



MINISTRY OF MANPOWER
Directorate General of Technological Education
Colleges of Technology

General Foundation Program

CONTINUOUS ASSESSMENT GUIDELINES – ENGLISH
Level 4

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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
0.1	HCT ELC QA coordinator, HoS C&TM	07/09/2016	First Draft was prepared based on the decisions taken in Management Committee Meeting	HCT CDR
1.0	HCT ELC QA coordinator, HoS C&TM	18/09/2016	Approved by ELC Council for circulation and implementation	
1.1	HCT ELC QA coordinator, HoS C&TM	19/01/2017	Slight changes were made in procedure, marks and format on the following: -Writing Assessments -Book/movie review -Vocabulary log -Student Portfolio	HCT Level 3 teachers of Sem01 AY 16/17
1.2	HCT ELC QA coordinator, HoS C&TM	13/04/2017	Changes made in Vocabulary Log procedures, marks and format	HCT Team Leaders
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
1.4	HCT ELC QA coordinator, HoS C&TM	07/12/2017	Slight changes made to format and marks in: -Book/Film Review -Vocab Log -Portfolio Content List	HCT Team Leaders
1.5	HCT ELC QA coordinator, HoS C&TM	25/12/2018	Changes made to: -Table of FP Assessment Outline -Guidelines & Criteria for Teacher's In-Class Marks, In-Class Writing Assessments, Vocabulary Log & Book/Film Review. - Projects and Presentations evaluation Criteria has been added	HCT Team Leaders
2.0	HCT ELC QA coordinator, HoS C&TM	15/04/2019	Changes made to: - Table of FP Assessment Outline - Guidelines & Criteria for In-Class Writing Assessments, Book/ Film Review and Student Portfolio - Assessment records and templates - Format of the document Addition of GSS Learning Outcomes, Term Planner & Study Schedule and Student Journal Removal of Teacher In-Class Mark and Common Mistakes Log	CDR-SC

B. Plagiarism verification

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

C. Document proof read by:

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Contents

1. Introduction	4
1.1 Table of Level 4 Assessment Table:	4
1.2 Summary of Continuous Assessment:	4
2. Projects and Presentations	5
2.1 Guidelines for Projects and Presentations	5
2.2 Criteria for Evaluation of Student Reports:	6
2.3 Criteria for Evaluation of Student Presentations:	7
2.4 Record of P&P Reports:.....	8
2.5 Record of P&P Presentations:	9
3. In-Class Writing Assessments:	11
3.1 In-Class Writing Assessments Guidelines:	11
3.2 Marking Criteria:.....	12
3.3 Record of In-Class Writing Assessments:	14
4. Book/ Film Review.....	16
4.1 Guidelines for Book/ Film Review:.....	16
4.2 Criteria of evaluation of Book/ Film Review	16
4.3 Book Review Template	17
4.4 Film Review Template.....	19
4.5 Record of Book/ Film Review Assessment:	21
5. Student Portfolio.....	24
5.1 Guidelines for Evaluation of Student Portfolio.....	24
5.2 Criteria for Evaluating the Student Portfolio	25
5.3 Student Portfolio Content Page	26
5.4 Term Planner & Study Schedule Template:	27
5.5 Student Journal Template:.....	28
5.6 Vocabulary Log Template:	29
5.7 Record of Student Portfolio Assessment:.....	30

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:

- Project Report
- Project Presentation
- In-class Writing Assessments
- Student Portfolio

1.1 Table of Level 4 Assessment Table:

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

1.2 Summary of Continuous Assessment:

#	Continuous Assessment Component	Marks Allotted	Averaged to
1	Project Report	25	5%
2	Project Presentation	25	5%
3	Two In-Class Writing Assessments	Q1 (40 marks) – 40% Q2 (40 marks) – 60%	5%
4	Book/ Film Review	15	2%
5	Student Portfolio	30	3%
	Total	175	20%

