

REPUBLIC OF TUNISIA

Ministry of Education

(September, 2018)

**ONGOING EVALUATION IN SECONDARY EDUCATION
NUMBER OF TESTS, THEIR COMPOSITION AND THE SCALE**

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

1 st term / 2 nd term / 3 rd term						
	1 st & 2 nd YEARS		3 rd YEAR C. CORE		3 rd YEAR ARTS	
Speaking	at least 1	10	at least 1	10	at least 1	10
Project work	at least 1	10	at least 1	10	at least 1	10
a one-hour mid-term-test	Language	12	Language	12	Language	12
	Listening	08	Listening	08	Listening	08
a two-hour end-of-termtest	Reading	15	Reading	12	Reading	15
	Language	10	Language	06	Language	10
	Writing	15	Writing	12	Writing	15

4 th YEAR C.CORE :(Sciences experimentales/ Economie& Gestion / Mathématiques / Sciences de l'informatique)								
1 st term			2 nd term			3 rd term		
Speaking test	at least 1	10	Speaking test	at least 1	10	Speaking test	Atleast 1	10
Project work	at least 1	10	Project work	at least 1	10	Project work	At least 1	10
Aone-hour mid-term test	Listening	08	Aone-hour mid-term test	Listening	08	XXXXXXXXXXXXXXXXXXXXX		
	Language	12		Language	12	XXXXXXXXXXXXXXXXXXXXX		
Atwo-hour end-of--term test	Reading	12	Atwo-hour end-of-term test	Reading	12	Atwo-hour end-of-term test	12	
	Language	06		Language	06		06	
	Writing	12		Writing	12		12	

4 th YEAR ARTS								
1 st term			2 nd term			3 rd term		
Speaking test	at least 1	10	Speaking test	at least 1	10	Speaking test	at least 1	10
Project work	at least 1	10	Project work	at least 1	10	Project work	at least 1	10
Aone-hour mid-term test	Listening	08	Aone-hour mid-term test	Listening	08	XXXXXXXXXXXXXXXXXXXXX		
	Language	12		Language	12	XXXXXXXXXXXXXXXXXXXXX		
Atwo-hour end-of--term test	Reading	15	Atwo-hour end-of--term test	Reading	15	Atwo-hour end-of--term test	Reading	15
	Language	10		Language	10		Language	10
	Writing	15		Writing	15		Writing	15

COMPONENTS / SPECIFICATIONS

1/ The oral component:

a/ Speaking Test (10 marks):

Each pupil will be tested at least once a term on the oral skills mentioned in the official programme and the test will evaluate his/her ability to express himself/herself correctly, clearly, audibly and in a way appropriate to the communicative situation. The test can be a dialogue, an interview, a report on something read, a summary of an oral or written text, an interpretation of pictures or tables or a reconstruction of a story. The test taker's performance is marked out of **ten**.

b) Project Work (10 marks):

The pupil having contributed to the realization of a project (individually or in a group) will be graded on the strategy and / or the process followed for the realization of the project as well as the content. The mark allotted is out of **ten**.

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

2. The language component:

It consists of 2 to 4 exercises testing the assimilation of lexical and grammatical acquisitions in an integrated manner and requiring the test taker to:

- a) Fill in a gapped paragraph with words provided in a box; two extra words are provided in the box.
- b) Fill in a gapped paragraph with reference to 3 options.
- c) Complete a gapped dialogue or paragraph with reference to a list of options including **two extra options**.
- d) Provide the right tense or form of bracketed words.
- e) Match sentence parts to get a paragraph or dialogue.
- f) Express 2 sentences differently as specified in the instructions.

The test taker is allotted half a mark for each correct answer

3. The listening comprehension component:

It consists of a monologue, a dialogue, a conversation, a speech or a presentation of about 200 words for the 1st and 2nd years as well as the technical section, 250 words for the 3rd and 4th scientific and economics sections and 300 words for the 3rd and 4th arts section. The linguistic as well as the semantic content of these oral texts should be appropriate to the targeted level. To demonstrate comprehension of the content of the text and its organization, test takers 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 option in multiple choice questions related to the 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.

One mark is allotted to each correct answer to the above specified comprehension questions.

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

- a) Identify the function corresponding to a given statement with reference to 3 alternatives.
- b) Provide the function of a given statement.

One mark is allotted to the correct answer to either of these questions.

Pronunciation is tested through questions requiring the test taker to:

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

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

Spelling is tested through a question requiring the test taker to:

- Complete a gapped section of the text as s/he listens to the **recorded material**.

Half a mark is allotted to each correct answer.

The use of recorded material is recommended.

4. The reading comprehension component:

It consists of one linear text, a linear text and a non-linear one, or two complementary texts of about 250 words for the 1st and 2nd years as well as the technical section, 300 words for the 3rd and 4th scientific and economics sections and 350 words for the 3rd and 4th arts section. 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 the semantic content of these texts should be appropriate to the targeted level. To demonstrate comprehension of the content of the text and its organization, the test taker is required to:

- a) Match texts or paragraphs with the appropriate titles, subtitles, captions or visuals.
- b) Give 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, including inference 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 words or phrases retrieved from the text.
- g) Complete a sentence or a paragraph with own words or phrases.
- h) Select the appropriate option in multiple choice questions related to the title or main idea of a text, or specific ideas in the text or the meaning of a given word.
- i) Find antonyms or synonyms of given words or expressions.
- j) Identify the topic sentence of a text or paragraph when that is appropriate.
- k) Identify the function corresponding to a given statement.
- l) Identify the exponent of a given function.
- m) Identify evidence that a given statement is false.
- n) Express reaction to the content of the text or the characters or people involved.
- o) Infer attitudes, moods and figures of speech.

The number of answers to be given is equal to the number of marks allotted to this component of the test.

5. The writing component:

It includes a guided writing exercise and a production task, graded respectively out of one third and two thirds of the total mark allotted to this component. The topics suggested in both activities should be interesting and motivating.

The guided writing exercise requires the test taker to:

- a) Complete open-ended utterances in a dialogue.
- b) Develop full sentences from notes to get a coherent paragraph;
- c) Use the information provided in a table or chart to write a paragraph, letter, article, report or biography.

Only one production task is administered

- The suggested topic should interest and motivate the test takers.
- In the instructions, the audience, the purpose, the context and the text length and type (genre) should be specified.

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).**