take note of any unexpected problems which occurred in your items (or marking guide). Learn from these problems, and improve your test-writing performance next time!

1.2.1.3 CLTs: Administration

- CLTs should be **short**, lasting no more than 20 minutes.
- They should be administered as part of normal lessons.
- Individual teachers can decide for themselves on the dates when the three CLTs will be administered. However, they should make sure that the test-dates are spread out through the school year.
- Students should be informed in advance of the dates, and of the two elements which will be tested. However, *no further information should be provided*.
- During the test, students will be expected to work individually. Students should **not** be allowed to copy from each other, or otherwise share answers, during the test. This is essential if the test results are to have any value or usefulness at all.
- If the test includes Listening, texts/ items should be read out to students twice.
- Immediately after marking any particular CLT, teachers should enter the students' marks in ink on the 'Summary of Marks Awarded' (SMA). [See Part Two, Section Two: 'Formal Record-Keeping'.]

1.2.2 QUIZZES

1.2.2.1 Quizzes: General

- 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' (as described in Part One, Section One).
- This combined information about each learning outcome will provide the basis for awarding Continuous Assessment marks, using the appropriate Rating Scale(s).
- 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.

1.2.2.2 Quizzes: Preparation/ Administration / Marking

- Quizzes should be administered as part of normal classroom teaching.
- They should be **very short**, lasting **no more than 10 minutes**.
- They can be given with or without advance warning, according to the circumstances and the discretion of the teacher.
- Likewise, the teacher *may* or *may not* wish to give the students advance information about the specific topic or focus of the quiz.

- 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 narrow focus, e.g. on a very specific learning outcome or language point.
- There is (usually) no need to prepare a written Marking Guide; a more informal approach will be sufficient.
- The marking of some types of quiz involves counting *how many correct answers* the student has managed to get. However, this score then has to be converted to a Rating Scale equivalent, so that there is a *consistent* measurement of all types of performance. For details of how to do this, see page 47, 'SPECIAL NOTE' and 'Recommended Procedure'.

PART TWO
**RECORDING
INFORMATION**

Section One
**INFORMAL
RECORD-KEEPING**

2.1.1 WHY SHOULD I KEEP INFORMAL RECORDS?

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

Need	Rationale
<p>(a) To Have Easy Access to Accurate, High-Quality Information</p>	<ul style="list-style-type: none"> - 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. - The formal mark sheets described in <u>Part Two, Section Two</u> contain <i>some</i> information, but <i>nowhere near enough</i> for you to carry out Formative and Summative Assessment effectively.
<p>(b) To Overcome the Limitations of Memory</p>	<ul style="list-style-type: none"> - You are probably able to keep quite a lot of this additional information stored 'in your head'. However, it is very difficult — in fact, impossible — for any teacher to retain all the necessary information in this way, and the more students you have, the more difficult this becomes!
<p>(c) To Communicate Effectively with Other Stakeholders</p>	<ul style="list-style-type: none"> - 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 'at your fingertips', you will be able to answer these questions confidently and convincingly. - In addition, when the questioner <u>sees</u> that you keep detailed written records, this will in itself make a good impression, and so help to make your replies more convincing!

* One typical assessment-related question — also often asked by students — would be: "Why did you award this particular mark?" This is a question that you, as a professional teacher, should always be able to answer.

There will also be many other types of questions relating to:

- students' particular strengths & weaknesses;
- their attitudes & learning strategies;
- underlying causes and possible solutions;
- remedial action taken and its impact;
- matters of behaviour, discipline, etc.

2.1.2 HOW CAN I FIND (MAKE) ENOUGH TIME?

Teachers are busy and time is limited, so the keeping of Informal Records needs to be managed efficiently, in order to include **the maximum amount of useful information in the shortest possible time.**

As this is not a formal procedure — see Introduction to Part Two, Section Two — there is **flexibility** for teachers in how exactly they keep their Informal Records. However, here are some general recommendations for **reducing** the amount of time spent on record-keeping, while still making sure that it fulfills its intended purpose:

	Recommendations	Notes/ Comments
(a)	Use a blank page (or empty box) for each student.	<i>Do <u>not</u> create or fill in additional forms, sheets, charts, tables, grids, etc.*</i>
(b)	When writing down information, use note form , rather than complete sentences.	<i>As long as <u>you</u> can understand what these notes mean, that is all that matters.</i>
(c)	Develop a set of abbreviations, symbols , etc, as a kind of 'private language' for your records.	<i>As in (b), above.</i>
(d)	Only include information which is not already written down elsewhere .	<i>If, for example, a student's achievement in a key outcome is fine, this information will <u>already</u> be shown on the formal record sheet in the form of a 'top' mark (i.e. '5', '10' or '15'). So there is no point in simply writing 'very good' <u>again</u> in the informal records! <u>Additional</u> details, however, be appropriate and useful.</i>
(e)	Make a particular note of information which may be difficult to remember .	<i>One typical example would be the <u>dates</u> when important events occurred.</i>
(f)	Pay special attention to areas where actual physical evidence of a student's achievement may be unavailable .	<i>This applies especially to Speaking, where the making of actual recordings of students' speech may be problematic.</i>

IMPORTANT NOTE:

* Any such documents are both unnecessary and potentially harmful because they:

- formalize what should be informal; *and*
- involve a great deal of time-consuming paperwork; *and*
- in some cases, actually contradict good assessment practice and the Ministry's official procedures and guidelines.

In the long run, well-kept Informal Records may even actually **save time**. If the relevant information is easily accessible, it becomes much easier for the teacher to carry out important professional tasks such as:

- making decisions on awarding marks;
- writing descriptive reports;
- preparing for meetings with supervisors, parents, students, etc.
- devising and monitoring any special assistance given to individual students.

