

## ONGOING EVALUATION IN BASIC EDUCATION

### NUMBER OF TESTS, DURATION, COMPONENTS AND SCALE

Each term, learners are tested in compliance with the following specifications:

| 7 <sup>TH</sup> FORM        |                              |                             |                                            | 8 <sup>TH</sup> & 9 <sup>TH</sup> FORMS |                                            |                             |                                            |
|-----------------------------|------------------------------|-----------------------------|--------------------------------------------|-----------------------------------------|--------------------------------------------|-----------------------------|--------------------------------------------|
| FIRST TERM                  |                              | SECOND & THIRD TERMS        |                                            | EACH TERM                               |                                            |                             |                                            |
| speaking                    | at least 1 10                | speaking                    | at least 1 10                              | speaking                                | at least 1 10                              | speaking                    | at least 1 10                              |
| project work                | at least 1 10                | project work                | at least 1 10                              | project work                            | at least 1 10                              | project work                | at least 1 10                              |
| a one-hour mid-term test    | language  14<br>spelling  06 | a one-hour mid-term test    | language  14<br>listening  06              | a one-hour mid-term test                | listening  08<br>language  12              | a one-hour mid-term test    | listening  08<br>language  12              |
| a one-hour end-of-term test | language  15<br>writing  05  | a one-hour end-of-term test | reading  05<br>language  10<br>writing  05 | a one-hour end-of-term test             | reading  06<br>language  08<br>writing  06 | a one-hour end-of-term test | reading  06<br>language  08<br>writing  06 |

### COMPONENTS SPECIFICATIONS

#### 1. The oral component

- The speaking test: learners are tested orally on the acquisitions of a previous lesson at least once a term and the test will be communicative in nature. Their performance is marked out of ten.
- Project work: learners are allotted a mark out ten for the outcome of the project work they undertake and /or the process followed.

**The final end-of-term mark is the sum of the two marks specified above.**

#### 2. The spelling component

It consists of one or two exercises requiring the learner to:

- Write the missing words in a text read by the teacher.
- Write figures or numbers in letters.

#### 3. The language component

It consists of 3 to 4 exercises testing the assimilation of lexical and grammatical acquisitions in an essentially integrated manner and requiring the learner to:

- Fill in a gapped paragraph with (n) words provided in a box including two distractors.
- Tick / Underline / Circle the right options in a gapped paragraph with three options per item.
- Complete a gapped dialogue with the right utterances from a box including 2 extra items.
- Provide the right tense or form of bracketed words.
- Match sentence parts to get coherent sentences. (only with 7<sup>th</sup> formers)
- Match sentence parts to get a coherent paragraph.(with 8<sup>th</sup> and 9<sup>th</sup> formers)
- Reorder 3 or 4 sentence parts to get a correct sentence. (only with 7<sup>th</sup> formers)
- Unscramble sentence parts to get a paragraph; the first sentence should be provided and the remaining sentences should be in the right order.
- Match utterances in a short dialogue with the right functions provided in a list including one extra item.

- j) Tick / Circle / Underline the right option in multiple choice questions relative to the function of each utterance underlined in a short dialogue.

With 7<sup>th</sup> formers, the exercises can be set at sentence level. **With all three levels, the test taker gets half a mark for each correct answer.**

#### **4. The reading comprehension component**

It consists of one linear text, a linear text and a non-linear one, or two complementary texts totalling 100, 150 and 200 words respectively for the 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> year levels. The linear texts are authentic or semi-authentic and extracted from various sources: novels, magazines, newspapers, brochures... Non-linear texts can be charts, notes, tickets, menus, notices, timetables...The linguistic as well as semantic content of these texts is appropriate to the targeted level. To demonstrate comprehension of the content of the text(s) and its organization, the learner is required to:

- a) Match paragraphs with the appropriate titles, main ideas or visuals.
- b) Provide justified answers to Yes / No questions, the justification being retrieved from the text or worded by the test taker.
- c) Write short answers to WH questions.
- d) Answer one or two reference questions.
- e) Transfer information by completing a table, a diagram, a list or a chart.
- f) Complete a sentence or a paragraph with information retrieved from the text, the information being a word, a phrase, a clause, a date, a figure...
- g) Complete a sentence or a paragraph with his / her own words or phrases when the information is not explicitly stated in the text.
- h) Select the appropriate alternative in multiple choice questions related to the title or main idea of a text or the meaning of a given word.
- i) Find equivalents or opposites of new words or expressions underlined in the text.
- j) Identify the topic sentence of a text or paragraph when that is appropriate.
- k) Tick / Underline / Circle the right option in multiple choice questions about the function of a given statement.
- l) Find out the function corresponding to a given statement.
- m) Pick out a statement expressing a given function.
- n) Identify true or false statement.
- o) Tick / Underline / Circle the right option in multiple choice questions about the type of text.
- p) Express reaction to the content of the text or the characters or people involved.

**The test taker gets a full mark for each correct answer.**

#### **5. The listening comprehension component**

It consists of a monologue, a dialogue, a conversation, a speech or a presentation totalling 100, 150 and 200 words respectively for the 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> year levels. The linguistic as well as semantic content of these oral texts is appropriate to the targeted level. To demonstrate comprehension of the content of the text and its organization, learners are required to:

- a) Identify the speaker(s)
- b) Identify the relationship between the speakers.
- c) Give justified answers to Yes / No questions, the justification being retrieved from the text or worded by the test taker.
- d) Write short answers to WH questions, including inference questions.
- e) Transfer information by completing a table, a diagram, a list or a chart.
- f) Complete a sentence or a paragraph with own words or phrases.

- g) Select the appropriate alternative in multiple choice questions related to the title or main idea of the text or specific words or ideas in the text.
- h) Infer attitudes and moods.
- i) Express reaction to the content of the text or the characters or people involved.

The test taker is allotted one mark for each correct answer to the above specified comprehension questions.

In addition to the comprehension questions, the test taker is required to

- j) Tick the right option in multiple choice questions about the function of a given statement.
- k) Find out the function of a given statement.

**One mark is allotted for the appropriate answer to either of the above questions.**

Pronunciation is tested through questions requiring the learner to:

- l) Circle the word(s) he hears (minimal pairs)
- m) Listen to a section of the text and identify words having (a) specified sound(s) or stress

**The learner is allotted half a mark for each correct answer to the above specified pronunciation questions.**

Spelling is tested through a question requiring the learner to:

- n) Complete a gapped section of the text as s/he listens to the tape.

**Half a mark is allotted for each correct answer.**

**The use of the cassette is compulsory.**

## **6. The writing component**

Ability to write is tested through **one** single assignment requiring the learner to

- a) Write a narrative text: a report, a story...
- b) Write a description, instructions or directions.
- c) Write a postcard, an e-mail, a message or a letter
- d) Write from prompts: a series of pictures, a chart, a table...

The suggested topics should interest the learners and specify the audience, the purpose and the context. The following evaluation criteria should be indicated on the test paper:

- a) Adherence to task and content adequacy.
- b) Lexical appropriacy and grammar accuracy
- c) Mechanical accuracy (punctuation, capitalization and spelling).

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<sup>i</sup> This document integrates the changes agreed on January 26, 2010.