2. Projects and Presentations

2.1 Guidelines for Projects and Presentations

- a) P&P teacher should explain the purpose of the P&P Course to students in the first P&P class.
- b) P&P teacher should teach students basic research skills.
- c) Group work, pair work and individual work are very important for the course.
- d) Students are required to conduct a small- scale research project using a survey.
- e) The topic of research is provided by the P&P teacher.
- f) The students are to write a report of minimum 500 word length based on the findings of their research.
- g) After completion of the report, the students are required to plan and deliver an oral presentation (7 – 10 minutes) using visual aids.
- h) The students are assessed separately on the written report and the presentation.
- i) Assessment criteria are to be followed when assessing the students in both reports and presentations.
- j) Deadlines for reports, presentations, and other assignments must be met by the students.
- k) Plagiarism at any stage is totally unacceptable. Students who plagiarize will be dealt with according to the college regulations.

2.2 Criteria for Evaluation of Student Reports:

The report is assessed against the following criteria:

	1-2	2-3	3-4	4-5
Content	<ol style="list-style-type: none"> 1. not totally focused introduction 2. supporting details rarely relevant 3. few required details for each part included 4. few required parts included 5. under word count limit 	<ol style="list-style-type: none"> 1. focused introduction 2. supporting details sometimes relevant 3. supporting details are somewhat unelaborated, limited to listing and repetition of ideas 4. some required parts included 5. somewhat meets word count limit. 	<ol style="list-style-type: none"> 1. clearly focused introduction 2. supporting details mostly relevant 3. supporting details mostly sufficient 4. all/some required parts included 5. almost meets word count limit 	<ol style="list-style-type: none"> 1. sharply focused introduction 2. supporting details always/mostly relevant 3. interesting and sufficient supporting details 4. all required parts included (e.g. title page, content page, introduction, methods, findings, conclusion, recommendations, reference page, and appendices) with the appropriate content as dictated in the booklet 5. meets word count limit (500 words)
Organization & Style	<ol style="list-style-type: none"> 1. information is poorly organized 2. little/no transitional devices used 3. rarely/never follows prescribed format (e.g. font type, size, layout) 4. few required parts included 	<ol style="list-style-type: none"> 1. some organization 2. few transitional devices used 3. sometimes follows prescribed format (e.g. font type, size, layout) 4. some required parts of report included 	<ol style="list-style-type: none"> 1. information well-organized, 2. transitional devices are used 3. follows prescribed format (e.g. font type, size, layout) 4. required parts of report included 	<ol style="list-style-type: none"> 1. information very well-organized 2. strong and effective use of transitional devices 3. always follows prescribed format (e.g. font type, size, layout) for all report sections, follows the APA reference system and the reference page includes both print & electronic sources 4. all required parts of report included in the prescribed order
Linguistic Accuracy /Language	<ol style="list-style-type: none"> 1. many grammar mistakes/ grammatical structures not mastered 2. many spelling and punctuation mistakes, little/no mastery of writing conventions 3. lack of sentence variety 4. limited range of vocabulary 	<ol style="list-style-type: none"> 1. some grammar mistakes 2. some spelling and punctuation mistakes, definite weakness in writing conventions 3. limited sentence variety 4. inadequate range of vocabulary 	<ol style="list-style-type: none"> 1. only few/occasional grammatical mistakes 2. only few spelling and punctuation mistakes that could be improved 3. some variety in sentence structure, effective use of an adequate range of grammatical structures 4. adequate range of vocabulary 	<ol style="list-style-type: none"> 1. correct grammar/fluent control of grammatical structures 2. no spelling and punctuation mistakes 3. wide variety of sentence structures & types 4. wide range of vocabulary
Quality of Images	<ol style="list-style-type: none"> 1. no /few unclear images provided (e.g. color, font type & size, layout, labels) 2. no/few irrelevant images provided 	<ol style="list-style-type: none"> 1. few unclear images provided font type & size, layout, labels) 2. few irrelevant images provided 	<ol style="list-style-type: none"> 1. some clear images provided (e.g. color, font type & size, layout, labels) 2. some relevant (i.e. support ideas /opinions) images provided 	<ol style="list-style-type: none"> 1. very clear images provided (e.g. color, font type & size, layout, labels) 2. very relevant (i.e. support ideas /opinions) images provided 3. appropriate number of images
Timeliness	<ol style="list-style-type: none"> 1. report handed in (one week) late 			<ol style="list-style-type: none"> 1. report handed in on time

2.3 Criteria for Evaluation of Student Presentations:

Student Name: _____ **Topic:** _____

Level /Group: _____ **Date:** _____

Content			/5
	Tick/comment		Tick/comment
Clear outline?		Well- organized?	
Topic clearly defined and explained?		Smooth transition (signposting)?	
Enough information?		Ideas well-supported?	
All required parts included?		Referencing included?	

