مواصفات الامتحان الختامي المستوى 6.2 - متقدم

التواصل الاجتماعي بحسب الصف التاسع
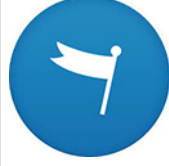
روابط مواد الصف التاسع على تلغرام

| الرياضيات | اللغة الانجليزية | اللغة العربية | التربية الاسلامية |

المزيد من الملفات بحسب الصف التاسع والمادة لغة انجليزية في الفصل الثالث

English Assessment Planner

Level 6.2

Grade 9 Advanced
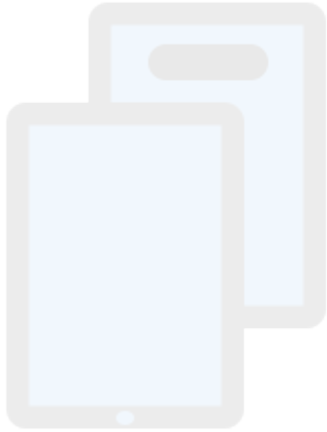
Term 3

2022 – 2023

Overview

In this assessment planner, you will find all of the tools and information you need to plan and implement Term 3 assessments. While every effort has been made to provide complete and accurate information in this document, there is a possibility that elements of the assessment plan will be updated as the term progresses. If the need arises, updates will be communicated as soon as the assessment team is aware of the change and an updated version of this document will be provided.

Level Alignments

Level alignments allow you to access and understand targeted learning outcomes and assessment goals for your students. Level alignments include the English Language Curriculum Framework for Excellence (ECFE) Level, the Literacy Level, the CEFR Level, the Lexile Range, the Global Scale of English level, a list of National and International Assessments, and a list of assessed curriculum frameworks.

Coverage

Coverage details are of particular importance in planning instruction for the term. In order to ensure that students are fully prepared for assessments, ensure frequent exposure to Term 3 assessment topics, lexis, grammar and functional language found in **this** document. Coverage may differ from what is featured in the course books. The English Language Assessment Unit will provide resources to support you and your students in preparing for assessments. A teaching resource with examples of Term 3 grammatical points and functional language will be released in week 4 to provide support for all Term 3 assessments. An additional resource will be released ahead of the Reading and Writing Summative Assessments. This is for classroom use and will contain information about key lexis. We recommend using the information in the coverage details to develop your own resources to provide additional exposure to assessed topics and language points throughout the term.

Term 3 Assessments

In Term 3 Assessments, you will find a list of all assessments for the term including the assessment type, weights for the term and the academic year, pacing, release dates and due dates, and a brief description of each assessment.

Assessment Timeline

The assessment timeline provides a visual representation of the assessment plan for Term 3. It details when assessments are to be completed and marked, and also provides release information for all resources and assessment tools.

Specifications and Guidance

Guidance will be provided ahead of implementation and all specifications are included in the document. The specifications and guidance are similar to the documents released by the assessment team in previous years, with some updates to formatting and content for cohesion and to reflect changes to the assessment plan for the current academic year. Specifications and guidance are provided for the Reading and Writing Summative Assessments.

Level Alignments

Curriculum	ECFE Level	Literacy Level	CEFR Level	Lexile Range	GSE Level	National and International Assessment
Grade 9 Advanced (BtS Book 10)	6.2	Level 4	B1 – B1+	705L - 1210L	51 - 54	EmSAT 1075-1150

Curriculum Frameworks Assessed:

- English Language Curriculum Framework for Excellence
- Literacy and Communication Framework

