



MINISTRY OF MANPOWER
Directorate General of Technological Education
Colleges of Technology

General Foundation Program

CONTINUOUS ASSESSMENT GUIDELINES – ENGLISH
Level 3

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Version Control Table

A. Document development details and summary of revisions

Version	Author	Date (dd/mm/yyyy)	Summary of revisions	Contributed by
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1.3	HCT ELC QA coordinator, HoS C&TM	14/09/2017	Slight changes made to format and marks in: -Book/Film Review -Vocab Log -Portfolio Content List Added - Common mistakes log	HCT Team Leaders
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B. Plagiarism verification

Version	Team/committee/person	Date (dd/mm/yyyy)	% of Plagiarism	signature
Final draft				

C. Document proof read by:

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1. Introduction

The Continuous Assessment Guidelines aim to assist and provide teachers with the necessary information they need to assess students throughout the semester. 50% of the total mark is given to CA of which 30% is allotted for a Progress Test and the remaining 20% is given to other forms of assessment which is what this document is concerned with. This document includes the guidelines, criteria and templates to be used in assessing the following:

- Teacher In-Class Mark
- In-Class Writing Assessments
- Book/Film Review
- Student Portfolio
- Presentation

1.1 Table of FP Assessment Outline:

Continuous Assessment (50%)					Level Exit Exam (50%)	
LEVEL	Progress Test (30%)		OTHER (20%)		COMPONENT	Percent
3	Writing	10 %	Teacher In-Class Mark	5 %	Writing	12.5 %
	Listening	10 %	In-Class Writing Assessments	5 %	Listening	12.5 %
	Reading	10 %	Book/Film Review	2 %	Reading	12.5 %
			Student Portfolio	3%		
			Presentation	5 %	Speaking	12.5 %

1.2 Summary of Continuous Assessment

#	Continuous Assessment Component	Marks Allotted	Averaged to
1	Teacher In-Class Mark	25	5%
2	Two In-Class Writing Assessments	Q1 (20 marks) – 40% Q2 (20 marks) – 60%	5%
3	Book/Film Review	10	2%
4	Student Portfolio	30	3%
5	Presentation	25	5%
	Total	130	20%

Teacher In-Class Mark

Teachers award marks to their students for their discipline, in-class participation, as well as punctuality and attendance.

The following General Study Skills Learning Outcomes are achieved through this CA component:

General Study Skills
<p>6.2.1 a) Work in pairs or groups and participate accordingly i.e. take turns, initiate a discussion, interrupt appropriately, express an opinion.</p> <p>6.2.1 b) Follow university policies on attendance and punctuality.</p> <p>6.2.1 c) Bring required materials (pens, pencils, folder, etc) to class.</p> <p>6.2.1 d) Work to imposed deadlines.</p> <p>6.2.1 e) Show respect for teachers and others and their rights to have a difference of opinion.</p> <p>6.2.1 f) Use a variety of study techniques.</p> <p>6.2.1 h) Complete homework on time.</p> <p>6.2.1 i) Continually revise one's work.</p>

2. Teacher In-Class Mark

2.1 Guidelines for Teacher In-Class Mark:

- a. Teachers will follow the criteria of giving Teacher In-Class Mark to students.
- b. The criteria should be explained to the students at the beginning of the semester.
- c. The assessment shall be done **once in a semester** according to the deadline.
- d. The teaching partners shall discuss the marks awarded to their students, with each other.
- e. The teacher should write the marks of this assessment in the given record and update the on-line CA score sheet as per the deadline.
- f. The Reading and Writing teacher shall maintain a record of the Teacher In-Class Mark in their Course Information File (i.e. the file in which a teacher keeps his/her course work).

2.2 Criteria for the Teacher In-Class Mark

Criteria	Description
	The student
Discipline (10 marks)	<ul style="list-style-type: none">• Complies to the class rules• Shows respect to peers and teachers• Takes care of resources in the classroom
In-class participation (10 marks)	<ul style="list-style-type: none">• Demonstrates active involvement in class activities• Contributes in a very significant way to ongoing discussion• Comes prepared to class• Completes homework on time
Punctuality & Attendance (5 marks)	<ul style="list-style-type: none">• Regularly attends classes• Always comes to class on time• Provides valid excuses in-case of absences

2.3 Record of Teacher In-Class Mark

Level: ____ Group No.: ____ Academic Year: _____ Semester: ____

#	Name of the student	Criteria of Evaluation			Total (25)
		Discipline (10)	Participation (10)	Punctuality & Attendance (5)	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
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17.					
18.					
19.					
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25.					
26.					