Organization			/5
			Tick/comment
Clear introduction, development, and conclusion?			
Clear, concise, logical order?			
Clear transition from one part/slide to another?			
Evident reference			

Delivery & Management			/5
	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			/5
			Tick/comment
Appropriate vocabulary and transitions?			
Accurate grammar usage?			
Clear and correct pronunciation?			

Visual Aids			/5
	Tick/comment		Tick/comment
Clear images (e.g. color, font type & size, layout)?		Proper and effective audiovisual aid usage using prescribed format?	
Relevant i.e. support ideas/opinions?		Appropriate number of images?	

Feedback

2.4 Record of P&P Reports:

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

#	Name of the student	Organization and style (5 marks)	Content (5 marks)	Linguistic Accuracy (5 marks)	Quality of Images (5 marks)	Timeliness (5 marks)	Total (25 marks)
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
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17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							

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

2.5 Record of P&P Presentations:

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

#	Name of the student	Content (5 marks)	Organization (5 marks)	Delivery & Management (5 marks)	Language (5 marks)	Visual Aids (5 marks)	Total (25 marks)
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
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16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							

Teacher's Signature : _____ **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 4 Learning Outcomes for Writing
1. Can write clear, detailed texts on a wide range of subjects related to personal interests and on topics which a student aiming to study at a college level ought to be familiar
2. Can write an essay in support of or against a particular point of view with an introduction, a minimum of two body paragraphs and a conclusion of at least 250 words showing control of layout, organization, punctuation, spelling, sentence structure, grammar and vocabulary
3. Can write letters or essays highlighting the personal significance of events and experiences
4. Can gather and synthesise information and arguments from a number of sources and write a report of a minimum of 500 words which conforms to academic conventions. (P&P)
5. Can construct a reasoned argument and can speculate about causes, consequences and hypothetical situations while conforming to the stylistic conventions of academic discourse
6. Can analyse a problem and propose solutions
7. Can review and evaluate a familiar film or book
8. Can explain a viewpoint on a current, topical issue giving the advantages and disadvantages of various options
9. Can write and take notes and messages, including salient and relevant points, related to issues that might be met in social or academic life, or when employed. (P&P)
10. Can write questions when constructing a questionnaire as part of a piece of research (P&P)
11. Can use prewriting strategies to generate and develop ideas and to plan before starting to write
12. Can divide and classify information
13. Can summarise and paraphrase when writing a report of at least 500 words following academic conventions to avoid plagiarism (P&P)
14. Can describe and summarise visual data such as graphs, charts, tables, and processes and make comparison of at least 150 words.

3. In-Class Writing Assessments:

3.1 In-Class Writing Assessments Guidelines:

- a) There will be two In-Class Writing Assessments.
- b) One writing assessment is to be given to students before the Progress Test for 40 marks (40%) and one after the Progress Test for 40 marks (60%).
- c) Assessed writing should be done in class.
- d) Assessments should ONLY be given in the last 25 or 45 minutes of the class. (Task 1=25 minutes AND Task 2= 45 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 (i.e. the file in which a teacher keeps his/her course work).