Coverage

Topic(s): Business, technology, jobs		
ECFE Grammar	**GSE Grammar**	**Functional Language**
Future continuous	Can use the future continuous with reference to actions in progress at a specific time in the future. 60	Comparing and contrasting
Defining and non-defining relative clauses	Can omit the relative pronoun in defining (restrictive) relative clauses. 59	Describing hopes and plans
	Can correctly use defining (restrictive) and non-defining (non-restrictive) relative clauses. 60	Making predictions and hypothesising
	Can make statements about appearance using 'seem/appear' (+ 'like/that') with complement clauses. 61	Describing past experiences and events
	Can use non-defining (non-restrictive) relative clauses to make a comment. 61	
Gerunds	Can express past intentions and plans with 'thinking of' and verbs in the gerund. 61	
	Can construct phrases with '(not) worth ...' and '(no) point ...' to express the (lack of) usefulness or value of an action or suggestion.	
Past perfect	Can use 'as soon as' with the past simple and past perfect. 62	
Past perfect continuous	Can use the past perfect continuous in a range of common situations. 62	
Passive: past tense passives	Can describe past beliefs and opinions using 'it was' + passive forms of verbs of judgement and evaluation. 61	

Term 3 Assessments

Assessment	Weighting		Pacing	Release Date	Due Date
	Term	Year			
Continuous Assessment	28% Overall	10% Overall	Multiple	Written by teacher	Written by teacher
Reading and Writing Summative Assessment	72% Overall	25% Overall	Per exam schedule	Per exam schedule	Per exam schedule

Assessment	Description
Continuous Assessment	In term 3, continuous assessment is written by teachers based on the individual needs of their students. A continuous assessment guide and materials are available on the English assessment SharePoint and on LMS. Teachers are encouraged to develop their own continuous assessment program tailored to the gaps identified by the diagnostic and summative assessments and also formative assessment conducted during usual classroom practice.
Writing Summative Assessment	As the culmination of the term's work, students are asked to demonstrate their writing ability. They will be provided with the first few sentences of a narrative, the topic of which relates to the coverage, and will be asked to predict what will happen next in the story. They will then be asked to respond to a narrative writing prompt with three bullet points that corresponds to the sentences they have previously received. They will first be asked to produce a plan for how they will answer the prompt. This will be marked by the teacher using a holistic rubric. Students will then produce an extended response, the expected length of which is detailed in the specifications below. The extended response will be marked against an emerging, developing and mastery rubric to generate useful data that can be used formatively. The writing assessment will constitute 25% of the summative assessment marks for this term.
Reading Summative Assessment	Students will also demonstrate their accomplishments in reading. In the first part, they will select the correct grammatical, functional language or vocabulary point to fill 20 gaps in a MAZE, which will be 30% of the reading marks. The MAZE will assess the prerequisite language needed to access the level coverage. In the next section, which holds 50% of the reading marks, students will answer multiple choice questions about two reading texts. One will be a narrative and the other an informative text. There will be 8 questions for each reading text. In part C, students will answer 8 questions about an above-level reading text. The reading assessment will constitute 75% of the summative assessment marks for this term.

Summative Assessment Weighting

Reading exam: 75% of summative assessment term grade			Writing exam: 25% of summative assessment term grade
Part	MAZE	Reading Comprehension	
A (30%)	30%	-	Single task marked against a rubric (100% of writing mark)
B (50%)	-	50%	
C (20%)	-	20%	

