

Primary English - Continuous Assessment in Year 5 and Year 6 (Updated - 2019 - 2020)

It is recommended that continuous assessment of English, as an integral part of the teaching and learning process in Year 5 and Year 6, includes the selected learning outcomes below. The learning outcomes comprise aspects from the three strands of the current syllabus: Oracy - Listening and Speaking, Reading and Writing. This will enable teachers to report to parents / guardians on their child's progress in each of the four language modes.

Continuous assessment tasks can be assigned in the primary classroom during English lessons that target the specified learning outcomes. Evidence of the students' work and a record of their performance in the set assessment tasks is necessary for evaluation purposes and for keeping stakeholders informed about the learners' progress.

While monitoring and evaluating each student's language development, the class teacher can allot marks for these assessment tasks. The rubrics found on pages 7 - 9 within this document can serve as guidelines to help teachers assess more objectively and formatively. The descriptors identifying each band could serve as feedback, which could then be shared with all stakeholders, including parents / guardians, SLT and perhaps more importantly the learners for them to make their next steps in their learning.

Throughout the scholastic year, teachers would need to input marks in *MySchool*. This includes the first continuous assessment mark (out of 100) which should be inputted around February and the second and final continuous assessment mark which includes all of the tasks meant for continuous assessment (please refer to tables on pages 6 and 7) as well as the Annual examination mark. For Year 5 only, *MySchool* will then automatically compute the **final global mark**, which comprises of 40% continuous assessment and 60% the examination mark. For further support, an Excel sheet is being provided as an optional tool to help and guide teachers in the inputting of marks for continuous assessment purposes. Should you wish to use this Excel sheet, kindly contact Ms Pamela Zerafa (EO English) pamela.zerafa@ilearn.edu.mt, or Ms Urieth Attard (HoD English Primary) urieth.aquilina@ilearn.edu.mt or Ms Mary Jude Camilleri (HoD English Primary) mary.jude.camilleri@ilearn.edu.mt.

Primary English – Continuous Assessment Tasks in Years 5 and 6			
Language Mode	Language Focus	Syllabus Reference	Assessment Tasks
Listening	Active Listening	5.1.1 6.1.1	Listening and viewing multimodal texts and responding to a range of question types to show understanding, <i>e.g. multiple-choice questions on a video clip</i>
		5.1.4 6.1.4	Using appropriate language when participating in class discussions on read-aloud text, stories, poems and songs, <i>e.g. listening and responding by sharing opinions</i>

Primary English – Continuous Assessment Tasks in Years 5 and 6			
Language Mode	Language Focus	Syllabus Reference	Assessment Tasks
Speaking	Interaction	5.1.9 6.1.10	Participating in role play using language to communicate with a purpose, <i>e.g. simulated situations in small groups</i>
	Language awareness and use	5.1.5 6.1.8	Giving descriptions of characters, scenes, objects and pictures, <i>e.g. oral contributions – describing pictures</i>
		5.1.8 6.1.9	Explaining the different steps of a simple procedure using precise instructions, <i>e.g. explaining a simple recipe / how to take care of a pet or plant.</i>

Primary English – Continuous Assessment Tasks in Years 5 and 6			
Language Mode	Language Focus	Syllabus Reference	Assessment Tasks
Reading	Reading with understanding	5.2.5 5.2.6	Using a variety of strategies to understand and maintain meaning of text and reading for different purposes, <i>e.g. participating in the shared reading of a text</i>
		6.2.1 6.2.2	Using text organisation and book conventions and reading purposefully, accessing information from a range of sources, <i>e.g. reading for information on a topic</i>
	Responding to questions about texts	5.2.9 5.3.15 6.2.9 6.3.15	Using a range of comprehension strategies and writing answers to questions on picture, topic, story and poem, <i>e.g. answering questions about a photograph / an information text, a story or poem</i>