3.2 Marking Criteria:

Colleges of Technology - Writing Marking Criteria Level 4 - Task 1

Mark	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
10	<ul style="list-style-type: none"> Fully satisfies all the requirements of the task Presents a fully developed response with total clarity 	<ul style="list-style-type: none"> Uses cohesion in such a way that it attracts no attention Skillfully manages paragraphing 	<ul style="list-style-type: none"> Uses a wide range of vocabulary with completely natural and sophisticated control of lexical features; rare minor mistakes occur only as 'slips' 	<ul style="list-style-type: none"> Uses a wide range of structures with full flexibility and accuracy; rare minor mistakes occur only as 'slips'
9	<ul style="list-style-type: none"> Covers all requirements of the task sufficiently Presents, highlights and illustrates key features clearly and appropriately 	<ul style="list-style-type: none"> Sequences information and ideas logically Manages all aspects of cohesion well Uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> Uses a wide range of vocabulary fluently and flexibly to convey precise meaning Skillfully uses uncommon lexical items with only very occasional inaccuracies in word choice and collocation Produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> Uses a wide range of structures The vast majority of sentences are error-free
8	<ul style="list-style-type: none"> Covers the requirements of the task Presents a clear overview of main trends, differences or stages Clearly presents and highlights features but could be more fully extended 	<ul style="list-style-type: none"> Logically organizes information and ideas; there is clear progression throughout Uses a range of cohesive devices appropriately although there may be some under/over-use 	<ul style="list-style-type: none"> Uses a sufficient range of vocabulary to allow some flexibility and precision Uses less common lexical items with some awareness of style and collocation May produce occasional errors in word choice, spelling and/or word formation 	<ul style="list-style-type: none"> Uses a variety of complex structures Produces frequent error-free sentences Has good general control of punctuation, but may make a few errors which do not hinder communication
7	<ul style="list-style-type: none"> Addresses the requirements of the task Presents an overview with information appropriately selected Presents and adequately highlights key features but details may be irrelevant, inappropriate or inaccurate 	<ul style="list-style-type: none"> Arranges information and ideas coherently and there is a clear overall progression Uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical May not always use referencing clearly or appropriately 	<ul style="list-style-type: none"> Uses an adequate range of vocabulary for the task Attempts to use less common vocabulary but with some inaccuracy Makes some errors in spelling and/or word formation, but they do not impede communication 	<ul style="list-style-type: none"> Uses a mix of simple and complex sentence forms Makes some errors in grammar and punctuation but they rarely reduce communication
6	<ul style="list-style-type: none"> Generally addresses the task; the format may be inappropriate in places Describes detail mechanically with no clear overview; there may be no data to support the description Presents, but inadequately covers, key features; there may be a tendency to focus on details 	<ul style="list-style-type: none"> Presents information with some organization but there may be a lack of overall progression Makes inadequate, inaccurate or over-use of cohesive devices May be repetitive because of lack of referencing and substitution 	<ul style="list-style-type: none"> Uses a limited range of vocabulary, but this is minimally adequate for the task May make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader 	<ul style="list-style-type: none"> Uses only a limited range of structures Attempts complex sentences but these tend to be less accurate than simple sentences May make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
5	<ul style="list-style-type: none"> Attempts to address the task but does not cover all key features; the format may be inappropriate May confuse key features with detail; parts may be unclear, irrelevant, repetitive or inaccurate 	<ul style="list-style-type: none"> Presents information and ideas but these are not arranged coherently and there is no clear progression in the response Uses some basic cohesive devices but these may be inaccurate or repetitive 	<ul style="list-style-type: none"> Uses only basic vocabulary which may be used repetitively or which may be unrelated to the task Has limited control of word formation and/or spelling; errors may cause strain for the reader 	<ul style="list-style-type: none"> Uses only a very limited range of structures with only rare use of subordinate clauses Some structures are accurate but errors predominate, and punctuation is often faulty
4	<ul style="list-style-type: none"> Fails to address the task, which may have been completely misunderstood Presents limited ideas which may be largely irrelevant/repetitive 	<ul style="list-style-type: none"> Does not organize ideas logically May use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas 	<ul style="list-style-type: none"> Uses only a very limited range of words and expressions with very limited control of word formation and/or spelling; errors may severely distort the message 	<ul style="list-style-type: none"> Uses only an extremely limited range of structures with no attempt to use subordinate clauses Structures are accurate only very rarely, and errors predominate, while punctuation is usually faulty and distorts the meaning
3	<ul style="list-style-type: none"> Answer is only marginally related to the task Presents very few ideas, which are the result of random copying from input material 	<ul style="list-style-type: none"> Has very little control of organizational features or the response is mainly off-topic 	<ul style="list-style-type: none"> Uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling 	<ul style="list-style-type: none"> Attempts sentence forms but errors in grammar and punctuation predominate and severely distort the meaning
2	<ul style="list-style-type: none"> Answer is barely related to the task There are no identifiable ideas 	<ul style="list-style-type: none"> Has no control of organizational features or the response is almost totally off-topic 	<ul style="list-style-type: none"> Can only use a few isolated words 	<ul style="list-style-type: none"> Does not attempt to use sentence forms except in memorized phrases
1	<ul style="list-style-type: none"> Answer is completely unrelated to the task, or the test taker writes a totally memorized response – (evidence required) 	<ul style="list-style-type: none"> Fails to communicate any message 	<ul style="list-style-type: none"> Any words produced are the result of random copying or memorization 	<ul style="list-style-type: none"> Cannot use sentence forms at all