2.1.3 WHAT TYPES OF DATA SHOULD I INCLUDE?

Again, there is great flexibility for the teacher, but typical entries might include:

- Notes and comments on different features of a student's performance, either in general or in a particular element or outcome.
- Comments on the student's attitudes and learning strategies.
- References to documents, pieces of work, etc, to be found elsewhere (e.g. in the student's portfolio, in the Skills Book, in project work, on display, etc).
- Dates of important events or observations.
- Questions requiring further investigation and the result of these enquiries.
- Reminders-to-self about action which needs to be taken.
- Details of changes of CA marks awarded during the year (incl. the date and, where appropriate, the reason or reasons for the change.)
- Relevant background or personal information about the student (e.g. extended absences, etc).

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

2.1.4 WHAT ELSE SHOULD I REMEMBER?

- 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.
- Do not leave Informal Notes 'lying around' for everyone — especially students! — to see. Some of the information or comments which you have recorded about individuals may be **sensitive**.
- Informal Records are primarily there for your own reference. Unlike formal record sheets, they are not specifically written as a way of reporting to others. However, SETs, supervisors, and head teachers do have the right to **check** that you are keeping informal notes of this kind. So, when asked, you should willingly show your notes, explaining what particular entries mean, as necessary.

PART TWO
**RECORDING
INFORMATION**

Section Two
**FORMAL
RECORD-KEEPING**

INTRODUCTION TO PART TWO, SECTION 2

'Formal' documents differ in several ways from 'informal' documents. For example, in the case of formal documents, the Ministry specifies not only that the documents must be completed, but also:

- what formats will be used
- how they are to be completed
- when they are to be submitted

All of these features of 'formality' apply to the **recording of marks and letter-grades** awarded for English and other subjects.

Blank forms are provided for this purpose in the four Appendices at the end of the SAH. Apdx 1 is for Grade One, Apdx 2 for Grade Two, and so on.

Detailed instructions for completing these forms can be found in Sections 2.2.2, 2.2.3 and 2.2.4 below.

2.2.1 MARKS & LETTER-GRADES

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

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

- The minimum pass mark is 50% or letter-grade 'D'.
- An 'E' grade should therefore be regarded as a 'fail' even though students are automatically promoted from one grade-level to the next.
- At every grade-level, these overall marks and grades are recorded on a special sheet called the **Summary of Marks Awarded (SMA)**.
- Note: These five levels of performance also form the basis of all the Rating Scales used for Continuous Assessment.

2.2.2 GRADES ONE & TWO

- At all four grade-levels, there is now only **one** mark sheet to be completed, i.e. the **Summary of Marks Awarded (SMA)**. However, the SMA for Grades 1 and 2 differs from the SMA for Grades 3 and 4.
- Both types of SMA consist of a grid, with key learning outcomes down the side (grouped according to element: LST, SPK, RDG and WRT) and student names across the top. At the bottom, there is space for each student's overall score (out of 100) and resulting letter-grade.
- However, 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 is to be completed in **three 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 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) (ii) (iii) (iv)	Total the marks for each element [e.g. 'LST: Total (30)']. Add together the LST, SPK, RDG and WRT totals ['Total Mark (100)']. Use the table in Section 2.2.1 above to determine the student's overall letter-grade ['Letter Grade']. 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:			Stage 1	Stage 2	Stage 3
<i>(Details of grade-level, school year, class and teacher.)</i>			- During the year - Provisional marks <i>(in pencil)</i>	- At the end of the year - Final marks <i>(in ink)</i>	- Round-up - Overall marks and letter-grades <i>(in ink)</i>
LISTENING	Outcome # 1: "Can"	(15)	7	10	10
	Outcome # 2: "Can"	(15)	9	11	11
	LST: Total	(30)			21

SPEAKING	Outcome # 3: "Can" (15)	11		13		13
	Outcome # 4: "Can" (15)	12		15		15
	SPK: Total (30)					28
READING	Outcome # 5: "Can" (10)	8		7		7
	Outcome # 6 "Can" (10)	7		6		6
	RDG: Total (20)					13
WRITING	Outcome # 7: "Can" (10)	6		7		7
	Outcome # 8 "Can" (10)	5		7		7
	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 not only on the basis of day-to-day assessment in the classroom, but also 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. (Note: There are no Class Tests for Speaking.)
- The SMA is to be completed in **four** stages:

Stage 1: During the year	(i)	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.
	(ii)	Enter these marks on the sheet in pencil .
	(iii)	Then, as you gather further information during the year, review your marks regularly and amend them as necessary.
Stage 2: During the year	(i)	Immediately after administering and marking each Class Test (CLT) , fill in the relevant element-marks in ink .
	(ii)	Also fill in the date on which the CLT was administered.
Stage 3: End of the year	(i)	Following on from Stage 1 above, make your final decision about the student's mark for each of the eight learning outcomes.
	(ii)	Enter these marks in ink .

Stage 4: Round-up	(i)	Total the marks for each element [e.g. 'RDG: Total (25)'].
	(ii)	Add together the four element <u>totals</u> ['25' + '25' + '25' + '25' = 'Total Mark (100)'].
	(iii)	Use the table in <u>Section 2.2.1</u> above to determine the student's overall letter-grade ['Letter Grade'].
	(iv)	Enter all these marks/grades in ink .

