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LIST of ABBREVIATIONS

CA	<i>Continuous Assessment</i>	LG	<i>Letter Grade</i>
CAR-Chart	<i>Continuous Assessment Recording Chart</i>	LST (or LS)	<i>Listening</i>
CB	<i>Class-based (Reading)</i>	L-Texts	<i>Long texts</i>
EVLТ	<i>Evaluative (Writing)</i>	NRTV	<i>Narrative (Writing)</i>
EYE	<i>End-of-Year Exam</i>	NS	<i>Number Score</i>
EYT	<i>End-of-Year Test</i>	RDG (or RD)	<i>Reading</i>
GRM (or GR)	<i>Grammar</i>	Sntcs	<i>Sentences</i>
ICT	<i>Informal Class Test</i>	SPK (or SP)	<i>Speaking</i>
IND	<i>Independent (Reading)</i>	S-Texts	<i>Short texts</i>
INFM	<i>Informative (Writing)</i>	WRT (or WR)	<i>Writing</i>
INTR	<i>Interactive (Writing)</i>	VCB (or VC)	<i>Vocabulary</i>

GLOSSARY

<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, etc.
<i>Formative Assessment</i>	Assessment <u>for</u> student learning. Its purpose is to <i>improve</i> students' learning. Typically done through self-assessment, giving feedback, etc.
<i>Two-way Speaking/ OR Interaction</i>	Speech which involves two (or more) participants interacting with each other, i.e. reacting and responding to what is said by the other participant(s). Typical contexts include: socialising, transactions, telephone conversations, discussion, negotiation, etc.
<i>One-way Speaking</i>	Speech which involves a speaker and a listener (or group of listeners), with few, if any, responses from the listener(s). Typical contexts include: narratives, descriptions, instructions, announcements, presentations, etc.
<i>Presentations</i>	A special, more formal kind of 'one-way speaking' in which the speaker addresses a larger audience (typically, the rest of the class) for an extended time. He/She can present information, ideas and/or opinions, after which he/she will answer questions from the audience.
<i>Pronunciation</i>	One of several criteria used in the assessment of Speaking. It includes four main aspects: (a) individual sounds (phonemes); (b) word-stress; (c) sentence-stress/ rhythm; (d) intonation. Assessment focuses mainly on how easy (or difficult) it is to understand what an individual says.
<i>Electronic sources</i>	Technological means of transmitting human speech, such as cassette-player; radio; television; film/video; internet; telephone. Contrasted with 'live' speech, heard directly from the speaker. [<u>Note</u> : Texts heard from electronic sources are referred to in the Rating Scales as <i>electronic texts</i> .]
<i>Functions</i>	Spoken language in which the main focus is on the <i>purpose</i> and <i>intention</i> of the speaker, rather than the actual language used, e.g. requesting, offering, suggesting, giving advice, asking permission, etc.
<i>Transactions</i>	Interactions in which the main purpose is to transfer information or to get goods and services, e.g. a visit to a travel agency.
<i>Everyday language</i>	Spoken language heard during day-to-day activities, whether in the classroom or elsewhere.
<i>Evaluative Writing</i>	Writing in which personal opinions are expressed and justified. Typical contexts include: magazine articles, giving advice, complaining, etc.
<i>Informative Writing</i>	Writing in which the main purpose is to communicate information. Typically includes a wide variety of texts, such as descriptions, reports, notices, instructions, forms, questionnaires, etc.
<i>Interactive Writing</i>	Writing which is intended to communicate directly with other individuals, usually as part of an <i>exchange</i> . This includes letters, e-mails, messages, invitations, etc, as well as replies to these texts.
<i>Narrative Writing</i>	Writing which tells a story (in the past tense). Typical texts include: works of fiction, real-life experiences or events, biographies, historical accounts, etc.
<i>Class-based Reading</i>	Reading done by the whole class, as part of teacher-led development of reading skills.
<i>Independent Reading</i>	Reading done by individual students on their own initiative and with a minimum of outside support. Also referred to as 'extensive reading'.
<i>Generic Tasks</i>	Types of Reading task which can be carried out with <i>any</i> written text, as opposed to tasks which are specifically prepared for a <i>particular</i> text.