Primary English – Continuous Assessment Tasks in Years 5 and 6			
Language Mode	Language Focus	Syllabus Reference	Assessment Tasks
Writing	Writing Process	5.3.4 6.3.4	Using relevant, detailed and organised planning before writing, <i>e.g. completing a graphic organiser for a particular genre / brainstorming ideas and classifying and organising information prior to writing</i>
		5.3.5 6.3.5 5.3.10 6.3.10 5.3.12 6.3.12 5.3.14 6.3.14	Grouping information in paragraph (s) form, using a range of sentence types, <i>e.g. writing an information text</i>
		5.3.3 6.3.3 5.3.6 6.3.6	Using various strategies competently to spell correctly, proof-reading and editing own work, and revising by checking the development of ideas in a written work, <i>e.g. a revised first draft of a story / a description of an event</i>
		5.3.1 5.3.2 6.3.1 6.3.2	Giving importance to quality of handwriting and using presentational skills, <i>e.g. using a writing frame for a particular text type</i>
		5.3.9 6.3.9	Writing with a purpose and for an audience, <i>e.g. short writing tasks such as a short letter, instructions, messages, a procedure, a short dialogue, a brief write-up on a situation, tables and charts, an advertisement</i>
	Writing purposefully and concisely	5.3.1 5.3.2 6.3.1 6.3.2	Giving importance to quality of handwriting and using presentational skills, <i>e.g. using a writing frame for a particular text type</i>

Primary English Year 5					
Continuous Assessment	Oracy		Reading	Writing	
	Listening	Speaking	Reading Comprehension	Short Writing Task	Long Writing Task
Term 1	1	1	2	1	1*
Term 2	1	1	2	1	1*
Term 3	1	1	2	1	1*
Total	6		6	6	

Table 1 shows the number of assessment tasks for each strand distributed throughout the scholastic year in **Year 5**.

Primary English Year 6					
Continuous Assessment	Oracy		Reading	Writing	
	Listening	Speaking	Reading Comprehension	Short Writing Task	Long Writing Task
		2	2	4	2
Total	4		4	4	

Table 2 shows the number of assessment tasks for each strand distributed throughout the scholastic year in **Year 6**.

(*Based on the different aspects of the writing process as outlined above.)

Primary English Year 5 and Year 6								
Continuous Assessment	Listening		Speaking		Reading		Writing	
	First	Second	First	Second	First	Second	First	Second
	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment	Continuous Assessment
	Mark (February)	Mark (June)	Mark (February)	Mark (June)	Mark (February)	Mark (June)	Mark (February)	Mark (June)
Year 5	2 tasks	1 task	2 tasks	3 tasks	3 tasks	3 tasks	3 tasks	3 tasks
Year 6	1 task	1 task	1 task	1 task	2 tasks	2 tasks	2 tasks	2 tasks

Table 3 shows when the different assessment tasks for each strand are to be conducted and thus when their respective mark is to be inputted in Year 5 and Year 6.

Primary English Year 5 and Year 6					
Continuous Assessment	Oracy		Reading	Writing	
	Listening	Speaking		Short Writing Task	Long Writing Task
Marks	/10	/25	/20	/12	/25

Table 4 shows the suggested amount of marks allotted to each skill based on the Excel sheet in Year 5 and Year 6.

At the end, for Continuous Assessment purposes, each skill carries an equal weighting of 25%. This will be worked out by the Excel sheet automatically and teachers are to input these marks and the Annual examination mark in *MySchool*.

Rubric for a **long writing task** (25 marks)