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

SUMMARY of MARKS AWARDED: (Details of grade-level, school year, class and teacher.)		Stage 1 - 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 - Element marks - Overall marks and letter-grade (in ink)
LISTENING	Outcome # 1: "Can" (5)	5		5	5
	Outcome # 2: "Can" (10)	7		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)	7		8	8
	Outcome # 4: "Can" (15)	13		12	12
	SPK: Total (25)				20
READING	Outcome # 5: "Can" (5)	4		4	4
	Outcome # 6: "Can" (10)	10		9	9
	CLT # 1 (date: 28 Oct) (5)		4	4	4
	CLT # 3 (date: 19 Apr) (5)		3	3	3
	RDG: Total (25)				20

WRITING	Outcome # 7: "Can" (5)	4		4	4
	Outcome # 8: "Can" (10)	9		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)				83
	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

1. The maximum possible mark for each outcome/element/ CLT section is shown on the SMA sheet *in brackets*.
2. All the Rating Scales used at these grade-levels follow the standard 'five-levels-of-performance' model. As a result, marks out of '10' also rise in five steps: '2', '4', '6', '8', '10'. However, in this case, it is also possible, where appropriate, for teachers to award '*in-between*' marks (e.g. '3', '7', etc) — but not *half-marks*. [Note: The same applies when the maximum mark is '15'.]
3. During the year, when entering a provisional (pencilled-in) mark 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 specifically again. Any such *annotations* should, of course, be removed at the end of the year, after the final (inked-in) mark has been awarded.
4. The guidelines in Sections 2.2.2 and 2.2.3 above state that the first (provisional) marks for outcomes should be pencilled-in '*early on*' 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 pencilled-in CA marks for each student.
5. 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, of course, *postpone* the awarding of any provisional marks until the students have started actual work on the outcome in question.

6. There are two possible situations in which a 'pencilled-in' mark 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.
7. 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, Section Two above, '*Keeping Informal Records*'.)
8. 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.
9. The mark sheets to be found in the current SAH have — especially in Grades 3 and 4 — been revised and improved by the committee responsible for producing the document. So that there can be a standard procedure in all Cycle One schools throughout the country, teachers should leave the sheets as they are and not make any further amendments.

PART THREE
**USING
INFORMATION**

Section One
**FOR FORMATIVE
PURPOSES**

INTRODUCTION TO PART THREE

This part of the Student Assessment Handbook deals, in turn, with Formative and Summative uses of the assessment information which has been gathered.

- *Summative Assessment (SA) 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.*
- *Formative Assessment (FA) is assessment for learning, with the aim of helping students to achieve the relevant learning outcomes. Its purpose is to improve standards, typically by intervening in some way in the teaching-learning process.*
- *This kind of assessment tends to focus on the smaller, enabling 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.*
- *Regarding the topic of this section, Formative Assessment, research conducted in various countries has consistently shown that:*
 - (1) *Genuinely formative assessment produces results, having a clear, positive impact on student learning.*
 - (2) *Nevertheless, it is frequently neglected by teachers. Even when conducting Continuous Assessment (CA), much of what teachers do is actually summative, i.e. for the purpose of awarding marks, rather than formative.*

Formative vs. Continuous Assessment

- *So, we are faced with a surprising situation: research shows that formative assessment can be very effective, but also that it is not actually done very often! Why is this?*
- *One possible explanation may be the common confusion between the two terms, 'formative assessment' (FA) and 'continuous assessment' (CA).*
- *In fact, CA **only** refers to when and where the assessment takes place, i.e. throughout the year, in schools.*
- *It does **not** refer to why the assessment takes place, which is what defines FA — i.e. to raise students' level of achievement.*

>>>

- *If teachers fail to grasp this distinction, and believe that CA and FA are 'the same thing', what can easily happen is this:*
 - *They may, in fact, only use CA to award marks — i.e. summatively — but will ignore any suggestions (from Supervisors, Trainers, SETs, etc) to conduct FA, because they think that they are already doing it!*

- Section Two (Summative Assessment) will discuss:
 - how marks should be awarded;
 - how these marks can be made more consistent and accurate; and
 - how results should be reported to parents.
- But first, Section One (Formative Assessment) looks at how teachers can:
 - adapt their teaching on the basis of assessments made;
 - give feedback to their students; and
 - encourage their students to self-assess.

3.1.1 ADAPTATION of TEACHING

3.1.1.1 Whole Class

Assessment information which you gather may reveal:

Either: a particular problem which your students have in their learning

Or: a particular success which they have had, e.g. mastery of a language-point

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) BEFOREHAND: 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.

Note 1: Action of the second type — in response to something unexpected that happens during the lesson — may well have to be decided 'on the spot' and improvised. However, it is obviously better if you have anticipated the problem and included an alternative strategy in the lesson plan that you have prepared.

Note 2: One particular opportunity for this kind of assessment-plus-adaptation is during the 'lead-in' to a new segment of the lesson. This can be done by trying to elicit the relevant language from the students to see how much (or how little) the students already know. If they know either more or less than you expected, you can adjust your lesson accordingly, either adding or leaving out particular stages.

3.1.1.2 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

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.

Feedback can be defined as: '*comments from other people about the quality of students' work with the aim of improving it (and other future work)*'. (Note: The work can be either already completed or still in progress.)

Before giving actual feedback, you will have 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 also needs to be:

Requirement	Notes	Comments
1. ...inclusive	Remember that <u>all</u> your students — including the 'excellent' ones — can benefit from useful feedback, so as to do (even) better.	<i>No students should be forgotten or taken for granted.</i>
2. ...selective	Do not give students feedback on every single activity, performance or piece of work done.	<i>Focus on the <u>quality</u> of feedback rather than the quantity.</i>
3. ...knowledgeable	Your feedback should be based on a sound <u>knowledge</u> of: (a) the English language in particular, and: (b) effective language-learning strategies in general.	<i>Acquiring this kind of knowledge should, of course, be part of your on-going professional self-development.</i>
4. ...clear	Communicate effectively in language which is clear and can be readily understood by students.	<i>Also, try to present your feedback in a way which makes it <u>memorable</u>.</i>
5. ...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.	<i>Simply using grades ('C') or marks (7/10') or comments ('good') is <u>not</u> sufficient.</i>
6. ... supportive, but honest	State your comments, suggestions and criticisms honestly, but <u>also</u> do this in a tactful, patient and pleasant manner.	<i>The whole <u>atmosphere</u> in which feedback is given should be, in a word, <u>professional</u>.</i>
7. ... open, interactive	Try to avoid always 'handing down' your feedback as if students were just 'empty containers' waiting to be 'filled'. Before making your own comments, ask questions, encourage self-assessment, involve students in identifying problems and solutions.	<i>Again, this process may require the use of L1.</i>