Colleges of Technology - Writing Marking Criteria Level 4 - Task 2

Mark	Task response	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
10	<ul style="list-style-type: none"> Fully addresses all parts of the task Presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas 	<ul style="list-style-type: none"> Uses cohesion in such a way that it attracts no attention Skillfully manages paragraphing 	<ul style="list-style-type: none"> Uses a wide range of vocabulary with completely natural and sophisticated control of lexical features; rare minor mistakes occur only as 'slips' 	<ul style="list-style-type: none"> Uses a wide range of structures with full flexibility and accuracy; rare minor mistakes occur only as 'slips'
9	<ul style="list-style-type: none"> Sufficiently addresses all parts of the task Presents a well-developed response to the question with relevant, extended and supported ideas 	<ul style="list-style-type: none"> Sequences information and ideas logically Manages all aspects of cohesion well Uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> Uses a wide range of vocabulary fluently and flexibly to convey precise meaning Skillfully uses uncommon lexical items with only very occasional inaccuracies in word choice and collocation Produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> Uses a wide range of structures The vast majority of sentences are error-free
8	<ul style="list-style-type: none"> Addresses all parts of the task Presents a clear position throughout the response Presents, extends and supports main ideas, but there may be a tendency to over generalize and/or supporting ideas may lack focus 	<ul style="list-style-type: none"> Logically organizes information and ideas ;there is clear progression throughout Uses a range of cohesive devices appropriately although there may be some under/over-use Presents a clear central topic within each paragraph 	<ul style="list-style-type: none"> Uses a sufficient range of vocabulary to allow some flexibility and precision Uses less common lexical items with some awareness of style and collocation May produce occasional errors in word choice, spelling and/or word formation 	<ul style="list-style-type: none"> Uses a variety of complex structures Produces frequent error-free sentences Has good general control of punctuation, but may make a few errors which do not hinder communication
7	<ul style="list-style-type: none"> Addresses all parts of the task although some parts may be more fully covered than others Presents a relevant position although the conclusions may become unclear or repetitive Presents relevant main ideas but some may be inadequately developed/unclear 	<ul style="list-style-type: none"> Arranges information and ideas coherently and there is a clear overall progression Uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical May not always use referencing clearly or appropriately Uses paragraphing, but not always logically 	<ul style="list-style-type: none"> Uses an adequate range of vocabulary for the task Attempts to use less common vocabulary but with some inaccuracy Makes some errors in spelling and/or word formation, but they do not impede communication 	<ul style="list-style-type: none"> Uses a mix of simple and complex sentence forms Makes some errors in grammar and punctuation but they rarely reduce communication
6	<ul style="list-style-type: none"> Addresses the task only partially; the format may be inappropriate in places Expresses a position but the development is not always clear and there may be no conclusions drawn Presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail 	<ul style="list-style-type: none"> Presents information with some organization but there may be a lack of overall progression Makes inadequate, inaccurate or over-use of cohesive devices May be repetitive because of lack of referencing and substitution May not write in paragraphs, or paragraphing may be inadequate 	<ul style="list-style-type: none"> Uses a limited range of vocabulary, but this is minimally adequate for the task May make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader 	<ul style="list-style-type: none"> Uses only a limited range of structures Attempts complex sentences but these tend to be less accurate than simple sentences May make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
5	<ul style="list-style-type: none"> Responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate Presents a position but this is unclear Presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported 	<ul style="list-style-type: none"> Presents information and ideas but these are not arranged coherently and there is no clear progression in the response Uses some basic cohesive devices but these may be inaccurate or repetitive May not write in paragraphs or their use may be confusing 	<ul style="list-style-type: none"> Uses only basic vocabulary which may be used repetitively or which may be unrelated to the task Has limited control of word formation and/or spelling; errors may cause strain for the reader 	<ul style="list-style-type: none"> Uses only a very limited range of structures with only rare use of subordinate clauses Some structures are accurate but errors predominate, and punctuation is often faulty
4	<ul style="list-style-type: none"> Does not adequately address any part of the task Does not express a clear position Presents few ideas, which are largely undeveloped or irrelevant 	<ul style="list-style-type: none"> Does not organize ideas logically May use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas 	<ul style="list-style-type: none"> Uses only a very limited range of words and expressions with very limited control of word formation and/or spelling; errors may severely distort the message 	<ul style="list-style-type: none"> Uses only an extremely limited range of structures with no attempt to use subordinate clauses Structures are accurate only very rarely, and errors predominate, while punctuation is usually faulty and distorts the meaning
3	<ul style="list-style-type: none"> Answer is only marginally related to the task Presents very few ideas, which are the result of random copying from input material 	<ul style="list-style-type: none"> Has very little control of organizational features or the response is mainly off-topic 	<ul style="list-style-type: none"> Uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling 	<ul style="list-style-type: none"> Attempts sentence forms but errors in grammar and punctuation predominate and severely distort the meaning
2	<ul style="list-style-type: none"> Answer is barely related to the task There are no identifiable ideas 	<ul style="list-style-type: none"> Has no control of organizational features or the response is almost totally off-topic 	<ul style="list-style-type: none"> Can only use a few isolated words 	<ul style="list-style-type: none"> Does not attempt to use sentence forms except in memorized phrases
1	<ul style="list-style-type: none"> Answer is completely unrelated to the task, or the test taker writes a totally memorized response 	<ul style="list-style-type: none"> Fails to communicate any message 	<ul style="list-style-type: none"> Any words produced are the result of random copying or memorization 	<ul style="list-style-type: none"> Cannot use sentence forms at all