Teacher's Signature: _____ Date: _____

Teaching partner: _____ Date: _____

In-Class Writing Assessments

A minimum of two writing assessments are given to students to encourage them improve their writing skills and to familiarize them with the examination writing tasks and assessment criteria.

The following Writing Learning Outcomes are achieved through this CA component:

Level 3 Learning Outcomes for Writing
1. Can link ideas to write simple texts on topics which are of personal interest or on topics which a student aiming to study at a college level ought to be familiar
2. Can write short reports of occurrences, which communicate factual information and give reasons for actions taken
3. Can describe the plot of a book or film and describe their reactions to the book or film
4. Can describe processes
5. Can write personal letters or emails describing experiences, feelings, opinions, attitudes, dreams, hopes and ambitions and impressions and or events in detail of at least 150 words
6. Can write clear instructions to operate a piece of equipment found in the home, in an educational institution or in the workplace
7. Can write an essay of at least 175 words with an introduction, a minimum of two supporting paragraphs, and a conclusion on topics which are familiar or of personal interest, or on topics which a student aiming to study at a college level ought to be familiar with, which might require expressions of agreement and disagreement, or cause and effect, or comparison and contrast
8. Can use prewriting strategies to generate and develop ideas and to plan before starting to write

3. In-Class Writing Assessments:

3.1 Guidelines for In-Class Writing Assessment:

- a) There will be two In-Class Writing Assessments.
- b) One writing assessment is to be given to students before the Progress Test for 20 marks (40%) and one after the Progress Test for 20 marks (60%).
- c) Assessed writing should be done in class.
- d) Assessments should ONLY be given in the last 25 or 35 minutes of the class. (Task 1=25 minutes AND Task 2= 35 minutes).
- e) The marking criteria should be followed when marking the writing assessments.
- f) Assessed writing should be kept in the student portfolio.
- g) The teacher should write the marks of this assessment in the given record and update the on-line CA scoresheet as per the deadline.
- h) The Reading and Writing teacher shall maintain a record of the In-Class Writing Assessments in their Course Information File.

3.2 Marking Criteria

Colleges of Technology - Writing Marking Criteria Level 3 – Task 1

Mark	TASK ACHIEVEMENT	ORGANIZATION	GRAMMAR & RANGE OF STRUCTURES	VOCABULARY
5	All parts of the email, letter, instructions or report the candidate has been asked to address are very clearly communicated as directed, or all questions the candidate has been instructed to answer are very clearly answered.	Logically organizes information and ideas. Uses a wide range of discourse markers appropriately. There is a clear progression of thought.	No grammatical or punctuation errors. A wide range of grammatical structures.	Correct choice of vocabulary and no spelling errors. The register or style consistently matches the nature of the task.
4	Most parts of the email, letter, instructions or report the candidate has been asked to address are clearly communicated as directed, or most of the questions the candidate has been instructed to answer are clearly answered.	Arranges information and ideas coherently and there is an overall progression. Uses a range of discourse markers though there may be some incorrect use.	Only rare grammatical or punctuation errors which do not impede communication. A fairly wide range of grammatical structures.	Only rare spelling errors or incorrect choice of vocabulary which do not impede communication. The register or style may in occasional instances not match the nature of the task.
3	Only some parts of the email, letter, instructions or report the candidate has been asked to address are communicated as directed, or only some of the questions the candidate has been instructed to answer are answered.	Presents information with some organization but there may be a lack of overall progression. Uses only a limited number of discourse markers and there may be frequent incorrect use.	Some grammatical or punctuation errors which may impede communication. A limited range of grammatical structures.	Some spelling errors and incorrect choice of vocabulary which may impede communication. The register or style frequently does not match the nature of the task.
2	Only a few parts of the email, letter, instructions or report the candidate has been asked to address are communicated as directed, or only a few of the questions the candidate has been instructed to answer are answered. Format is inappropriate. (e.g. numbers, bullets, etc. are used).	Ideas are not arranged coherently and there is no clear progression in the response. Uses very few discourse markers and their use is usually inaccurate or repetitive.	Frequent grammatical or punctuation errors which usually impede communication. An extremely limited range of grammatical structures.	Frequent spelling errors and incorrect choice of vocabulary which usually impede communication. The register or style usually does not match the nature of the task.
1	Only very few parts of the email, letter, instructions or report the candidate has been asked to address are communicated as directed, or only very few of the questions the candidate has been instructed to answer are answered.	Has very little control of organizational features. Makes no attempt to use discourse markers.	Grammatical and punctuation errors are so prevalent that hardly any communication takes place.	Spelling errors and incorrect choice of vocabulary occurs to such an extent that hardly any communication takes place. The register or style does not match the nature of the task at all.

