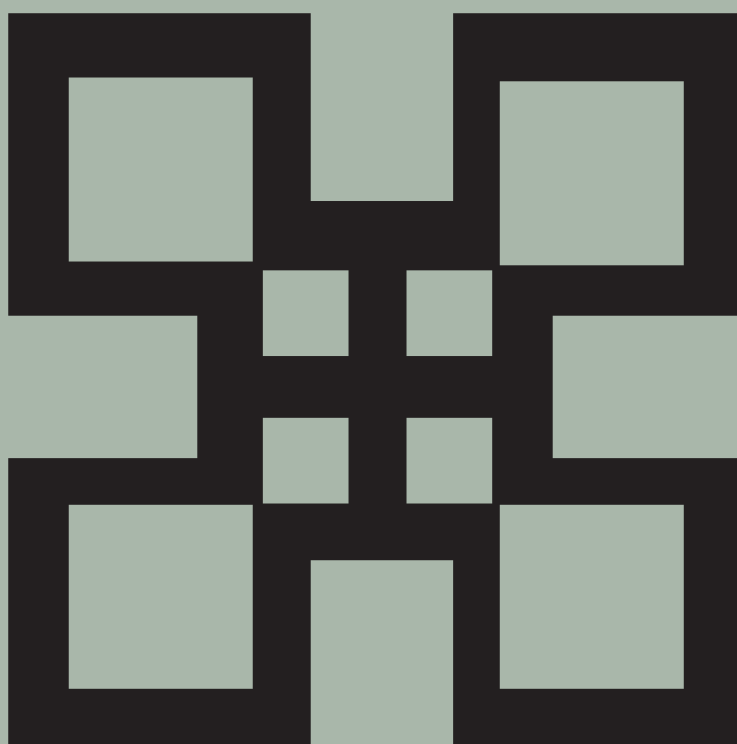


Professional Learning Community Handbook

Arabic

Year One



Ghana Education
Service (GES)



Professional Learning Community Handbook

Arabic

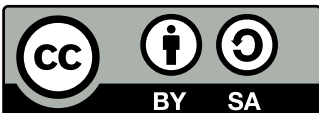
Year One



REPUBLIC OF GHANA



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Contents

Introduction	1
PLC SESSION 0: Internal Assessment Structure and Transcript System for SHS/SHTS and STEM Schools	3
PLC SESSION 1:	5
1. Listening Skills in Lexical Structure and Sound Pattern of Prose	5
2. Loud Reading with Correct Articulation	5
Appendix A: Sample Individual Portfolio Building Assessment	9
PLC SESSION 2: The Sound Pattern of Arabic prose	11
APPENDIX B: Sample Group Project Assessment Task	15
PLC SESSION 3: The Sound Pattern of Arabic Poetry	17
PLC SESSION 4:	20
1. Listening Comprehension and Interaction	20
2. Reading Comprehension	20
PLC SESSION 5: Arabic Numerals and Number of Items	23
PLC SESSION 6: Preparing for Mid-Semester Examination	26
Appendix C: Table of Specification for Mid-Semester Examination	30
PLC SESSION 7: Numeracy, Calculation and Measurement	31
PLC SESSION 8: Numeracy, Measurement and Weight	34
PLC SESSION 9: Knowing and understanding words at lexical and syntactic levels of a written text	37
PLC SESSION 10: Arabic Parts of Speech	40
PLC SESSION 11: Grammatical Functions of Parts of Speech	43
PLC SESSION 12: Preparing for End of Semester Examination	46
Appendix D: Table of Specification for End of Semester Examination	51
PLC SESSION 13: Written Communication and Letter Writing II	53
Appendix E: Sample Individual Project	57
PLC SESSION 14:	58
1. Translation from Arabic into English	58
2. Translation from English into Arabic	58

PLC SESSION 15:	62
1. Translation from Arabic into English	62
2. Translation from English into Arabic	62
PLC SESSION 16: Culturally appropriate Speaking	66
PLC SESSION 17: Culturally Appropriate Speaking in Happy Moments	69
PLC SESSION 18: Preparing for Mid–Semester Examination	72
Appendix F: Table of Specification for Mid Semester Examination	76
PLC SESSION 19:	77
1. Types and Functions of Literature and the Epochs	77
2. Characteristics of Pre–Islamic Prose	77
PLC SESSION 20: The Position of Poetry among Pre–Islamic Arabs	80
PLC SESSION 21: Description of a Personality or an Associate	83
PLC SESSION 22: Speech Delivery	86
PLC SESSION 23: Oral Composition and Creativity	90
PLC SESSION 24: Preparing for End of Semester Examination	93
Appendix G: Table of Specification for End of Semester Examination	97
Appendices	99
Appendix 1: Structure of The Senior High School Internal Assessment and Transcript System	99
Appendix 2: Excerpts from The Teacher Assessment Manual and Toolkit	107
Appendix 3: Teacher Lesson Observation Form	141
Appendix 4: How to Check CPD Points and Training Records on Teacher Portal Ghana	145
List of Contributors	148