Three further points should be made regarding feedback:

- **Peer-Assessment:** Remember that you are not the only person in the classroom who can give feedback. Students should be given opportunities to give feedback *to each other*. This process — known as peer-assessment — not only helps to develop student self-assessment (see Section 3.1.3 below); it can also produce interesting, genuinely communicative classroom interaction.
- **Marking Written Work:** The comments, corrections and other notations that you put on students' written work are also a kind of feedback. As with *Classroom Questioning*, there are different ways to do this. You can simply insert the correct words for the student. However, it may be more productive and more beneficial to encourage student self-correction by:
 - either (i) only indicating where a mistake is, with no additional information;
 - or (ii) indicating where a mistake is and what type of mistake it is;
 - or (iii) writing a comment about a point which (overall) needs to be improved.(Again, this relates to Section 3.1.3 below, '*Student Self-Assessment*').
- **Receiving Feedback:** We have listed above several requirements for *giving* feedback. However, the effectiveness of feedback also depends, of course, on how the *receiver* reacts and takes part in the feedback interaction. Some students may need to be reminded of this fact!
(Note: It is, meanwhile, important to remember that all of the above also applies to both parties in *other* feedback situations — including interaction between teachers, SETs and supervisors.)

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 course materials, this is encouraged from a very early stage by the use of various ***self-assessment activities*** to be 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 now do something (i.e. their achievement of a particular learning outcome)
- how well they have performed during the unit (i.e. the overall quality of their recent work)
- how they have approached particular tasks (i.e. their learning strategies)

These end-of-unit activities can help to develop self-assessment by students, provided that:

- (i) they are done properly, *and*
- (ii) they lead to reflection and discussion — and then to some kind of action.

However, even if these conditions are fulfilled, end-of-unit activities are not enough. These activities are unlikely by themselves to make self-assessment become what it should actually be: a **habit** for students, something that they do **automatically** and **constantly**.

You will need to do **more** — much more — than this, if self-assessment is to become a habit of this kind for your students. So do not simply rely on these end-of-unit activities — 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.	<i>Emphasise that self-assessment is nothing 'special' or 'frightening', but a very normal, everyday thing to do.</i>
2) Encourage students to believe that they <u>can</u> (learn to) do it.	<i>Giving short 'pep-talks' may be helpful here. But more important is providing <u>regular</u>, on-going opportunities for students to 'try out' self-assessment and in this way build their confidence.</i>
3a) Using language that they understand, give students information about the learning outcomes.	<i>These learning outcomes are, of course, exactly the same as the ones which the teacher assesses.</i>
3b) Likewise, explain to them the general criteria for assessing these outcomes, as in the Rating Scales.	<i>Communicate these criteria simply and clearly, using L.1 where necessary.</i>
4a) <u>Before</u> students start work on any particular task, tell them (or, even better, elicit from them) what the 'criteria for success' are.	<i>Focus on a <u>small</u> number of key criteria, and express these in clear, simple language.</i>
4b) Then, <u>while</u> students are doing the task, keep reminding them of these criteria and encouraging them to monitor the quality of their own work — and to improve it, as necessary.	<i>The ability to 'self-monitor' — using 'criteria for success' — is crucial in carrying out <u>any</u> task which is worth doing well.</i>

Strategy	Notes
5) <u>Epecially</u>, on a regular, day-to-day basis in the classroom, ask questions which require students to assess the quality of any work done, whether by themselves (self-assessment) or by other students (peer-assessment*).	<i>Typical questions might be: 'What do you think?', 'Is that clear/ correct/ OK?' etc. If the answer to any of these questions is: 'No/ Not really', then you can ask follow-up questions like: 'What's wrong with it?', 'How can you/he/she make it better?' etc, thus pointing the way to improvement.</i>

*Note: 'Peer-assessment' is used here as a kind of 'bridge' towards self-assessment. It can do this because it focuses on the same outcomes and criteria as self-assessment.

- In this way, students will (hopefully) come to understand, and get used to using, the basic 'criteria for success' 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 (independently) in future.

FINAL NOTES: 1) The sole purpose of self-assessment is **formative**. Self-assessment is not intended to provide summative data to be used in awarding marks and grades.

2) It should be remembered that the whole process of self- and peer-assessment will only work effectively if you succeed in creating the right kind of **classroom atmosphere**, one which encourages **openness and honesty**. Creating this kind of atmosphere must therefore be an important priority.

PART THREE
**USING
INFORMATION**

Section Two
**FOR SUMMATIVE
PURPOSES**

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' usually 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 Speaking (Interaction): 'clarity', 'fluency' and 'pronunciation'.
 - 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 Section 3.2.3 below: 'Moderation').

3.2.2 MAKING DECISIONS on MARKS

3.2.2.1 Making Decisions on Marks: Standard Procedure

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

Step	Action	Notes
1.	Focus on <u>one</u> Learning Outcome and <u>one</u> Rating Scale at a time.	<i>The mark that you give should <u>not</u> be influenced by <u>other</u> CA marks that you have awarded for other learning outcomes, or by the student's marks in Class Tests.</i>
2.	Award CA marks according to the <u>wording</u> of the descriptors in the Rating Scale.	<i>Do <u>not</u> award marks by comparing students with each other or putting them in ranking order.</i>

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

SPECIAL NOTE:

- When awarding marks for the productive skills (Speaking and Writing), Rating Scale descriptors can be applied directly to the student's work.
- However, in the case of receptive skills (Listening and Reading), the student's performance, e.g. in quizzes or coursebook tasks, is typically judged by counting how many correct answers he/she has managed to get.
- The problem here is that these tasks may have any number of items, e.g. eight. So what does a score of, say, '6 out of 8' actually mean? Is it 'very good', or is it just 'OK'?
- Scores of this kind are, in fact, much easier to understand (and explain) if they are converted to an equivalent on the five-point Rating Scale.