1. Give a zero if the task is not attempted, if the answer is **totally** incomprehensible or if the answer is plagiarized and there is evidence for this.
2. If the answer is **totally** irrelevant and unrelated to the task in any way, award a zero for the Task Achievement, and **don't give more than 2 marks** for Organization, 2 for Grammar & Range of Structures and 1 for Vocabulary.
3. Candidates are penalized for writing fewer than the required number of words. The reduction is from Task Achievement as follows:
0-60 words = - 3; 61– 100 words = -2; 101-140 = -1
4. If the word count is less than 50% do not award more than 3 marks for the other three criteria.
5. To receive the mark allocated for a criterion, all positive features mentioned in the descriptors should be achieved.

Colleges of Technology - Writing Marking Criteria Level 3 - Task 1 (Process)

Mark	TASK ACHIEVEMENT	ORGANIZATION	GRAMMAR & RANGE OF STRUCTURES	VOCABULARY
5	Fully satisfies all the requirements of the task. Presents a very clear overview of the process showing the number of stages involved. Presents a fully developed response describing all the steps with total clarity.	Logically organizes information and ideas. Uses a wide range of discourse markers appropriately. There is a clear progression of thought.	No grammatical or punctuation errors. A wide range of grammatical structures. Uses the passive form of the verbs accurately.	Correct choice of vocabulary and no spelling errors. The register or style consistently matches the nature of the task.
4	Covers all the requirements of the task sufficiently. Presents a clear overview of the process showing the number of stages involved. Presents a developed response describing all the steps with clarity.	Arranges information and ideas coherently and there is an overall progression. Uses a range of discourse markers though there may be some incorrect use.	Only rare grammatical or punctuation errors which do not impede communication. A fairly wide range of grammatical structures. Uses the passive form of the verbs with rare errors.	Only rare spelling errors or incorrect choice of vocabulary which do not impede communication. The register or style may in occasional instances not match the nature of the task.
3	Covers the requirements of the task. Presents an overview of the process. Describes all the steps in the process.	Presents information with some organization but there may be a lack of overall progression. Uses only a limited number of discourse markers and there may be frequent incorrect use.	Some grammatical or punctuation errors which may impede communication. Limited range of grammatical structures. Attempts the passive form of the verbs with some errors.	Some spelling errors and incorrect choice of vocabulary which may impede communication. The register or style frequently does not match the nature of the task.
2	Generally addresses the requirements of the task. There is no overview. Presents most of the steps in the process, but some may be inappropriate or inaccurate.	Ideas are not arranged coherently and there is no clear progression in the response. Uses very few discourse markers and their use is usually inaccurate or repetitive.	Frequent grammatical or punctuation errors which usually impede communication. Extremely limited range of grammatical structures. Does not use the passive, or uses the passive with frequent errors.	Frequent spelling errors and incorrect choice of vocabulary which usually impede communication. The register or style usually does not match the nature of the task.
1	Attempts to address the task. Describes some of the steps mechanically with no overview.	Has very little control of organizational features. Makes no attempt to use discourse markers.	Grammatical and punctuation errors are so prevalent that hardly any communication takes place. Does not attempt to use the passive.	Spelling errors and incorrect choice of vocabulary occurs to such an extent that hardly any communication takes place. The register or style does not match the nature of the task at all.

1. Give a zero if the task is not attempted, if the answer is **totally** incomprehensible or if the answer is plagiarized and there is evidence for this.
2. If the answer is **totally** irrelevant and unrelated to the task in any way, award a zero for the Task Achievement, and **don't give more than 2** marks for Organization, 2 for Grammar & Range of Structures and 1 for Vocabulary.
3. Do not award more than 3 marks for Task Achievement if the student makes no attempt to use the passive voice.
4. Candidates are penalized for writing fewer than the required number of words. The reduction is from Task Achievement as follows:
0 - 60 words = - 3; 61– 100 words = -2; 101– 140 words = -1
5. If the word count is less than 50% do not award more than 3 marks for the other three criteria.
6. To receive the mark allocated for a criterion, all positive features mentioned in the descriptors should be achieved.