Introduction

This Professional Learning Community (PLC) Handbook is designed to enable teachers to deliver effective lessons for Year One of the new Arabic Curriculum. 'Effective' is defined as meaning that each lesson:

- i. Has a weekly learning plan which is aligned with the content and pedagogy set out in the relevant Teacher Manual;
- ii. Incorporates the relevant Learner Materials which are available on the curriculum microsite;
- iii. Contains assessment strategies which are aligned with the Teacher Manual, Learner Materials and Transcript Assessment Guidance;
- iv. Is delivered by the teacher in close adherence (Fidelity of Implementation) with i.) to iii.) above.

The PLC Handbook has a strong focus on assessment, outlining structured approaches to assessment derived from the Teacher Assessment Manual and Toolkit (TAMT), emphasising the attainment of learning outcomes, timely feedback to learners and recording learning outcomes accurately.

Additionally, this Handbook prescribes nine (9) main assessment events which teachers should score and record to constitute each learner's academic transcript for the academic year as follows: Two (2) Class exercises or Homework, one (1) Individual Portfolio, one (1) Group Project, two (2) Mid-semester examinations (in first and second semesters), two (2) End of Semester examinations (in first and second semester) and one (1) Individual project. It also promotes continuous weekly assessment for learning across all DoK levels, supporting teachers to deliver an all-inclusive education by inculcating 21st century skills, ICT, national values and support to special needs learners.

The TAMT identifies six modes of assessment which cover the nine events described above. The modes are described below.

- a) **Class Exercise:** Besides the various class exercises that are expected to be conducted regularly to assess learners in the Arabic language within the first semester of the academic year, the class exercise to be submitted for each learner is recommended in PLC session 11 of this handbook.
- b) **Individual Portfolio:** This assessment is recommended to be submitted in the second semester of the academic year but should be given in the first week of the first semester. It is recommended to be due in week 17. This assessment is found in session 1 of the PLC handbook.
- c) **Group Project:** Teachers are encouraged to assess their learners using group project work. Besides the various group projects as an assessment strategy recommended in the handbook to be used by teachers for assessment, the recommended one to

be submitted in the first semester is found under session 7 of this Arabic Language PLC handbook.

- d) **Mid-Semester Examination:** This assessment is recommended to be conducted two times in the academic year. One is in week 6 for the first semester, and the other is in week 18 for the second semester. The mid-semester examination is a mandatory assessment that is to be submitted for each learner. The preparation for the conduct of these assessments is found in session 6 and session 18 of this handbook.
- e) **End-of-Semester Examination:** It is recommended that preparation for this assessment is conducted in weeks 12 and 24 of the academic year. Each learner's scores in this assessment; one in the first semester and the other in the second semester are expected to be submitted.
- f) **Individual Project:** Learners are expected to be given individual projects by teachers. Out of the individual projects for the academic year, it is recommended that the scores for the individual project under session 21 of this PLC handbook be submitted for each learner in the second semester.
- g) **Homework:** Out of the number of homework given within the academic year, the homework given in session 15 of this PLC handbook is recommended to be submitted for each learner as an assessment score in the second semester.

PLC SESSION 0: Internal Assessment Structure and Transcript System for SHS/SHTS and STEM Schools

1. Introduction (20 minutes)

This Professional Learning Community (PLC) session focuses on enhancing internal assessment and transcript system to ensure it aligns with the new Senior High School, Senior High Technical School and Science, Technology, Engineering and Mathematics curriculum and effectively supports student learning.

In this session, you will discuss the structure and frequency of assessments, strategies for involving learners in the assessment process, methods for providing constructive feedback and the implementation of a robust transcript system.

- 1.1 Share two ways in which you have used assessment in the past to support teaching and learning.
- 1.2 Share your observation on how a colleague used assessment in the past to support teaching and learning.

2. Internal assessment structure and frequency (60 minutes)

- 2.1 Read the purpose, learning outcome and learning indicators for the session.