Recommended Procedure: Before giving students a task of this kind look at the wording of the relevant Rating Scale and decide in advance which scores you will consider to be equivalent to each of the five Rating Scales levels. For example, for a task with 8 items, you might decide on: '8' = **5**; '7' = **4**, '5-6' = **3**, etc. These numbers will vary, of course, according to the type and level-of-difficulty of the particular task.

3.2.2.2 Making Decisions on Marks: Difficult Cases

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

Case	Nature of Difficulty	Strategy
A	Student does not fit easily into any one descriptor because the level is different for different 'aspects': e.g. 'clarity' fits the '15' descriptor; but 'fluency' is a '9', and pronunciation is also a '9'. (See Grade Two: SPK, Outcome #2, 'Interaction')	<ul style="list-style-type: none"> >> <i>Take the overall level into account — in the example given, the mark should obviously be somewhere between '9' and '15'.</i> >> <i>However, do not simply apply mathematical averages or any other 'automatic' method.</i> >> <i>Make a professional judgement about the appropriate overall mark for the student. (In this particular case, remember that 'in-between' marks are possible.)</i>
B	Student's level is difficult to determine because his/her performance seems to <u>vary</u> considerably from one occasion to another.	<ul style="list-style-type: none"> >> <i>First, investigate — <u>why</u> do these variations occur?</i> >> <i>Then, base your marks on those pieces of evidence which you believe are the most representative and reliable.</i>
C	Student's level undergoes a substantial <u>change</u> as the school year progresses, e.g. a Grade 1 student's handwriting noticeably improves.	<ul style="list-style-type: none"> >> <i>Base your mark on where the student stands (overall) at the <u>end</u> of the year. Do <u>not</u> just 'average out' all the marks awarded throughout.</i> >> <i>In the (rarer) case of a student 'going backwards', apply the same method, but also make a special point of investigating the cause(s).</i>
D	Student produces good work, but only after a <u>lot</u> of help from the teacher (e.g. when producing a series of drafts for a written text).	<ul style="list-style-type: none"> >> <i>Provide the kind of help which encourages awareness and <u>self</u>-correction. (In other words, try to avoid spoon-feeding!)</i> >> <i>Base your final decision on the student's <u>real</u> (i.e. independent) level of achievement.</i>
E	Student has produced very little work or other evidence of achievement.	<ul style="list-style-type: none"> >> <i>Tell the <u>truth</u> — i.e. award a (very) low mark, but (for CA) not zero.</i>

IMPORTANT NOTE: The point just made in the 'strategy' for 'Example E' in fact applies to all decisions on awarding marks. The best way to **really** 'help' students — in the long run — is to tell them the **truth**, and then work together with them to improve whatever need to be improved.

3.2.2.3 Making Decisions on Marks: Anticipating (and Avoiding) Problems

It is, however, possible to avoid many of these 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. Make sure that all the students are familiar with the relevant learning outcomes and criteria for assessment.
- Then, consolidate this by encouraging self-assessment/peer-assessment in which students actually focus on the outcomes and apply the criteria.
- Also at the start of the year: brief the students about the basic 'rules' you expect them to follow (e.g. 'genuine work only', see Section 1.1.3, above).
- Start filling in your provisional (pencilled-in) marks 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 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, **informal** 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 **Informal Moderation activities** are:

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

* Notes on audio-/ video-recordings:

- 1) This is only really worth doing if a reasonable technical (sound) quality can be achieved;
- 2) Volunteers only — students should never be forced to appear in a recording against their will.
- 3) A decent-quality recording can also be used very effectively in the classroom as a teaching tool, encouraging self- and peer-assessment.

In connection with these moderation activities, three main 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 on professional **criteria**.

Informal Moderation — A Practical Example:

The word '*moderation*' is based on the Latin word for '*middle*', with the idea of *coming together*, away from extremes and towards the centre. This idea is exemplified in the procedure for conducting **Activity 4 above**, as follows:

If we imagine that, say, 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. Individuals award marks using the relevant Rating Scale.
5. Whole-group reporting back: brief comparison of the marks awarded.
6. Pairs discuss each piece of Writing — *referring to the Rating Scale(s)* — and reach joint agreement on an appropriate mark.
7. Whole-group reporting back: brief comparison of the marks awarded.
8. Whole-group (all four teachers): discussion of any piece of Writing where the pairs' marks differ. Then, final agreement on an appropriate mark.

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

Note 1: What typically happens at a workshop is that the first 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.

- It may happen that, initially, some teachers will feel a little uncomfortable with, or even threatened by, these 'sharing' procedures. However, SETs and SPVs need to show leadership in emphasizing the benefits in terms of increased professionalism.
- Hopefully, all teachers will eventually come to appreciate the increased feeling of security and confidence that they have when awarding marks — and when facing any stakeholders who query these marks!
- The likelihood that these Informal Moderation activities will make the marks that students receive more accurate and closer to the truth is, of course, in itself, another important benefit.
- Admittedly, these procedures **take time**, especially at the beginning. However, for the reasons just given, this is clearly time well spent.

3.2.4 REPORTING

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

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

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

- The comment should be as specific and informative as possible in the space provided. Writing 'Very good' or 'Needs further support' is **not** sufficient.
- The teacher should try to capture the student's main strengths and/or weaknesses, in terms of the learning outcomes and of their behaviour, attitudes and learning strategies.
- This will be much easier for her to do if she knows all the students well and has full and detailed informal records. (See Section 2.1 above.)
- A very wide variety of different comments are possible. However, teachers should avoid the use of any technical terms which may be unfamiliar to parents.

By contrast, the *full report* does not include any comments. It simply gives information about the student's final percentage mark and letter-grade for English.

- In this case, it is the accuracy of the data provided which is important. Teachers should take care that any calculations that they have made are correct and that no mistakes have been made in copying data from one place to another.