Timeline
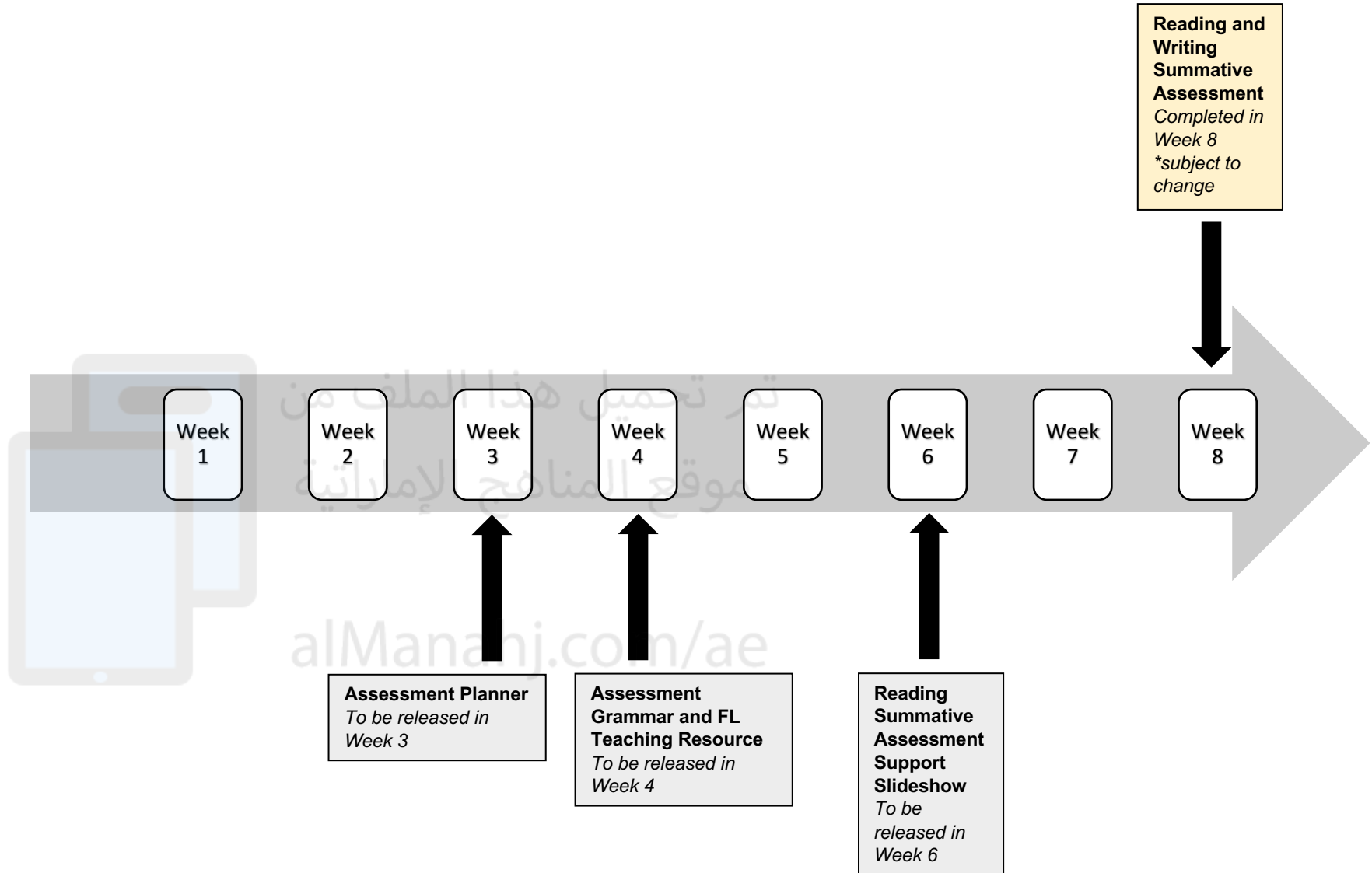
Reading and Writing Summative Assessment
Completed in Week 8
*subject to change