Purpose

The purpose of the session is to strengthen teachers' understanding and competence in assessment techniques to effectively teach and assess the new SHS, SHTS and STEM Curriculum.

Learning Outcome

To ensure teachers understand the assessment structure and acquire the skill to design, administer and provide feedback of the assessments that accurately reflect the learning outcomes for each week.

Learning Indicators

1. Discuss the formative and summative assessment strategies recommended for the new curriculum.
 2. Discuss in detail, the relevance and structure of the assessment transcript system and its use/implementation.
- 2.2 Discuss *formative assessment strategies* which can be used in your subject area.

E.g.

Questioning, etc.

2.3 Discuss *summative assessment strategies* which can be used in your subject area.

E.g.

End of Semester Examinations, etc.

2.4 Discuss as a subject group how you would administer a given assessment strategy.

E.g.

Class Exercise:

- i. *Inform learners ahead of time*
- ii. *Write the questions on the board, etc.*

2.5 Discuss methods of providing constructive feedback to learners on their performance.

E.g.

Provide individual comments on learners' work, etc.

2.6 Discuss as a subject group some of the do's and don'ts of constructing assessment items/tasks.

E.g.

Do: Align the purpose of the assessment with the task, etc.

Don't: Do not give clues in the stem, etc.

2.7 Discuss as a subject group the main assessments that would be recorded in the transcript system in the academic year.

E.g.

Class exercise, etc.

2.8 Discuss how and where you would record and submit learners' assessments for the transcript system.

E.g.

Record learners scores immediately, etc.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session.

3.2 Remember to:

- a) read PLC Session 1 and related Learner Material
- b) bring along your Teacher Manual, PLC Handbook and learning plan on *week 1* in preparation for the next session.

PLC SESSION 1:

1. Listening Skills in Lexical Structure and Sound Pattern of Prose
2. Loud Reading with Correct Articulation

Introduction (20 minutes)

- 1.1 Share two things you did in the classroom based on your experience in the various PLC sessions you have attended (NTS 1a, 1b and 2a–2e)
- 1.2 Share your observation on what a colleague did by applying lessons learned from previous PLC sessions attended (NTS 1a, 1b and 2a–2e)

2. Review of learning plans (60 minutes)

- 2.1 Read the purpose, learning outcome and learning indicators for the session.

Purpose

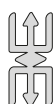
The purpose of the session is to review the learning plan for *week 1* by aligning the plan with the Learner Material and appropriate assessment strategies.

Learning Outcome

Review your learning plan for *week 1* considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
 2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.
- 2.2 Review the pedagogical approaches proposed for teaching *week 1* in your learning plan, identify activities that align with those in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j)



Note

The selected activities should be included in the teacher/learner activity section of the learning plan

2.3 Develop assessment tasks/items based on the learning indicator(s) for the week. This week’s recommended mode of assessment is **class exercise** (NTS 3k, 3p).

E.g.

Listen to the provided audio recording or your teacher’s reading of the Arabic passage or poetry lines.

Write down the syllable patterns you identify.

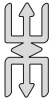
Refer to page 14 of key assessments in the Teacher Manual and Section 1 activities of the Learner Material for more sample assessment tasks.



Hint

Portfolio Building Assessment

*The portfolio will be administered in week 1 in the 1st semester and collected in week 17 in the 2nd semester, scored and recorded. See **Appendix A** of Week 1 (under today’s reflection) for a sample Portfolio assessment for individual learners.*



Note

- i. *The assessment tasks may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the ‘Assessment DoK aligned to Curriculum and TM’ section below teacher/learner activities in the learning plan*

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week’s recommended assessment (NTS 3k, 3p).

E.g.

Rubrics Total: (10 marks)

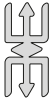
- a) *Accuracy in Phonetic Transcription and Identification of Sound Patterns (3 marks)*
- b) *Depth of Analysis Regarding Syllable Structure, Consonant Clusters, and Stressed/ Unstressed Sounds (4 marks),*

Syllable	مقطع	Letter	حرف -	Word	كلمة
	-				-
	أَفْ		ضَ - نْ		أَفْضَلُ
	عَمَ - هَا		أَ - مُ		أَعْمَهَا

إِنَّ أَفْضَلَ الْأَشْيَاءِ أَعَالِيهَا، وَأَعْلَى الرَّجَالِ مُلُوكُهَا، وَأَفْضَلُ الْمُلُوكِ أَعْمَهَا نَفْعًا