APPENDIX ONE

Awarding Marks in Grade One

Learning Outcomes, Rating Scales & Mark Sheets

GRADE ONE: OUTCOMES & RATING SCALES for LISTENING

OUTCOME # 1		OUTCOME # 2	
Can understand words and phrases.		Can understand sentences, dialogues and narratives.	
<ul style="list-style-type: none"> – 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. 		<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Quickly recognises and understands words and phrases. – Has a very good knowledge of the vocabulary items already introduced. 	15	<ul style="list-style-type: none"> – Readily understands sentences and dialogues. – Follows narratives easily.
12	<ul style="list-style-type: none"> – Usually recognises and understands words and phrases. – Has a good knowledge of the vocabulary items already introduced. 	12	<ul style="list-style-type: none"> – Understands most sentences and dialogues. – Follows narratives reasonably well.
9	<ul style="list-style-type: none"> – Recognises and understands words and phrases reasonably well, but may need repetition. – Has a reasonable knowledge of the vocabulary items already introduced. 	9	<ul style="list-style-type: none"> – Sometimes misunderstands sentences and dialogues. – Has occasional difficulty in following narratives.
6	<ul style="list-style-type: none"> – Is slow to recognise and understand words and phrases, even with repetition. – Has a limited knowledge of the vocabulary items already introduced. 	6	<ul style="list-style-type: none"> – Often misunderstands sentences and dialogues. – Frequently has difficulty in following narratives.
3	<ul style="list-style-type: none"> – Is very slow to recognise and understand words and phrases, even with repetition. – Has a poor knowledge of the vocabulary items already introduced. 	3	<ul style="list-style-type: none"> – 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.
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.
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.
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.
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 associate letters with sounds.		Can understand numbers, words and phrases.	
<ul style="list-style-type: none"> – Covers (rapid) recognition of all the letters of the alphabet in lower case and the ability to decode these letters. – Focuses on (i) letters (and consonant digraphs) in initial position and (ii) common rimes. 		Covers recognition and understanding of: <ul style="list-style-type: none"> – all the key vocabulary items and phrases already introduced. – all the numerals taught in Grade One. 	
RATING SCALE # 1		RATING SCALE # 2	
10	<ul style="list-style-type: none"> – Recognises all of the letters. – Matches letters and sounds with consistent accuracy. 	10	<ul style="list-style-type: none"> – Recognises and understands all numbers, words and phrases.
8	<ul style="list-style-type: none"> – Recognises most of the letters. – Matches most letters and sounds correctly. 	8	<ul style="list-style-type: none"> – Recognises and understands most numbers, words and phrases.
6	<ul style="list-style-type: none"> – Recognises a reasonable number of the letters. – Can match letters and sounds reasonably well. 	6	<ul style="list-style-type: none"> – Has a reasonable understanding of numbers, words and phrases.
4	<ul style="list-style-type: none"> – Recognises a few of the letters. – Has difficulty in matching letters and sounds. 	4	<ul style="list-style-type: none"> – Has some difficulty in recognising and understanding numbers, words and phrases.
2	<ul style="list-style-type: none"> – Recognises very few of the letters. – Has great difficulty in matching letters and sounds. 	2	<ul style="list-style-type: none"> – Has great difficulty in recognising and understanding numbers, words and phrases.

GRADE ONE: OUTCOMES & RATING SCALES for WRITING

OUTCOME # 1		OUTCOME # 2	
Can write letters and numbers.		Can write whole words.	
Covers the ability to form: – all the letters of the alphabet in lower and upper case – all the numerals taught in Grade One.		Covers the ability to write all the key vocabulary items already introduced, as well as personal names.	
RATING SCALE # 1		RATING SCALE # 2	
10	– All letters and numbers are well-formed and recognisable.	10	– All words are correctly spelt and easily recognisable. – Handwriting is very clear.
8	– Most letters and numbers are well-formed and recognisable.	8	– Most words are correctly spelt and easily recognisable. – Handwriting is usually clear.
6	– Letters and numbers are reasonably well-formed and recognisable.	6	– Words are sometimes incorrectly spelt and may be difficult to recognize. – Handwriting is reasonably clear.
4	– Many letters and numbers are poorly formed and difficult to recognise.	4	– Words are often incorrectly spelt and sometimes difficult to recognise. – Handwriting is often unclear.
2	– Almost all letters and numbers are poorly formed and difficult to recognise.	2	– Words 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 associate letters with sounds.	(10)																	
	Can understand numbers, words and phrases.	(10)																	
	RDG: Total	(20)																	
WRITING	Can write letters and numbers.	(10)																	
	Can write whole words.	(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,	
<ul style="list-style-type: none"> – 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. 		<ul style="list-style-type: none"> – Descriptions, dialogues and narratives are heard in recorded Listening materials. – Narratives are also heard from Big Books. 	
RATING SCALE # 1		RATING SCALE # 2	
10	<ul style="list-style-type: none"> – Easily understands sentences. – Quickly recognises words and phrases. – Knows (almost) all the vocabulary items already introduced. 	15	<ul style="list-style-type: none"> – Easily understands descriptions and dialogues. – Follows narratives easily.
8	<ul style="list-style-type: none"> – Understands most sentences. – Usually recognizes and understands words and phrases. – Knows most of the vocabulary items already introduced. 	12	<ul style="list-style-type: none"> – Understands most descriptions and dialogues. – Follows narratives reasonably well.
6	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Sometimes misunderstands, descriptions and dialogues. – Has occasional difficulty in following narratives.
4	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Often misunderstands, descriptions and dialogues. – Frequently has difficulty in following narratives.
2	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Meaning is almost always clear. – Language is mostly correct. – Pronunciation is always easy to understand. 	15	<ul style="list-style-type: none"> – Contributions are almost always clear and appropriate. – Is quick to initiate and respond. – Pronunciation is always easy to understand.
8	<ul style="list-style-type: none"> – Meaning is usually clear. – Language is reasonably correct. – Pronunciation is usually easy to understand. 	12	<ul style="list-style-type: none"> – Contributions are mostly clear and appropriate. – Some searching for words, but not seriously interrupting the interaction. – Pronunciation is usually easy to understand.
6	<ul style="list-style-type: none"> – Meaning is sometimes unclear. – Language is quite often incorrect. – Pronunciation is sometimes difficult to understand. 	9	<ul style="list-style-type: none"> – Contributions are sometimes unclear or inappropriate. – Hesitation sometimes holds up the interaction. – Pronunciation is sometimes difficult to understand.
4	<ul style="list-style-type: none"> – Meaning is often unclear. – Language is frequently incorrect. – Pronunciation is often difficult to understand. 	6	<ul style="list-style-type: none"> – Contributions are often unclear or inappropriate. – Slow speech and pauses require patience from the other participant(s). – Pronunciation is often difficult to understand.
2	<ul style="list-style-type: none"> – Has serious difficulty in communicating any meaning. – Language is almost always incorrect. – Pronunciation is always difficult to understand. 	3	<ul style="list-style-type: none"> – Contributions are almost always unclear or inappropriate. – Slow speech and pauses require a lot of patience from the other participant(s). – Pronunciation is always difficult to understand.