Colleges of Technology - Writing Marking Criteria Level 3 – Task 2

Mark	TASK RESPONSE	ORGANIZATION	GRAMMAR & RANGE OF STRUCTURES	VOCABULARY
5	Fully addresses all parts of the task. Presents a fully developed response with well supported ideas.	Logically organizes information and ideas. Uses a wide range of discourse markers appropriately. There is a clear progression of thought. Skillfully manages paragraphing.	No grammatical or punctuation errors. A wide range of grammatical structures.	Correct choice of vocabulary and no spelling errors. The register or style consistently matches the nature of the task.
4	Sufficiently addresses all parts of the task. Presents a developed response with supported ideas.	Arranges information and ideas coherently and there is an overall progression. Uses a range of discourse markers though there may be some incorrect use. Uses paragraphing sufficiently and appropriately.	Only rare grammatical or punctuation errors which do not impede communication. . A fairly wide range of grammatical structures.	Only rare spelling errors or incorrect choice of vocabulary which do not impede communication. The register or style may in occasional instances not match the nature of the task.
3	Addresses most parts of the task. Presents ideas which may not be fully developed and/or lack focus.	Presents information with some organization but there may be a lack of overall progression. Uses only a limited number of discourse markers and there may be frequent incorrect use. Uses paragraphing, but not always logically.	Some grammatical or punctuation errors which may impede communication. A limited range of grammatical structures.	Some spelling errors and incorrect choice of vocabulary which may impede communication. The register or style frequently does not match the nature of the task.
2	Addresses some parts of the task. Presents ideas which may be inadequately developed.	Ideas are not arranged coherently and there is no clear progression in the response. Uses very few discourse markers and their use is usually inaccurate or repetitive. Uses paragraphing, but not logically.	Frequent grammatical or punctuation errors which usually impede communication. An extremely limited range of grammatical structures.	Frequent spelling errors and incorrect choice of vocabulary which usually impede communication. The register or style usually does not match the nature of the task.
1	Addresses the task only minimally.	Has very little control of organizational features. Makes no attempt to use discourse markers.	Grammatical and punctuation errors are so prevalent that hardly any communication takes place.	Spelling errors and incorrect choice of vocabulary occurs to such an extent that hardly any communication takes place. The register or style does not match the nature of the task at all.

1. Give a zero if the task is not attempted, if the answer is **totally** incomprehensible or if the answer is plagiarized and there is evidence for this.
2. If the answer is **totally** irrelevant and unrelated to the task in any way, award a zero for the Task Response, and **don't give more than 2** marks for Organization, 2 for Grammar & Range of Structures and 1 for Vocabulary.
3. Candidates are penalized for writing fewer than the required number of words. The reduction is from Task Response as follows:
0-70 words = - 3; 71- 120 words = -2; 121-160= -1
4. If the word count is less than 50% do not award more than 3 marks for the other three criteria.
5. To receive the mark allocated for a criterion, all positive features mentioned in the descriptors should be achieved.

3.3 Record of In-Class Writing Assessments:

Level: _____ Group No.: _____ Academic Year: _____ Semester: _____

#	Name of the student	Assessment no.1 (20 marks =40%)	Assessment no.2 (20=60% marks)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			

Teacher's Signature : _____ Date: _____

Book/Film Review

In the Book/ Film review, students write a review on a short book or a film using resources from the Self Access Centre (SAC), the library or materials provided by their teacher. Students may also get a book or watch a film of their choice but they have to get their teacher's approval on that. The Review aims at:

- encouraging students to take notes while reading a book or watching a film to be reviewed,
- helping students express feelings and personal opinions through writing,
- improving students' writing style and
- teaching students to summarize and paraphrase information in their own words.

The following Learning Outcomes are achieved through this CA component:

General Study Skills

6.2.1 d) Work to imposed deadlines.

6.2.1 f) Use a variety of study techniques.

6.2.2 b) Use the library system for finding, borrowing and returning library material.

6.2.2 m) Summarise and paraphrase information in one's own words.

6.2.3 f) Support key points with relevant additional details.

6.2.3 i) Use notes to create a summary.

6.2.3 j) Reproduce key information and supporting details from notes in one's own words.

