

End of Year Sample ASSESSMENT ITEMS FOR S.1 AND S.2

ENGLASIA SALANGUAGE

SENIOR ONE ENGLISH LANGUAGE SAMPLE ASSESSMENT ITEMS

Guidance to the Teacher

The purpose of providing these sample items is to guide the teacher on setting end-of-year assessment items for learners of Senior One. Below are some of the instructions you can consider while developing the standard paper.

Proposed Instructions:

- 1. There are two papers in English language. Paper One has two sections: functional and creative writing. A learner is supposed to attempt one question from either section. Time allocated for this paper is one hour and 30 minutes.
- Paper Two is comprised of four sections (all questions are compulsory): objective (fill-in), a reading text for both comprehension and summary and re-writes. This paper is to be attempted in 1 hour and 40 minutes.
 Please note that the skills and learning outcomes (some) per section have been integrated.
- 3. The short response items will be in Paper Two, while the extended response ones are in both papers.

NOTE: The items in this paper are samples that you may use to set others for the full paper.

1. SHORT RESPONSE ITEM

Rewrite the following sentences as instructed in brackets. Do not change the meaning unless you are told to do so.

> But for Mary's <u>bravery</u>, I would have been robbed of my wallet.

(Give the antonym for the underlined word) Refer to the Syllabus book page 28 Learning Outcome (g)			
may i see you please Punctuate the above sentence correctly) Refer to the Syllabus book page 28 Learning Dutcome (i)	•		

2. EXTENDED RESPONSE ITEM

1. Functional writing

You are a Senior One student who was admitted to Kaso High School on merit. Kaso is a purely day school and you have unfortunately failed to settle due to the long distance travelled to and from school every day. There is a very good school in your neighbourhood which you would like to join next year, in order to reduce on your travel time.

TASK: You are the student in the above context, write a letter to the head teacher of your preferred school. Refer to the Syllabus book page 37 Learning Outcomes (q, r, s), 38 (a-g)

ASSESSMENT GUIDE

SHORT RESPONSE ITEMS

➤ But for Mary's	<u>bravery</u> , I would have been robbed of my wallet.
(Give the antonyn	for the underlined word)
> may i see you	please
(Punctuate the a	pove sentence correctly)
GUIDE	the Commen or we the raise a more a sa con a con a con

A learner scores 2 if he/she writes both definite responses following the given instructions.

Scores 1 if he/she writes one of the definite responses following the given instructions.

Total: 2 points x 1 = 2 scores

EXTENDED RESPONSE ITEM

TASK: Write a letter to the head teacher of your preferred school.

	nce Accuracy	Coherence
evaluation		
A learner of application Format A learner of 2 for 3- 1 for 1- relevant placing following address salutat subject three posigning A learner of 2 for 2 or 1 for 1, relevant using/procontent lntrodur paragra Stating purpos writing Body (2 paragra broade reasons)	A learner scores: 3 for 5-6 or 2 for; tly /using the ng: ses, date, ion, , at least aragraphs, off. ar scores: I the 3 or or for tly blacing t in: ction (1st aph) the e of nd aph) n the s for the c change sion A learner scores: 3 for all the 3, or 2 for 2, or 1 for 1, for correct using/placing content in: Introduction (1st paragraph) Statin the purpose of writing, Body (2nd paragraph) broad the reasons for the need to change school Conclusion (concluding remarks).	A learner scores: 3 for 5-6 or 2 for 3-4 or 1 for 1-2 for; logically using/placing the following: addresses, date, salutation, subject, at least three paragraphs, signing off. A learner scores: 3 for all the 3 or 2 for 2, or 1 for 1, for logically using/placing content in: Introduction (1st paragraph) Stating the purpose of writing, Body (2nd

Output	Basis of evaluation	Relevance	Accuracy	Coherence
		A learner scores:		A learner scores:
		A learner scores:		3 for 5-6 or
		3 for 5-6 or		2 for 3-4 or
	Language	2 for 3-4 or	A learner scores:	1 for 1-2 for;
		1 for 1-2 for;	3 for 5-6 or	logically
		relevantly	2 for 3-4 or	placing/using the
		placing/using the	1 for 1-2 for;	following aspects;
		following aspects;	correctly	formal/official
		formal/official	placing/using the	English language,
		English language,	following aspects;	sentence
fiz.		sentence	formal/official	structures,
		structures,	English language,	punctuations,
	2/1/2	punctuations,	sentence structures,	other parts of
		other parts of	punctuations, other	speech, spellings,
		speech, spellings,	parts of speech,	handwriting.
		handwriting.	spellings,	
	Him lin		handwriting.	Militin, Miller
		i. 111. ().	illillin. miniillinin	111/1/11/11
	Mh, 21 21	CERTAINS STATE	as strasas	E EFFERE CE

Total score=28 (Added 1 for excellence)

SENIOR TWO ENGLISH LANGUAGE SAMPLE ASSESSMENT ITEMS

Guidance to the Teacher

The purpose of providing these sample items is to guide the teacher on setting end-of-year assessment items for learners of Senior One. Below are some of the instructions you can consider while developing the standard paper.