	5	4	3 - 2	1	0	
	Candidates characteristically	Candidates characteristically	Candidates characteristically	Candidates characteristically	Candidates characteristically	
Content and Relevance (task achievement)	<ul style="list-style-type: none"> Content is completely relevant <p>Task is achieved in full</p>	<ul style="list-style-type: none"> Content is mostly relevant Task is mostly achieved 	<ul style="list-style-type: none"> Content is not always relevant Task is achieved in part 	<ul style="list-style-type: none"> Content is under-developed Task is hardly achieved 	<ul style="list-style-type: none"> Content is irrelevant Task is not achieved 	Total 25 Marks
Organisation and Structure (Coherence and Cohesion)	<ul style="list-style-type: none"> Structure and organise their writing in a cogent manner Cohesive devices are varied and link together well 	<ul style="list-style-type: none"> Structure and organise their writing into a coherent prose Cohesive devices are quite varied and generally correct. 	<ul style="list-style-type: none"> Paragraph and sentence structure are fairly correct though unambitious Cohesive devices are rather limited 	<ul style="list-style-type: none"> Paragraph and sentence structure show lack of control 	<ul style="list-style-type: none"> No attempt to structure and organise their writing 	
Vocabulary	<ul style="list-style-type: none"> Wide-ranging and appropriate vocabulary 	<ul style="list-style-type: none"> Very good range and appropriate vocabulary 	<ul style="list-style-type: none"> Good range and appropriate vocabulary 	<ul style="list-style-type: none"> Limited vocabulary, possibly seen in the repetition of words 	<ul style="list-style-type: none"> Very limited and inappropriate choice of vocabulary 	
Language use	<ul style="list-style-type: none"> Varied and accurate grammatical structures and syntax Excellent choice of expression 	<ul style="list-style-type: none"> Mostly accurate grammatical structures and syntax Quite varied grammatical structures Good choice of expression 	<ul style="list-style-type: none"> Grammatical structures and syntax are rather basic and sometimes inaccurate Adequate choice of expression but with some inaccuracies 	<ul style="list-style-type: none"> Grammatical structures and syntax are limited and mostly inaccurate Limited choice of expression and with some inaccuracies 	<ul style="list-style-type: none"> Grammatical structures and syntax are inaccurate Very poor choice of expression and inaccurate 	
Spelling & Punctuation	<p>Accurate spelling and use of punctuation</p>	<p>Good spelling and use of punctuation</p>	<p>Adequate spelling and use of punctuation</p>	<p>Spelling and Punctuation use is rather poor</p>	<p>Spelling and Punctuation use is very poor</p>	

Rubric for a **short writing task (12 marks)**

	2	1	0	
Grammar	Varied, complex and accurate grammatical structures and syntax	Grammatical structures and syntax are limited and sometimes inaccurate	Grammatical structures and syntax are inaccurate throughout	6 marks
Spelling	Accurate spelling throughout	Adequate spelling with some errors (up to 2 different mistakes)	Spelling is very poor (more than 3 different mistakes)	
Punctuation	Accurate punctuation throughout	Generally accurate use of punctuation (up to 2 different mistakes)	Inaccurate punctuation (more than 3 different mistakes)	
	2	1	0	
Coherence and Cohesion	Structured and organised writing Cohesive devices are varied and link together well	Paragraph and sentence structure are fairly correct Cohesive devices are quite varied and generally correct	Unstructured and disorganised writing No or mistaken use of linking words or phrases	6 marks
Vocabulary	Wide-ranging and appropriate vocabulary Excellent choice of expression	Good range and appropriate vocabulary Good choice of expression	Very limited and inappropriate choice of vocabulary Poor choice of expression	
Relevance	Content is completely relevant Task is achieved in full	Content is irrelevant at times Task is partially achieved	Content is irrelevant Task is not achieved	

Rubric for a **speaking task** (25 marks)

Student's Name: _____

Year: _____

Activity assessed: _____

Tick (✓) 1 item from each of the four categories. In the last row write the total mark that corresponds to the 4 ticks.

1. Fluency and coherence.	7 marks	5 marks	3 marks	1 mark
	Can speak using pauses and hesitations which do not interfere with comprehension (near native-like fluency)	Can speak using a few hesitations and pauses to search for words.	Can speak slowly, using hesitation to rephrase and search for vocabulary.	Can speak using very short isolated utterances with frequent hesitations.
2. Lexical resource:	7 marks	5 marks	3 marks	1 mark
	Can use a wide range of vocabulary related to the topic, appropriately.	Can use basic vocabulary related to the topic.	Can use basic vocabulary related to the topic with some inappropriate use of lexical items.	Can use some very basic vocabulary in familiar contexts.
3. Accuracy	7 marks	5 marks	3 marks	1 mark
	Can express oneself, using basic and complex sentences, with few or no errors, which do not impede understanding.	Can express oneself, using basic and complex sentences, with occasional grammatical errors, which do not hinder understanding.	Can express oneself, with some support and with some basic errors.	Can express oneself with several errors in simple sentence structures that can lead to misunderstanding.
4. Pronunciation	4 marks	3 marks	2 marks	1 mark
	Can pronounce words correctly, with correct intonation and stress.	Can pronounce most words well, with generally correct intonation, and minimal interference from native language.	Can pronounce common words, but had difficulty with some words and/or marked native language interference.	Can pronounce a few words well but marked pronunciation errors can lead to misunderstanding.
Total from 25 marks:				

Comments: _____