Level 3 Writing Learning Outcome

3. Can describe the plot of a book or film and describe their reactions to the book or film

4. Book/ Film Review

4.1 Guidelines for Book/ Film Review

- a. The Reading and Writing Skill teachers should explain the Book/ Film Review assessment to students when the Learning Outcome is introduced.
- b. Students should be taught how to; (1) take notes while reading a book or watching a film, (2) summarise information from one's own notes and (3) express opinions through writing.
- c. Students may choose a book or film to write a review on. The book or film must be in English.
- a. For the book review, students can choose a book from the SAC, library or any materials provided by their teacher.
- b. For the film review, students can choose a film to watch.
- c. Teachers should maintain a record of the titles of books or films chosen by their students.
- d. Students may bring their hand-written notes to class when the assessment is conducted.
- e. This assessment will be done in the last 40 minutes of the Reading and Writing class using the template.
- f. The teacher should write the marks of this assessment in the given record and update the on-line CA scoresheet as per the deadline.
- g. Teachers may give back the marked reviews to students to check their work, but these reviews should be kept with the teacher until the assessment is over. The reviews should be given back to students at the time of evaluating the Student Portfolio.
- h. Students should keep the review in their Portfolios.

4.2 Criteria for Evaluation of Book / Film Review

- All the sections of the template are to be completed.
- Appropriate use of language.
- If plagiarized or copied, the student will be given 'zero' for that section.

4.3 Book Review Template

Name: _____ Level: _____ Group: _____

Title: _____ Author: _____

Answer the following in complete sentences.

1. What type of *book* is this? (1 mark)

2. Briefly describe the PLOT in this *book*, without giving away the ending. (4 marks)

3. Did you like the *book*? Why / Why not? (3 marks)

4. Who would you recommend this *book* to? Why / Why not? (2 marks)

Total Marks Awarded: _____ / 10

Teacher's Signature: _____

4.4 Film Review Template

Name: _____ Level _____ Group: _____

Title: _____ Director: _____

Answer the following in complete sentences.

1. What type of *film* is this? (1 mark)

2. Briefly describe the PLOT in this *film*, without giving away the ending. (4 marks)

3. Did you like the *film*? Why / Why not? (3 marks)

4. Who would you recommend this *film* to? Why / Why not? (2 marks)

Total Marks Awarded: _____ / 10

Teacher's Signature: _____

4.5 Record of Book/ Film Review Assessment:

Level: ____ Group No.: ____ Academic Year: _____ Semester: ____

#	Book/ Film title	Name of the student	Total (10 marks)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			

Teacher's Signature: _____ Date: _____

Student Portfolio

All students are required to maintain a portfolio of their work. The purpose of the portfolio is as follows:

- to compile students' academic work,
- to show progress of students learning and academic achievement and
- to help students reflect on their academic progress as learners.

The following General Study Skills Learning Outcomes are achieved through this CA component:

General Study Skills

6.2.1 d) Work to imposed deadlines.

6.2.1 f) Use a variety of study techniques.

6.2.1 g) Create term planners and study schedules noting key dates/events.

6.2.1 h) Complete homework on time.

6.2.1 i) Continually revise one's work.

6.2.1 l) Organise a feasible study schedule that accommodates other responsibilities.

6.2.1 m) Describe learning experiences, challenges, insights in daily journal.

6.2.1 n) Organise and maintain a system of recording vocabulary (keep a vocabulary log).