3.3 Record of In-Class Writing Assessments:

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

#	Name of the student	Assessment no.1 (40 marks =40%)	Assessment no.2 (40=60% marks)
1.			
2.			
3.			
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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 4 Writing Learning Outcome

7. Can review and evaluate a familiar film or book

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 of 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

Student's Name: _____

Level & Group: _____

Book Title: _____

Author: _____

Answer the following in complete sentences.

1. What is the **genre** of the book? (1 mark)

2. Describe the **setting** of the book? (2 marks)

3. Give a brief summary of the **plot**. (Minimum 50 words) (4 marks)

4. Who is your favorite character and why? (2 marks)

5. Does the book have a message for the audience? Explain.

(3 marks)

6. Would you recommend this book? Why? Why not? (Minimum 30 words)

(3 marks)

Marks Awarded: _____ / 15

Teacher's Signature: _____

Date: _____

4.4 Film Review Template

Student's Name: _____

Level & Group: _____

Film Title: _____

Film Director: _____

Answer the following in complete sentences.

1. What is the **genre** of the film?

(1 mark)

2. Describe the **setting** of the film?

(2 marks)

3. Give a brief summary of the **plot**. (Minimum 50 words)

(4 marks)

4. Who is your favorite character and why?

(2 marks)

5. Does the film have a message for the audience? Explain.

(3 marks)

6. Would you recommend this film? Why? Why not? (Minimum 30 words)

(3 marks)