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8

Assessment Planner
To be released in Week 3

Assessment Grammar and FL Teaching Resource
To be released in Week 4

Reading Summative Assessment Support Slideshow
To be released in Week 6

Writing Summative Assessment Specifications

ECFE Alignment: Level 6.2			Term Weighting: 18% Year Weighting: 6%	Domain: Writing
Sections	**Question Type**	**Assessment Focus**	**Number of Questions**	**Construct Limits**
Bonus	Writing task ——————— Free response prediction	LL5.R.P.1 Make and check predictions when reading or listening to complex, extended texts. LL5.R.P.2 Consider how information from complex, extended texts can be used after reading or listening.	**Prediction - 2 marks, marked using a rubric** **Justification – 3 marks, marked using a rubric**	Students are given the beginning of a narrative and asked to predict what will happen next by completing the paragraph. Students are asked to justify their answer.
	Writing task ——————— Free response plan	ENG.06.4.3.XX.011 Use own and others' ideas to plan and develop writing. ENG.07.4.2.XX.018 Use simple and complex language structures in writing. ENG.07.4.3.XX.013 Write extended texts on familiar and some unfamiliar concrete topics. ENG.07.4.3.XX.015 Produce structured texts that contain topic sentences and supporting details.	**5 marks, marked using a rubric**	Students are asked to produce a plan for the narrative.
Part 1	Writing Task ——————— Extended response	ENG.07.4.2.XX.018 Use simple and complex language structures in writing. ENG.07.4.3.XX.013 Write extended texts on familiar and some unfamiliar concrete topics. ENG.07.4.3.XX.015 Produce structured texts that contain topic sentences and supporting details.	**25 marks, marked using a rubric**	Topics: Business, technology, jobs Expected text length: 150 words

Prediction Bonus Question Rubrics

Question 1:

	Teacher rubric	Student rubric
	Responses to prediction questions:	When answering prediction questions:
2	- accurately express a relevant prediction. - accurately use language that is appropriate to the topic and task with only a few minor errors.	I can: - write what will happen next in the story. - use words that are suitable for the question topic and task. - write sentences without many mistakes.
1	- express a prediction that is mostly relevant. - use language that is mostly appropriate to the topic and task, but errors sometimes affect the ability to communicate effectively.	I can: - write some ideas about what will happen next, but my ideas might not follow the story exactly. - use some words that are suitable for the question topic and task, but others might not be related. - write sentences, but some have serious mistakes.
0	- do not express a relevant prediction. - do not use language that corresponds to the topic or task, or errors are so frequent that little of meaning is communicated.	I can: - not write what will happen next in the story. - not use words that are suitable for the question topic or task. - write sentences that have a lot of mistakes.

Question 2:

Teacher rubric		Student rubric
Responses to prediction justification questions:		When answering prediction questions:
3	- synthesise relevant textual evidence. - demonstrate a strong ability to explore own reasoning. - justify answers with a logical argument.	I can: - explain in detail why my response is the best answer to the question. - provide accurate examples from the text to support my answer.
2	- are supported by some textual evidence. - demonstrate some ability to examine own reasoning. - attempt to justify answers with limited success.	I can: - give at least one reason why my answer is the best answer to the question. - use one example from the text to support my answer.
1	- do not contain examples from the text or other sources. - lack the ability to consider own reasoning. - do not attempt to justify answers.	I can: - write about my answer but am unable to say why it is correct or use examples from the text.

Writing Summative Assessment Rubric Levels 7 - 9

	Task completion	Structure	Grammar	Vocabulary	Spelling and punctuation
5	Student writes an extended and sophisticated response, with all aspects of the prompt covered in detail.	Entire response is appropriately structured with awareness of style and audience.	Response uses both simple and complex language structures. Language chosen is appropriate to the task, with only isolated minor mistakes, if any.	Response uses a range of technical and sophisticated vocabulary for the specific topic of the task.	Spelling and punctuation are consistently accurate, even within complex words and sentences.
4	Student writes an extended response, obviously achieving the expected length, which covers all aspects of the prompt.	Response is clearly structured appropriately in paragraphs with evident attempt at an opening, main body and closing.	Response uses a range of simple and complex grammatical structures appropriate to the prompt/questions. Grammatical errors are infrequent and do not affect readability.	Response uses a few examples of more technical or sophisticated vocabulary for the specific topic of the task	There are examples of accuracy in more complex spelling and punctuation. There may be multiple errors, but they mostly don't affect readability.
3	Student writes an adequately extended response, approximating the word count, with most aspects covered (no more than one area of the prompt missed).	Response is written using a paragraph or more which contain a narrative structure.	Response uses a range of grammar appropriate to the prompt/questions. Grammatical errors may sometimes affect readability.	Vocabulary is adequate to communicate a response to the topic, but may largely depend on common/simple vocabulary.	Common vocabulary is mostly spelt accurately and sentences contain basic punctuation. There may be frequent spelling errors with more complex words.
2	Student expresses several ideas, but more than one area of the prompt is missed or not dealt with in sufficient detail.	Response is clearly structured into sentences but there is little to no attempt to structure into a paragraph.	Response uses only basic grammar to answer the prompt/questions. Grammatical errors may be frequent.	Vocabulary range is clearly limited, and is not sufficient to address some topics in the prompt.	There are examples of accurate spelling and punctuation throughout, but also frequent errors.
1	Student's writing does not cover any aspect of the prompt.	Response does not appear to be structured in any conventional sense, even in terms of sentences.	No attempt at grammatical structures is identifiable.	Response contains very little that can be identified as appropriate vocabulary for the task.	Response contains little to no punctuation and/or almost every word is spelt so as to be barely decipherable.
0	No response, or entirety of response plagiarised				