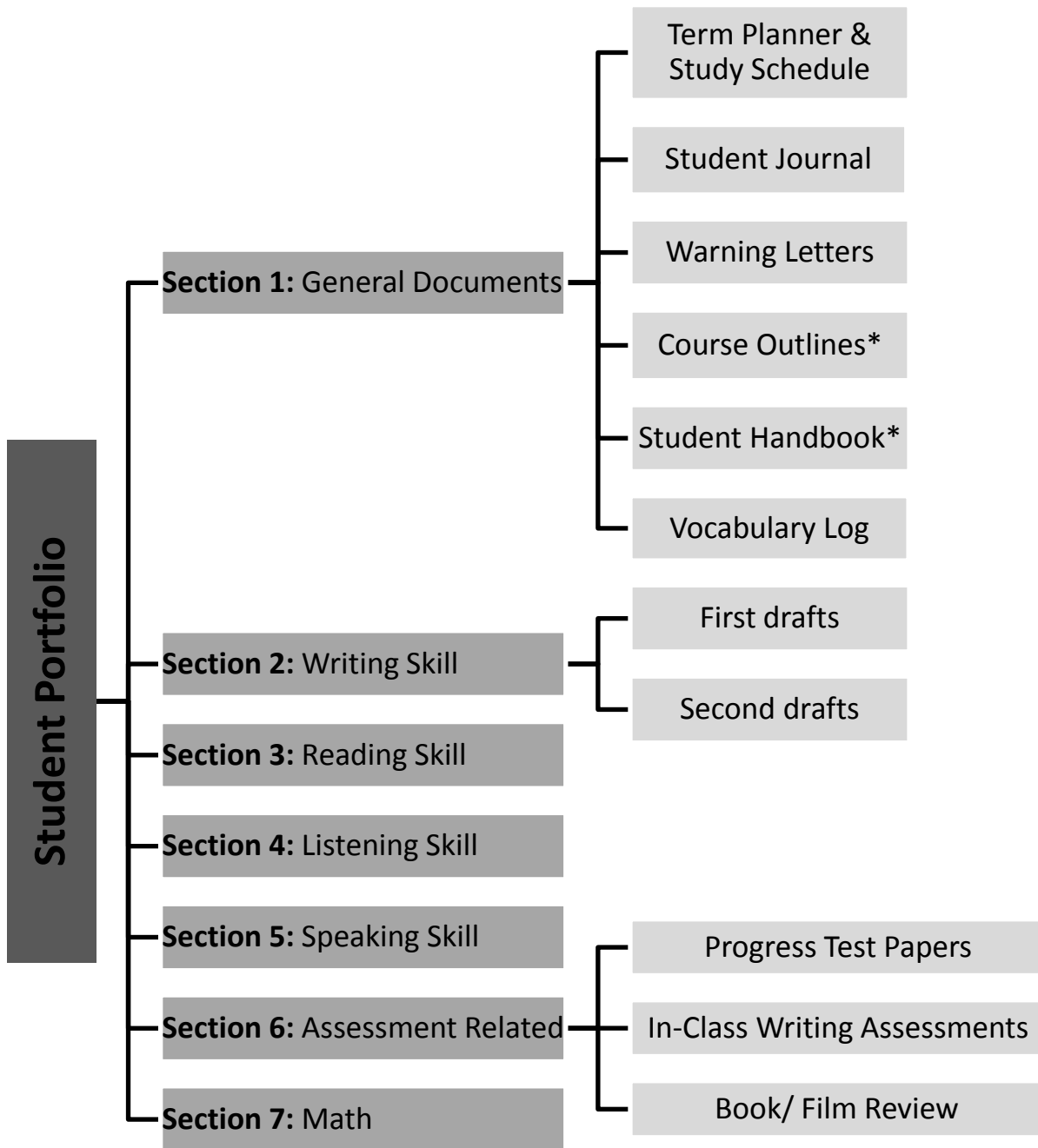
6.2.1 o) Organise and maintain a portfolio of one's work.

6.2.2 c) Use an English-English dictionary for language learning.

6.2.3 c) Use English rather than Arabic for notes in margins and glossing vocabulary.

6.2.3 h) Date one's notes.

The chart below shows the main components of the Student Portfolio:



* These documents are to be posted on the college website and students should receive a link to that at the beginning of the semester. However, students may keep hardcopies of the documents.

5. Student Portfolio

5.1 Guidelines for Evaluation of Student Portfolio

- a. The Reading and Writing Skill teachers should explain the purpose of the Student Portfolio to their students and guide them on how to organize it by giving them a copy of the **Content Page (section 5.3)** at the beginning of the semester. This Content Page should be the first page of the portfolio.
- b. With regards to the **Term Planner & Study Schedule**, students should complete the provided template (**section 5.4**) by doing the following:
 - i. noting down important dates for their courses (e.g. examination dates, deadlines, extracurricular activities... etc)
 - ii. planning a suitable study schedule (independent study hours.)
 - iii. writing down appointments for Academic Advising and Writing Center hours.
- c. With regards to the **Student Journal**, students should complete the provided template (**section 5.5**) by logging the following:
 - i. their learning experiences (i.e. their interactions with their teachers, and classmates and what they have learned from their course materials.)
 - ii. challenges (i.e. the difficulties they face in class and while doing homework and independent studies.)
 - iii. their insights (i.e. how they overcame problems, understanding new concepts and the knowledge they gained while learning.)
- d. With regards to the **Vocabulary Log**, students should complete the provided template (**section 5.6**) by doing the following:
 - i. logging new words they come across during their course of study.
 - ii. becoming familiar with the words and how to properly use them in context.
 - iii. completing a minimum of three logs.
- e. The criteria of evaluation should also be explained to the students.
- f. The Student Portfolio should be continuously monitored by the Reading and Writing Skill Teachers.
- g. The students should bring their portfolios to the class every day.
- h. At the time of the Portfolio evaluation, the Reading and Writing Skill teacher should write the mark and their comments/remarks on the **Portfolio Content Page**.
- i. The assessment shall be done once in a semester according to the deadline.
- j. The teacher should write the marks of this assessment in the given record and update the on-line CA score sheet as per the deadline.
- k. The teachers shall maintain the record of the Portfolio Assessment in the Course Information File.
- l. The Reading and Writing Teacher is required to submit portfolios to the Team Leader/Level Coordinator when requested for audit purpose.