GRADE TWO: OUTCOMES & RATING SCALES for READING

OUTCOME # 1		OUTCOME # 2	
Can understand words and numbers.		Can understand phrases and sentences.	
Covers recognition and understanding of: – all the key vocabulary items already introduced. – all the numerals already taught. – all the letters of the alphabet in lower and upper case. – the digraphs, clusters and common rimes already taught.		Covers the ability to understand phrases and simple sentences relating to familiar topics.	
RATING SCALE # 1		RATING SCALE # 2	
10	– Easily recognises and understands words and numbers. – Uses knowledge of phonics to decode words with consistent accuracy.	15	– Easily understands almost all phrases and sentences.
8	– Recognises and understands most words and numbers. – Uses knowledge of phonics to decode words with reasonable accuracy.	12	– Understands most phrases and sentences.
6	– Has occasional difficulty in understanding words and numbers. – Has some difficulty in using knowledge of phonics to decode words.	9	– Has some difficulty in understanding phrases and sentences.
4	– Has difficulty in recognising and understanding words and numbers. – Has difficulty in using knowledge of phonics to decode words.	6	– Has difficulty in understanding phrases and sentences.
2	– Has great difficulty in recognising and understanding words and numbers. – Has great difficulty in using knowledge of phonics to decode words.	3	– Almost always has 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 sentences.	
Covers the ability to: – write and spell all the vocabulary items already introduced. – form correctly all the letters of the alphabet in lower case and upper case, as well as all the numerals already taught.		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.	
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, question marks is very accurate. – Handwriting is very clear.
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.
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.
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.
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 instructions, describe people + things. (10)																		
	Can ask and answer questions, and interact with others. (15)																		
	SPK: Total (25)																		
READING	Can understand words and numbers. (10)																		
	Can understand phrases and sentences. (15)																		
	RDG: Total (25)																		
WRITING	Can write words and numbers. (10)																		
	Can write phrases + 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.
4	– Usually understands when spoken to. – Repetition is occasionally required.	8	– Has a good understanding of most texts.
3	– Sometimes misunderstands when spoken to. – Repetition is sometimes required.	6	– Has difficulty in understanding some texts.
2	– Often has difficulty in understanding when spoken to. – Repetition is frequently required.	4	– Has difficulty in understanding many texts.
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: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Meaning is almost always clear. – Language is mostly correct. – Pronunciation is always easy to understand. 	15	<ul style="list-style-type: none"> – Contributions are almost always clear and appropriate. – Is quick to initiate and respond. – Pronunciation is always easy to understand.
8	<ul style="list-style-type: none"> – Meaning is usually clear. – Language is reasonably correct. – Pronunciation is usually easy to understand. 	12	<ul style="list-style-type: none"> – Contributions are mostly clear and appropriate. – Some searching for words, but not seriously interrupting the interaction. – Pronunciation is usually easy to understand.
6	<ul style="list-style-type: none"> – Meaning is sometimes unclear. – Language is quite often incorrect. – Pronunciation is sometimes difficult to understand. 	9	<ul style="list-style-type: none"> – Contributions are sometimes unclear or inappropriate. – Hesitation sometimes holds up the interaction. – Pronunciation is sometimes difficult to understand.
4	<ul style="list-style-type: none"> – Meaning is often unclear. – Language is frequently incorrect. – Pronunciation is often difficult to understand. 	6	<ul style="list-style-type: none"> – Contributions are often unclear or inappropriate. – Slow speech and pauses require patience from the other participant(s). – Pronunciation is often difficult to understand.
2	<ul style="list-style-type: none"> – Has serious difficulty in communicating any meaning. – Language is almost always incorrect. – Pronunciation is almost always difficult to understand. 	3	<ul style="list-style-type: none"> – Contributions are almost always unclear or inappropriate. – Slow speech and pauses require a lot of patience from the other participant(s). – Pronunciation is almost always difficult to understand.

GRADE THREE: OUTCOMES & RATING SCALES for READING

OUTCOME # 1		OUTCOME # 2	
Can understand sentences.		Can understand short written texts.	
<p>Covers the ability to understand sentences using familiar vocabulary and relating to the topics already covered.</p> <p>These sentences may be:</p> <ul style="list-style-type: none"> – statements – questions & responses – instructions 		<p>Text-types include:</p> <ul style="list-style-type: none"> – descriptions – dialogues – stories – sets of instructions <p>Students should be able to:</p> <ul style="list-style-type: none"> – understand general meaning – extract specific information. 	
RATING SCALE # 1		RATING SCALE # 2	
5	– Has an excellent understanding of sentences.	10	– Has an excellent understanding of all texts. – Reading is quick and comfortable.
4	– Has a good understanding of sentences.	8	– Has a good understanding of most texts – Reads at a reasonable speed.
3	– Has a reasonably good understanding of sentences.	6	– Has a reasonably good understanding of most texts – Reading is quite slow.
2	– Has a limited understanding of sentences.	4	– Has a limited understanding of most texts. – Reading is slow.
1	– Has a poor understanding of sentences.	2	– Has a poor understanding of all texts. – Reading is very slow.