Reading Summative Assessment Specifications

ECFE Alignment: Level 6.2			Term Weighting: 18% Year Weighting: 6%	Domain: Reading
Sections	**Question Type**	**Assessment Focus**	**Number of Questions**	**Construct Limits**
Part 2	MAZE task Multiple choice questions _____ Read the text and answer a, b or c.	A: ENG.03.2.2.XX.009 Read short texts on familiar topics. ENG.03.2.3.XX.030 Recognise key features of text organisation.	**20 questions** **(across multiple paragraphs)**	Text: - simple - informative Text length: 200 words
Part 3	Multiple choice questions _____ Read the text and answer a, b or c.	B: ENG.07.2.2.XX.017 Read a range of texts in a variety of genres. ENG.07.2.3.XX.023 Read and understand the overall meaning of extended texts on familiar and unfamiliar concrete topics. ENG.07.2.3.XX.024 Read and identify specific information in extended texts on familiar and unfamiliar concrete topics. ENG.07.2.3.XX.025 Read and understand details in extended texts on familiar and unfamiliar concrete topics. ENG.07.2.3.XX.028 Identify the mood and tone when reading extended texts on familiar and some unfamiliar concrete topics. ENG.07.2.3.XX.029 Make connections when reading extended texts on familiar and some unfamiliar concrete topics.	**8 questions**	Text: - extended - familiar and some unfamiliar concrete topics - narrative Text length: 270 words

Part 4	Multiple choice questions ──────────── Read the text and answer a, b or c.	B: ENG.07.2.2.XX.017 Read a range of texts in a variety of genres. ENG.07.2.3.XX.024 Read and identify specific information in extended texts on familiar and unfamiliar concrete topics. ENG.07.2.3.XX.025 Read and understand details in extended texts on familiar and unfamiliar concrete topics. ENG.07.2.3.XX.026 Read and identify the main points of extended texts on familiar and unfamiliar concrete topics. ENG.07.2.3.XX.029 Make connections when reading extended texts on familiar and some unfamiliar concrete topics.	**8 questions**	Text: - extended - familiar and some unfamiliar concrete topics - narrative Text length: 270 words
Part 5	Multiple choice questions ──────────── Read the text and answer a, b or c.	C: ENG.08.2.2.XX.020 Read a wide range of texts in a variety of genres. ENG.08.2.3.XX.031 Read and identify specific information in extended texts on concrete and some abstract topics. ENG.08.2.3.XX.032 Read and understand details in extended texts on concrete and some abstract topics. ENG.08.2.3.XX.033 Read and identify the main points of extended texts on concrete and some abstract topics. ENG.08.2.3.XX.036 Make connections when reading extended texts on familiar and unfamiliar concrete topics.	**8 questions**	Text: - extended - familiar and some unfamiliar concrete topics - informative Text length: 310 words