5.2 Criteria for Evaluating the Student Portfolio

Criteria	Description	Mark
Content	<ul style="list-style-type: none"> Documents organized according to the content list All the required documents are complete 	10 marks
	<ul style="list-style-type: none"> Completion of Term Planner & Study Schedule 	3 marks
	<ul style="list-style-type: none"> Completion of Student Journal 	4 marks
	<ul style="list-style-type: none"> Completion of three Vocabulary Logs 	3 marks
Overall Presentation of portfolio	<ul style="list-style-type: none"> Items are clearly introduced with appropriate section heads, and creatively displayed, showing connection between items Worksheets are kept at a maximum of two per pocket 	5 marks
Timeliness in submission of portfolio	<ul style="list-style-type: none"> 3 marks will be deducted for late submission. 	5 marks

*** Note: If a student does not submit his/her portfolio, zero mark will be awarded.**

Name: _____

Group: _____

5.3 Student Portfolio Content Page

	Sections	Included* ✓	Comments/Remarks*
1.	General Documents		
	Term Planner & Study Schedule		
	Student Journal		
	Group Schedule		
	Warning Letters		
	Course Outlines		
	Student Handbook		
	Vocabulary Log		
2.	Writing Skill		
	First drafts		
	Second drafts		
3.	Reading Skill		
4.	Listening Skill		
5.	Speaking Skill		
6.	Assessment Related		
	Progress Test Papers		
	In-class Writing Assessments		
	Book/ Film Review		
7.	Math		

* The teacher should tick and write comments in these sections.

Evaluation of Portfolio

CRITERIA		MARKS AWARDED	
1	Content	10 marks	/10
	Completed the Term Planner & Study Schedule	3 marks	/3
	Completed the Student Journal	4 marks	/4
	Completed three Vocabulary Logs	3 marks	/3
2	Overall Presentation of the Portfolio	5 marks	/5
3	Timeliness in submission of portfolio	5 marks	/5
TOTAL			/ 30 Marks
No work submitted		(ZERO marks)	
Teacher's Signature: _____		Date: _____	

5.4 Term Planner & Study Schedule Template:

Name: _____ Semester: ____ Academic Year: _____ Level: ____ Group: ____

Month/ Year	Week	Sun	Mon	Tue	Wed	Thurs
Month Year	Week 1	13	14	15	16	17
	Week 2	20	21	22	23	24
	Week 3	27	28	29	30	31

SAMPLE

5.5 Student Journal Template:

Name: _____ Semester: ____ Academic Year: _____ Level: ____ Group: ____

Month/ Year	<u>Learning Experiences</u> (What I learned from my classmates, teachers and the course)	<u>Challenges</u> (What I found difficult to deal with-in class, with classmates, teachers & the college)	<u>Insights</u> (I now understand how to..., I found a solution to ...)
Day: _____ Date: _____ _____			
Day: _____ Date: _____ _____			
Day: _____ Date: _____ _____			

5.6 Vocabulary Log Template:

Name: _____ Level & Group: ___ / ___ Weeks: _____ & _____ Semester: _____ Academic Year: _____ / _____

#	New Word or Phrase	Meaning /Synonym	Sentence
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

5.7 Record of Student Portfolio Assessment:

Level: _____ **Group No.:** _____ **Academic Year:** _____ **Semester:** _____

#	Name of the student	Criteria of evaluation			Total (30 Marks)
		Content (20 marks)	Overall Presentation (5 marks)	Timely submission (5 marks)	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					

Teacher's Signature: _____ **Date:** _____

Presentation

Students are required to give one presentation during the semester on a familiar topic of their choice and the topic should be approved by their teacher. A group of two to three students may work on one topic and gather facts about the topic. Every student should talk for a minimum of three minutes.