GRADE THREE: OUTCOMES & RATING SCALES for WRITING

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.		Text-types include: – descriptions – dialogues – processes – series of instructions – notes and messages – stories – explanations Includes the ability to write coherent short texts (of paragraph length).	
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 + punctuation are almost always correct. – Organisation/ layout are almost always appropriate to the text.
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 + punctuation are usually correct. – Organisation/ layout are usually appropriate to the text.
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 + punctuation are reasonably correct. – Organisation/ layout are reasonably appropriate to the text.
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 + punctuation are often incorrect. – Organisation/ layout are often inappropriate to the text.
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 + 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)																	
SPEAK'G	Can produce 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 texts (of different types).	
<p>Covers the ability to understand:</p> <ul style="list-style-type: none"> – formulaic phrases – statements – questions – instructions – requests/ offers/ suggestions, etc. <p>These are mostly heard from the teacher or from other students, and are also heard in recorded Listening materials.</p>		<p>Text-types include:</p> <ul style="list-style-type: none"> – dialogues – descriptions – stories – songs/ poems – sets of instructions <p>of increasing length and complexity [These texts are mostly heard in recorded Listening materials.]</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> – understand general meaning – extract specific information. 	
RATING SCALE # 1		RATING SCALE # 2	
5	<ul style="list-style-type: none"> – Readily understands when spoken to. – Repetition is only very rarely required. 	10	<ul style="list-style-type: none"> – Understands almost all texts fully and with ease.
4	<ul style="list-style-type: none"> – Usually understands when spoken to. – Repetition is occasionally required. 	8	<ul style="list-style-type: none"> – Has a good understanding of most texts.
3	<ul style="list-style-type: none"> – Sometimes misunderstands when spoken to. – Repetition is sometimes required. 	6	<ul style="list-style-type: none"> – Has difficulty in understanding some texts.
2	<ul style="list-style-type: none"> – Often has difficulty in understanding when spoken to. – Repetition is frequently required. 	4	<ul style="list-style-type: none"> – Has difficulty in understanding many texts.
1	<ul style="list-style-type: none"> – Rarely understands when spoken to. – Repetition is almost always required. 	2	<ul style="list-style-type: none"> – Has difficulty in understanding almost all texts.

GRADE FOUR: OUTCOMES & RATING SCALES for SPEAKING

OUTCOME # 1		OUTCOME # 2	
Can produce spoken texts (of different types).		Can interact with others.	
Covers the ability to: <ul style="list-style-type: none"> – describe people, places, things, etc – give a set of instructions – tell (familiar) stories – give short presentations 		Covers the ability to interact with the teacher and other students by: <ul style="list-style-type: none"> – make comparisons – talk about processes – express opinions – 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	<ul style="list-style-type: none"> – Meaning is almost always clear. – Language is mostly correct. – Pronunciation is always easy to understand. 	15	<ul style="list-style-type: none"> – Contributions are almost always clear and appropriate. – Is quick to initiate and respond. – Pronunciation is always easy to understand.
8	<ul style="list-style-type: none"> – Meaning is usually clear. – Language is reasonably correct. – Pronunciation is usually easy to understand. 	12	<ul style="list-style-type: none"> – Contributions are mostly clear and appropriate. – Some searching for words, but not seriously interrupting the interaction. – Pronunciation is usually easy to understand.
6	<ul style="list-style-type: none"> – Meaning is sometimes unclear. – Language is quite often incorrect. – Pronunciation is sometimes difficult to understand. 	9	<ul style="list-style-type: none"> – Contributions are sometimes unclear or inappropriate. – Hesitation sometimes holds up the interaction. – Pronunciation is sometimes difficult to understand.
4	<ul style="list-style-type: none"> – Meaning is often unclear. – Language is frequently incorrect. – Pronunciation is often difficult to understand. 	6	<ul style="list-style-type: none"> – Contributions are often unclear or inappropriate. – Slow speech and pauses require patience from the other participant(s). – Pronunciation is often difficult to understand.
2	<ul style="list-style-type: none"> – Has serious difficulty in communicating any meaning. – Language is almost always incorrect. – Pronunciation is almost always difficult to understand. 	3	<ul style="list-style-type: none"> – Contributions are almost always unclear or inappropriate. – Slow speech and pauses require a lot of patience from the other participant(s). – Pronunciation is almost always difficult to understand.

GRADE FOUR: OUTCOMES & RATING SCALES for READING

OUTCOME # 1		OUTCOME # 2	
Can understand sentences and short texts.		Can understand longer texts (of different types).	
<ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – descriptions – dialogues – stories – sets of instructions – songs/poems Students should be able to: <ul style="list-style-type: none"> – 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.
4	– Has a good understanding of sentences and short texts.	8	– Has a good understanding of most texts. – Reads at a reasonable speed.
3	– Has a reasonably good understanding of sentences and short texts.	6	– Has a reasonably good understanding of most texts. – Reading is quite slow.
2	– Has a limited understanding of sentences and short texts.	4	– Has a limited understanding of most texts. – Reading is slow.
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 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.		Text-types include: – descriptions – dialogues – processes – sets of instructions – notes and messages – stories – Students should be able to write short, coherent texts (of paragraph length).	
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.
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.
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.
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.
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: _____																			
LISTENING	Can understand sentences and short texts.	(5)																	
	Can understand longer texts.	(10)																	
	CLT # 1 (date: _____)	(5)																	
	CLT # 2 (date: _____)	(5)																	
	LST: Total	(25)																	
SPEAK'G	Can produce spoken texts.	(10)																	
	Can interact with others.	(15)																	
	SPK: Total	(25)																	
READING	Can understand sentences and short texts.	(5)																	
	Can understand longer 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																		