Unstressed	مضغوط -	Stressed	مضغوط -	Word	كلمة -
	إِ		نَّ	إِنَّ	
	ضَدَّ - لَدَّ - يَاءِ		أَفْ	أَفْضَلَ	
	الِ		أَشْ	الْأَشْيَاءِ	
	عَا - هَا		أُ - لِي	أَعَالِيهَا	
	و - لِي		أَعْ	وَأَعْلَى	
	الرَّ - رِ - لِ		جَا	الرَّجَالِ	
	مُ - كُ - هَا		لُو	مُلُوكُهَا	

- c) Correct pronunciation of all words (2 marks)
d) Clear and audible voice throughout the reading (1 marks).



Note

- The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.
- Take into consideration different modes of responses provided by learners.
- Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n-3p).

E.g.

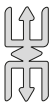
Discuss the assessment criteria with learners beforehand, so they understand how their work will be evaluated, etc.

Refer to the Teacher Assessment Manual and Toolkit page 79 for further information about class assessment.

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l-3n)

E.g.

Gives learners feedback on their Pronunciation Accuracy and how they have shown a good grasp of vowel pronunciation, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b)
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 1 to provide feedback on your lesson (NTS 1f, 3g)
- 3.3** Remember to:
 - a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n)
 - b) read PLC Session 2 and related Learner Material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 2* in preparation for the next session (NTS 3a)



Appendix A: Sample Individual Portfolio Building Assessment

Hint



1. The portfolio should be compiled throughout the academic year. This will be administered in week 1 in the 1st semester and collected in week 17 in the 2nd semester, scored and recorded.
2. After each class exercise and discussion, remind learners that their work will contribute to their final portfolio assessment. Encourage them to consistently organise their materials and reflect on their learning process.

Task

Create a portfolio of works to showcase your proficiency in the 4 Arabic language skills (listening, speaking reading and writing) for year one i.e. 1st and 2nd semesters. The portfolio must consist of your completed Arabic class exercises, notes, and personal reflections on class discussions throughout the two semesters.

Structure and organisation of the Portfolio

The following information are essential for providing a well-structured outline or organisation of a portfolio:

1. Cover Page (Header, Learner name, Class level, Subject area, Submission date)
2. Table of Contents (Introduction, learning goals, Subject area, Assessments given and grades/marks, Achievements/awards, feedback, reflections, concluding remarks etc.)

Rubrics / Marking Scheme (10 Marks Total)

E.g.

1. Ability to organise portfolio logically with clear sections and smooth flow of ideas and narratives (5 marks)
2. Demonstration of deep reflection and self-assessment capable of providing insightful analysis of personal growth, strengths and areas for improvement (10 marks)
3. Demonstration of wide range of relevant skills such as critical thinking, creativity, problem-solving etc. indicated by the production of a well-documented portfolio with evidence and relevant examples (10 marks)
4. Demonstration of a high level of professionalism with respect to grammar, spellings, format, and employment of technological tools to effectively showcase work (10 marks)
5. Ability to clearly align selected works to the overall goal of the portfolio showing a consistent focus on achieving these goals (5 marks)
6. Demonstration of clear evidence of flexibility and growth highlighted by reflections and work that demonstrate how the learner has overcome challenges and improved over time (10 marks), etc.

Total mark = 40

How to administer

1. *Instruct learners to include the following in their portfolio: class exercise book, etc.*
2. *Communicate that the portfolio is to be submitted by week 18 of the 2nd semester, etc.*

Refer to the Teacher Assessment Manual and Toolkit (pages 27 and 86) for more information on using different portfolio assessments.

Feedback

By week 9, review learners' portfolios and provide constructive feedback on their note-taking, etc.

PLC SESSION 2: The Sound Pattern of Arabic prose

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 1* delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e)
- b) you found challenging (NTS 1a, 1b and 2a–2e)

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 1* that supported learning (NTS 2e, 2f, 3d–3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

Purpose

The purpose of the session is to review the learning plan for *week 2* by aligning the learning plan with Learner Material and appropriate assessment strategies.

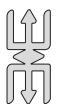
Learning Outcome

Review your learning plan for *week 2* considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 2* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week’s recommended mode of assessment is **class group discussion** (NTS 3k, 3p).

E.g.

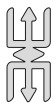
- a) Listen to the audio recording or your teacher’s reading and demonstrate the syllabic pattern and word structure of Arabic prose.
- b) Identify the stress patterns and intonation used in the recording.
- c) Provide examples of how the Arabic syllabic pattern influences the meaning and flow of the text.