The following General Study Skills Learning Outcomes are achieved through this CA component:

General Study Skills

- 6.2.1 a)** Work in pairs or groups and participate accordingly i.e. take turns, initiate a discussion, interrupt appropriately, express an opinion.
- 6.2.1 k)** Identify preferred study strategies based on learning styles.
- 6.2.2 a)** List the key ideas to guide search for information.
- 6.2.2 b)** Use the library system for finding, borrowing and returning library material.
- 6.2.2 h)** Find specific information using internet search engines and electronic resources.
- 6.2.2 k)** Select or reject a source based on difficulty level, relevance and currency.
- 6.2.2 m)** Summarise and paraphrase information in one's own words.
- 6.2.3 a)** Recall and define main concepts.
- 6.2.3 d)** Extract and record key information (the gist) from a written or spoken source based on own interpretation of information.
- 6.2.3 f)** Support key points with relevant additional details.
- 6.2.3 j)** Reproduce key information and supporting details from notes in one's own words.
- 6.2.3 k)** Sort out information and reject irrelevant pieces.
- 6.2.4 a)** Outline and define main concepts.
- 6.2.4 b)** Address questions from the audience.
- 6.2.4 c)** Plan and conduct a presentation based on information from written material, interviews, surveys, etc.
- 6.2.4 d)** Speak in a clearly audible and well paced voice.
- 6.2.4 e)** Follow a presentation format.
- 6.2.4 f)** Use presentation language (discourse markers, etc).
- 6.2.4 g)** Achieve the key aim of informing the audience.
- 6.2.4 h)** Make use of audio/visual aids when giving oral presentations.
- 6.2.4 i)** Tailor content and language to the level of the audience.
- 6.2.4 j)** Maintain some eye contact with audience.
- 6.2.4 k)** Speak from notes in front of an audience using index cards.
- 6.2.4 l)** Observe time restrictions in presentations.
- 6.2.4 m)** Organise and present information in a logical order at a comprehensive speed.
- 6.2.4 n)** Invite constructive feedback.

6. Presentation

6.1 Guidelines for Presentation:

- a. The Listening and Speaking Skill teachers should explain the Presentation assessment to students at the beginning of the semester.
- b. The students are expected to give one assessed presentation during the semester on a familiar topic approved by their Listening and Speaking teacher. (Teachers may suggest topics to their students.)
- c. Presentations can be done individually or in a group of no more than 3 students.
- d. The duration of each student's presentation should not exceed 3 minutes (whether individually or in groups).
- e. The teacher will teach the students the techniques of giving a presentation and explain the criteria of evaluation to them.
- f. The students may use visual aids such as poster/slides/whiteboard/smartboard... etc.
- g. The Listening and Speaking teacher schedules the presentations at the beginning of the semester and inform their students accordingly.
- h. The last 30 minutes of the Listening and Speaking class should be used for the presentations.
- i. Presentations should be done according to the deadlines.
- j. The teacher should write the marks of this assessment in the given record and update the on-line CA score sheet as per the deadline.
- k. The teachers shall maintain the record of the Presentations in the Course Information File.

6.2 Criteria for the Evaluation of Presentations:

Student Name: _____ Topic: _____

Level /Group: _____ Date: _____

Content			<i>/5</i>
	Tick/comment		Tick/comment
Clear outline?		Well- organized?	
Topic clearly defined and explained?		Smooth transition (signposting)?	
Enough information?		Ideas well-supported?	
Organization			<i>/5</i>
			Tick/comment
Clear introduction, development, and conclusion?			
Clear, concise, logical order?			
Clear transition from one part/slide to another?			
Delivery			<i>/5</i>
	Tick/comment		Tick/comment
Audible voice?		Keeping audience attention?	
Enthusiasm?		Gestures and movement?	
Correct pronunciation?		Answering questions?	
Good eye contact and posture?		Adhering to allowed/given time?	
Language			<i>/5</i>
			Tick/comment
Appropriate vocabulary and transitions?			
Accurate grammar usage?			
Clear and correct pronunciation?			
Visual Aids			<i>/5</i>
			Tick/comment
Clear images (e.g. color, font type & size, layout)?			
Relevant i.e. support ideas/opinions?			

6.3 Record of Student Presentation:

Level: _____ Group No.: _____ Academic Year: _____ Semester: _____

#	Name of the student	Criteria of Evaluation					Total (25 marks)
		Content (5 marks)	Organization (5 marks)	Delivery (5 marks)	Language (5 marks)	Visual Aids (5 marks)	
1.							
2.							
3.							
4.							
5.							
6.							
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8.							
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17.							
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19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							

Teacher's Signature: _____ Date: _____