Proposed Instructions:

- 1. There are two papers in English language. Paper One has two sections: functional and creative writing. A learner is supposed to attempt one question from either section. Time allocated for this paper is one hour and 30 minutes.
- 2. Paper Two is comprised of four sections (all questions are compulsory): objective (fill-in), a reading text for both comprehension and summary and re-writes. This paper is to be attempted in 2 hours.
 - Please note that the skills and learning outcomes (some) per section have been integrated.
- The short response items will be in Paper Two, while the extended response ones are in both papers.

NOTE: The items in this paper are samples that you may use to set others for the full paper. **SHORT RESONSE ITEMS**

Rewrite the following sentences as instructed in brackets. Do not change the meaning unless you are told to do so.

Maggie likes teaching. Fortunate likes teaching.

	utcome. (k)				
···	Jonan used to eat meat every day. Jonan is used to eating meat every day. (State the difference in meaning between the two statements) Refer to the Syllabus book page 41 Learning Outcome. (q)				

EXTENDED RESPONSE ITEM

Creative Writing

Kakuru has run short of money, yet he urgently needs it. It is evening and all banks are closed. Fortunately, he realises he has money on his mobile account and tries to look for the nearest mobile money kiosk. He asks a boda man to take him to the nearest mobile money vender still working or. to the nearest ATM. Unfortunately, he later finds himself in the middle of the jungle, surrounded by thugs. He silently prays to God for help. You are the Kakuru in this extract; narrate a story entitled: **A Narrow Escape**

Refer to the Syllabus book on pages 33 Learning Outcome (a-k), 38 (g), 43 (j), 47 (j, h), 50(l), 51-56 (b,d,m).

ASSESSMENT GUIDE

SHORT RESPONSE ITEMS

Rewrite the following sentences as instructed in brackets. Do not change the meaning unless you are told to do so.

1	Maggie likes teaching. Fortunate likes teaching.
	(Join into one sentence using as well as)
[ii]	ENERGY ENGLISH TENGLISHE ENGLISHEN ENGLISHEN ENGLISHEN ENGLISHEN ENGLISHEN ENGLISHEN ENGLISHEN ENGLISHEN ENGLISHEN
2.	Jonan used to eat meat every day. Jonan is used to eating meat every day.
	(State the difference in meaning between the two statements)

<u>Guide:</u>

A learner:

- **scores 2,** if he/she correctly writes the two definite responses following the given instructions.
- **scores 1,** if he/she correctly writes only one of the definite responses following the given instructions.

Total 2 points x1= 2 scores)

EXTENDED RESPONSE ITEM

TASK: You are the Kakuru in this context; narrate a story entitled: *A Narrow Escape*.

Output	Basis of evaluation	Relevance	Accuracy	Coherence
A written	Content	A learner scores:	A learner scores:	A learner scores:
compositi		3 for 5-7,	3 for 5-7,	3 for 5-7,
on.		2 for 3-4,	2 for 3-4,	2 for 3-4,
		1 for 1-2,	1 for 1-2 ,	1 for 1-2,
3		for relevantly	for correctly	for logically
		using/writing: the	writing/using: the	using/writing: the
	3	given title, a	given title, a narrative	given title, a
		narrative	composition piece,	narrative
		composition	an original piece	composition
		piece, an original	with: an introduction,	piece, an original
		piece with: an	rising action, climax,	piece with: an
		introduction,	falling action and	introduction,
		rising action,	conclusion.	rising action,
	My Jan	climax, falling action and		climax, falling action and
		conclusion.		conclusion.
	Languago		A learner scores:	
	Language	A learner scores:	3 for 7-10 , or	A learner scores:
		3 for 7-10 , or	2 for 4-6, or	3 for 7-10 , or
		2 for 4-6 , or	1 for 1-3 , for;	2 for 4-6 , or
		•	, ,	•
		1 for 1-3, for;	correctly using the	1 for 1-3 , for;
		relevantly using	following language	logically using the
		these language	aspects: use of the 1st	following
		aspects: use of the	person, use of the	language aspects:
		1 st person, use of	past tense, parts of	use of the 1st
		the past tense,	speech, sentence	person, use of the
		parts of speech,	structures, spellings,	past tense, parts
		sentence	use of figures of	of speech,

structures,	speech, use of direct	sentence
spellings, use of	speech, vocabulary,	structures,
simple figures of	originality and	spellings, use of
speech, use of	appealing to the five	simple figures of
direct speech,	senses.	speech, use of
vocabulary,		direct speech,
originality and		vocabulary,
appealing to the		originality and
five senses.		appealing to the
		five senses.

Total score=19 (Added 1 for excellence)