Refer to page s 17 of key assessments in the Teacher Manual and section 1 activities of the Learner Material for more sample assessment tasks.



Hint

Group project is expected to be given this week. Learners are expected to submit the project report in week 7 or 8 for scoring and recording. Refer to **Appendix B** for more information.



Note

- i. The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the ‘Assessment DoK aligned to Curriculum and TM’ section below teacher/learner activities of the learning plan.

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week’s recommended assessment (NTS 3k, 3p)

E.g.

- a) Accuracy in Phonetic Transcription and Identification of Sound Patterns (3 marks)
- b) Depth of Analysis Regarding Syllable Structure, Consonant Clusters, and Stressed/ Unstressed Sounds (4 marks)

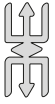
Syllable	مقطع -	Letter	حرف -	Word	كلمة -
	أَفْ		ضَ - لُ		أَفْضَلُ
	عَمَّ - هَا		أَ - مُ		أَعْمَهَا

إِنَّ أَفْضَلَ الْأَشْيَاءِ أَعَالِيهَا، وَأَعْلَى الرَّجَالِ مُلُوكُهَا، وَأَفْضَلُ الْمُلُوكِ أَعْمَهَا نَفْعًا

Unstressed	مضغوط -	Stressed	مضغوط -	Word	كلمة -
	إِ		نَّ		إِنَّ
	ضَدَّ - لَ - يَاءٍ		أَفْ		أَفْضَلَ
	الِ		أَشْ		الْأَشْيَاءِ
	عَا - هَا		أُ - لِي		أَعَالِيهَا
	و - لَى		أَعْ		وَأَعْلَى
	الزَّ - رِ - لِي		جَا		الرَّجَالِ
	مُ - كُ - هَا		لُو		مُلُوكُهَا

c) *Insightfulness in Describing the Relationship Between Tones and Emotions (3 marks)*

Total – 10 marks



Note

- The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.
- Take into consideration different modes of responses provided by learners.
- Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n-3p).

E.g.

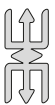
Guide learners to discuss in small groups the sound patterns in selected prose and orally present their analysis of the sound patterns focusing on the significance of the sound patterns in the prose to the class, etc.

Refer to the Teacher Assessment Manual and Toolkits (page 66 and 83) for further information on how to administer class discussions and presentation.

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l-3n)

E.g.

Encourage deeper analysis and more confident presentation techniques to achieve an even higher level of performance next time, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b)

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 2 to provide feedback on your lesson (NTS 1f, 3g)

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n)
- b) read PLC Session 3 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 3* in preparation for the next session (NTS 3a)



APPENDIX B: Sample Group Project Assessment Task

Project Overview

This project will be divided into different parts. Students will work in groups to explore Arabic prose and poetry while applying their practical skills in real-life contexts.

Project Components

1. **Sound Pattern Analysis (Prose and Poetry):**
 - a. *Task: Select a semi-complex, fully vowelised piece of classic prose and poetry. Analyse the sound patterns, such as syllables, consonant clusters, stressed and unstressed sounds.*
 - b. *Deliverable: A presentation showing sound patterns, supported with charts and diagrams.*
2. **Reading and Pronunciation:**
 - a. *Task: Groups will perform a live or recorded reading of their selected prose/poetry, focusing on rhythm, pronunciation, and intonation.*
 - b. *Deliverable: A video or live presentation of the reading.*
3. **Vocabulary and Inference Exercise:**
 - a. *Task: Identify familiar and unfamiliar words from the prose/poetry, create sentences using familiar words, and infer meanings of unfamiliar words.*
 - b. *Deliverable: A written report with word lists, sentences, and analysis of word meanings.*
4. **Mathematical Applications:**
 - a. *Task: Measure classroom dimensions, calculate student heights, and estimate prices for common items like food or clothes.*
 - b. *Deliverable: A report including calculations and visual representations (e.g., graphs).*
5. **Distance and Weight Calculations:**
 - a. *Task: Measure distances (e.g., between school blocks) and weigh objects or people.*
 - b. *Deliverable: A report with distance and weight calculations.*

Marking Scheme/Rubrics (20 marks)

1. **Content and Relevance (5 Marks):** *The project is highly relevant and thorough.*

