

REPUBLIC OF TUNISIA

Ministry of Education

(September, 2018)

SECTION SPORT

ONGOING EVALUATION IN ENGLISH

NUMBER OF TESTS, THEIR COMPOSITION AND THE SCALE

Each **term**, learners are tested in compliance with the following specifications

	1st year / 2nd year / 3rd year	
Speaking	at least 1	10
Project work	at least 1	10
a one-hour mid-term-test	Listening	08
	Language	12
a two-hour end-of-term test	Reading	12
	Language	10
	Writing	08

4th YEAR								
1st term			2nd term			3rd term		
Speaking test	at least 1	10	Speaking test	at least 1	10	Speaking test	at least 1	10
Project work	at least 1	10	Project work	at least 1	10	Project work	at least 1	10
Aone-hour mid-term test	Listening	08	Aone-hour mid-term test	Listening	08	XXXXXXXXXXXXXXXXXXXXX		
	Language	12		Language	12	XXXXXXXXXXXXXXXXXXXXX		
Atwo-hour end-of--term test	Reading	12	Atwo-hour end-of--term test	Reading	12	Atwo-hour end-of--term test	Reading	12
	Language	10		Language	10		Language	10
	Writing	08		Writing	08		Writing	08

COMPONENTS / SPECIFICATIONS

1/ The oral component :

a) Speaking Test (10 marks):

At least one speaking test shall be administered each term. Student performance is assessed through interactive communication situations and in relation to the speaking skills stated in the official curriculum pertaining to the ability to express oneself correctly, fluently, appropriately and audibly.

Assessment is carried out through tasks including: a dialogue, an interview, role play and drama, a speech, a presentation, a report on something read, an oral summary, a narration or reconstruction of a story, an interpretation or description of pictures or tables or a reconstruction of a story.

b) Project Work (10 marks):

Student contribution to a project (individually or in a group) will be graded with regard to the process/efficiency of procedures, product, content relevance and quality; and presentation.

The final end-of-term mark is the sum of the two marks specified above.

2. The listening comprehension component:

Auditory/Aural passages include: a monologue, a dialogue, a conversation, a speech or a presentation of about 100 words (year 1 and year 2) and 150 words (year 3 and year 4). The linguistic as well as the semantic content of the text should be appropriate to the student level.

The use of recorded material is recommended.

To demonstrate comprehension of the content of the passage and its organization, test takers are required to:

- a) Identify the speaker(s)
- b) Identify the relationship between the speakers.
- c) Identify/ provide the function of statements, utterances
- d) Select the appropriate option in multiple choice questions related to the main idea and specific words or ideas in the passage.
- e) Give justified answers to Yes / No questions, the justification being retrieved from the passage or worded by the test taker.
- f) Write short answers to WH questions, including inference questions.
- g) Transfer information by completing a table, a diagram, a list, a chart, a map, a flow chart...
- h) Complete a sentence or a paragraph with own words or phrases.
- i) Infer attitudes and moods, outcomes, information and links.
- j) react to content or attitudes

Each item is allotted one mark

In addition to the comprehension questions, the test taker is required to

- a) Identify the function corresponding to a given statement with reference to 3 options.
- b) Provide the function of a given statement.

One mark is allotted to the correct answer to either of these questions.

-Pronunciation:

- a/ Circle the word(s) he/she hears through minimal pairs or list
- b/ Listen to a section of the passage and identify words having (a) specified sound(s)

Each item is allotted half a mark

-Spelling:

- complete a gapped section of the text as s/he listens to the recorded material.

Each item is allotted half a mark

3. The language component:

It consists of three or four exercises integrating lexis and grammar. Test takers should:

- a) Fill in a gapped paragraph with words from a list with 2 extra options/distractors.
- b) Fill in a gapped paragraph in multiple-choice format.
- c) Provide the right tense and/or form of bracketed words.
- d) Match sentence parts to get a coherent paragraph or dialogue.
- e) Express 2 sentences differently as specified in the instructions.

Each item is allotted half a mark

4. The reading comprehension component:

Reading materials may include a linear text and a non-linear one, or two complementary texts of about 200 words (year 1 and year 2) and 250 words (year 3 and year 4). The linear texts are authentic or semi-authentic extracted from various sources: novels, magazines, newspapers, brochures... Non-linear texts can be charts, notes, tickets, menus, notices, time-tables... The linguistic as well as the semantic content of these texts should be appropriate to student level.

The test takers are assessed in terms of their ability to:

- a) match texts or paragraphs with the appropriate function(s), main idea, topic, titles, subtitles, captions or visuals.
- b) select the appropriate option in multiple choice questions related to the text title, function, type, genre, main idea, or specific ideas in the text
- c) identify the topic sentence of a text or paragraph.
- d) identify the function corresponding to a given statement.

- e) give justified answers to Yes / No questions, the justification being retrieved from the text or worded by the test taker.
- f) identify evidence that a given statement is false.
- g) write short answers to WH questions, including inference questions.
- h) answer one or two reference questions.
- i) transfer information onto a table, a diagram, a list or a chart.
- j) complete a sentence or a paragraph with words/phrases or information retrieved from the text or worded by the student
- k) paraphrase extract(s) from text
- l) select the appropriate option in multiple choice questions related to specific ideas in the text or the meaning of a given word.
- m) find antonyms or synonyms of given words or expressions.
- n) identify the exponent of a given function.
- o) react to text content or attitudes or characters
- p) infer attitudes, moods, information or outcomes

The reading comprehension rubric should comprise 12 items (1 mark each).

5. The writing component:

Only **one production task** is administered. The **topic** should **relate to the curriculum**.

- The suggested topic should interest and motivate the test takers.
- In the instructions, the audience, the purpose, the context and the text length and type (genre) should be specified.

The following evaluation criteria should be indicated on the test paper:

- a) Adherence to task and content adequacy.**
- b) Lexical appropriacy and grammar accuracy**
- c) Mechanical accuracy (punctuation, capitalization and spelling).**