

Trimester 3 2016-2017 Examination Specifications

Subject	English
Grade	6
Curriculum	ADEC
Duration	Reading 90 minutes Writing 45 Minutes
Overview	The Trimester 3 English examination assesses <i>skills</i> covered throughout the academic year. It does not assess content related to the theme.
Mark Determination	The Reading paper questions will be structured to enable students to demonstrate E, D or M in the outcomes assessed. The Writing paper will use a rubric to assess the E, D or M levels. A mechanism will be included to convert these levels of mastery in both papers to marks for entry into eSIS.
Structure¹	<p>Reading - 4 texts</p> <ul style="list-style-type: none"> • The reading texts will come from the following text types; <ul style="list-style-type: none"> — imaginative [narrative] — information [information report] — procedural [instructions] — persuasive [critical response] Note: texts may include visual elements • The reading paper assesses students' ability to apply reading skills across the text types. (See LOs below.) <p>Writing – 1 text prompt</p> <ul style="list-style-type: none"> • Open response to stimulus • Writing – personal recount • The writing paper assesses students' ability to write across text types. (See LOs below.)
Learning Outcomes and additional information	<p><i>Please note:</i> Some of the G6 English Learning Outcomes listed below have been slightly modified for the purpose of an examination.</p> <p>Reading Outcomes: The LOs below need to have been covered in preparation for the examination.</p> <ul style="list-style-type: none"> • 6R2.1 Retrieve, interpret and reflect on information and ideas in a written or visual <u>information</u> text. • 6R2.2, 6R2.5 Retrieve, interpret and reflect on information and ideas in a written or visual <u>narrative</u> text. Explain how literary elements contribute to texts. • 6R2.3 Retrieve, interpret and reflect on information and ideas in a written or visual <u>critical response</u> text. • 6L1.2 Use strategies to determine the meaning of unknown words and phrases. • 50% weighting • T1 -T3 themes <p>Writing Outcomes:</p> <ul style="list-style-type: none"> • Refer to the writing rubric below (<i>see page 2</i>) • The LOs on the rubric need to have been covered in preparation for the examination. • 50% weighting • T1 -T3 text type and themes

ADEC Trimester 3 Examination, 2016-2017 Grade 6 English Writing Criteria – Writing Prompt Rubric

Please note that these rubrics are different from the wording of the LOs, they have been adapted for the purpose of the exam marking. These need to be shared with the students in advance of the exam.

Learning Outcome Students will:	Mastered The student:	Developing The student:	Emerging The student:
6W2.2 Produce a written personal recount text.	Writes an <u>effective and cohesive</u> text. <ul style="list-style-type: none"> — selects a <u>variety</u> of relevant ideas for <u>purpose and audience</u> — organizes ideas for <u>purpose and audience</u> — communicates ideas <u>effectively</u> for <u>purpose and audience</u> 	Writes a text. <ul style="list-style-type: none"> — selects <u>some</u> relevant ideas for <u>purpose and audience</u> — organizes <u>some</u> ideas for <u>purpose and audience</u> — communicates ideas for <u>purpose and audience</u> 	<u>Attempts to</u> write a text. <ul style="list-style-type: none"> — selects <u>some</u> ideas — organizes <u>some</u> ideas — communicates <u>some</u> ideas
6W1.3 Use grammar, spelling, punctuation and paragraphing.	Use grammar, spelling and punctuation for clarity. <ul style="list-style-type: none"> — uses familiar and/or taught grammar structures <u>correctly</u> — spells familiar and/or taught words <u>correctly</u> — uses familiar and/or taught punctuation <u>correctly</u> — used <u>paragraphs</u> 	Use <u>some</u> grammar, spelling and punctuation for clarity. <ul style="list-style-type: none"> — uses <u>some</u> familiar and/or taught grammar structures <u>correctly</u> — spells <u>some</u> familiar and/or taught words <u>correctly</u>. — uses <u>some</u> familiar and/or taught punctuation <u>correctly</u> 	<u>Attempt to</u> use grammar, spelling and punctuation. <ul style="list-style-type: none"> — uses <u>some</u> grammar structures — spells <u>some</u> words <u>correctly</u> — uses <u>some</u> punctuation
6L2.9, 6L2.10, 6L2.11 Use simple sentences, connectors, compound and complex sentences.	Uses a <u>range</u> of sentences <u>accurately</u> . <ul style="list-style-type: none"> — uses a <u>variety</u> of sentence structures and lengths — uses simple sentence structures <u>effectively</u> — uses <u>more than one type</u> of compound sentence — uses <u>at least one type</u> of complex sentence 	Uses <u>some</u> sentences <u>accurately</u> . <ul style="list-style-type: none"> — <u>starts to</u> use a <u>variety</u> of sentence structures and lengths — uses simple sentence structures including <u>subject and verb or subject, verb and object</u> — uses <u>at least one type</u> of compound sentence 	<u>Attempts to</u> use sentences. <ul style="list-style-type: none"> — uses simple sentence structures including <u>subject and verb or subject, verb and object</u>
6L2.5, 6L2.6, 6L2.7, 6L2.8 Use verb tenses.	Uses a <u>range</u> of verb tenses and verbs <u>accurately</u> . <ul style="list-style-type: none"> — uses a <u>variety</u> of verb tenses <u>correctly</u> — uses a <u>variety</u> of verbs <u>correctly</u> 	Uses <u>some</u> verb tenses and verbs <u>accurately</u> . <ul style="list-style-type: none"> — uses <u>some</u> verb tenses <u>correctly</u> — uses <u>some</u> verbs <u>correctly</u> 	<u>Attempts to</u> use verb tenses and verbs. <ul style="list-style-type: none"> — <u>attempts to</u> use verb tenses — <u>attempts to</u> use verbs
6L1.3, 6L1.4, 6L1.5 Use vocabulary to convey meaning related to the task.	Uses vocabulary <u>effectively</u> to convey meaning for task. <ul style="list-style-type: none"> — uses relevant vocabulary <u>accurately</u> in context — uses <u>a range of</u> vocabulary related to task — selects vocabulary that adds meaning or effect to the task 	Uses vocabulary to convey meaning for task. <ul style="list-style-type: none"> — uses <u>some</u> relevant vocabulary in context — uses <u>some</u> vocabulary related to task 	<u>Attempts to</u> use vocabulary to convey meaning for task. <ul style="list-style-type: none"> — uses <u>some</u> relevant vocabulary