Marks Awarded: _____ / 15

Teacher's Signature: _____

Date: _____

4.5 Record of Book/ Film Review Assessment:

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

#	Book/ Film title	Name of the student	Total (15 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).

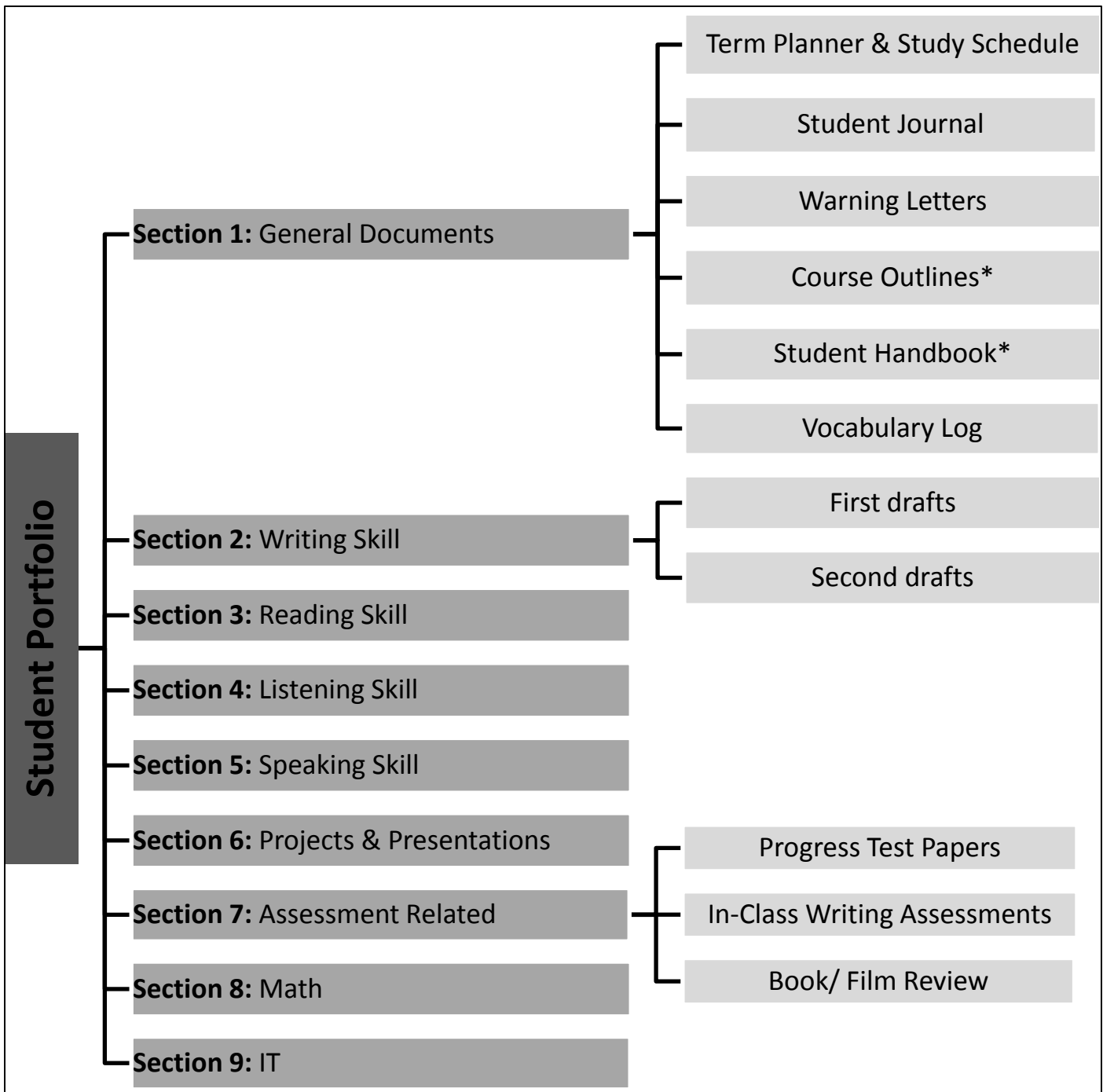
6.2.1 o) Organise and maintain a portfolio of one's work.

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.	Projects & Presentations		
7.	Assessment Related		
	Progress Test Papers		
	In-class Writing Assessments		
	Book/ Film Review		
8.	Math		
9.	IT		

* 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

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:** _____