- *“المحتوى يعالج موضوع التحليل الصوتي بشكل شامل، ويشرح الأنماط الصوتية بوضوح.”*

2. *Presentation and Delivery (5 Marks): Clear, well-organised, and engaging presentation.*
 - “عرض تقديمي منظم ومشوق باستخدام وسائل إيضاح مثل المخططات.”
3. *Creativity and Innovation (4 Marks): The project shows excellent creativity.*
 - “استخدام طرق مبتكرة للتحليل وإظهار النتائج.”
4. *Collaboration and Teamwork (3 Marks): The group works well together, with equal contributions.*
 - “فريق العمل يتعاون بشكل جيد ويظهر مساهمة متساوية.”
5. *Adherence to Guidelines (3 Marks): The project follows all instructions and manages time efficiently.*
 - “الالتزام بالتعليمات وإدارة الوقت بشكل فعال.”

Submission Format:

- Reports: PDF or Word format.
- Videos: MP4 format.

How to administer

Clearly explain the task, answer questions, and guide students, etc.

Refer to the Teacher Assessment Manual and Toolkits (pages 34 and 151–153) for more details.

Feedback

Evaluate based on the rubric, provide feedback, and discuss areas for improvement, etc.

PLC SESSION 3: The Sound Pattern of Arabic Poetry

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 2* delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e)
- b) you found challenging (NTS 1a, 1b and 2a–2e)

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 2* that supported learning (NTS 2e, 2f, 3d–3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

Purpose

The purpose of the session is to review the learning plan for *week 3* by aligning the learning plan with Learner Material and appropriate assessment strategies.

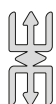
Learning Outcome

Review your learning plan for *week 3* considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 3* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **homework** (NTS 3k, 3p)

E.g.

Identify the differences in sound patterns between Arabic poetry and rhymed prose. Begin with the rhyming sounds and then analyse the phonological outlines.

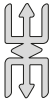
إِنَّ أَفْضَلَ الْأَشْيَاءِ أَعَالِيهَا، وَأَعْلَى الرَّجَالِ مُلُوكُهَا،
وَأَفْضَلَ الْمُلُوكِ أَعْمُهَا نَفْعًا، وَخَيْرَ الْأَزْمِنَةِ
أَخْصَبُهَا، وَأَفْضَلَ الْخُطَبَاءِ أَصْدَقُهَا، الصِّدْقُ
مَنْجَاةٌ، وَالْكَذِبُ مَهْوَاةٌ.....

قُمْ لِلْمُعَلِّمِ وَقِهِ النَّبْجِيلَا # كَادَ الْمُعَلِّمُ أَنْ يَكُونَ رَسُولَا

أَعْلِمْتَ أَشْرَفَ أَوْ أَجَلَ مَنْ الَّذِي # يَبْنِي وَيُنْشِئُ أَنْفُسًا وَعُقُولَا

سُبْحَانَكَ اللَّهُمَّ خَيْرَ مُعَلِّمٍ # عَلِمْتَ بِالْقَلَمِ الْقُرُونَ الْأُولَى

Refer to page 19 of key assessments in the Teacher Manual and section 1 activities of the Learner Material for more sample assessment tasks.



Note

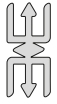
- i. The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p)

E.g.

Rubrics Total: 10

- a) Identification of rhyme schemes: (2 marks) such as the example provided from classical Arabic (الصِّدْقُ مَنْجَاةٌ، وَالْكَذِبُ مَهْوَاةٌ), follows a looser structure. While there is a rhyme, it is not as regular or strict as in poetry,
- b) Analysis of meter in Arabic poetry: (2 marks) such as in: in "قُمْ لِلْمُعَلِّمِ" the rhyme is consistent with sounds like "يلا" and "ولا" at the end of the verses, creating a regular rhyme pattern.
- c) Identification of phonological outlines: (2 marks).
- d) Comparison of sound patterns: (2 marks).
- e) Clarity and structure of analysis: (2 marks).

**Note**

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

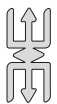
Present learners with examples of Arabic poetry and rhymed prose (such as the ones provided above). Explain the basic concepts of rhyme schemes and phonological outlines in both forms, etc.

Refer to the Teacher Assessment Manual and Toolkit page 57 for further information on how to administer homework.

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l–3n)

E.g.

Offer suggestions for improvement, such as paying closer attention to internal rhymes in prose or exploring the significance of long and short vowels in poetry more thoroughly, etc.

**Note**

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b)

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 3 to provide feedback on your lesson (NTS 1f, 3g)

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n)
- b) read PLC Session 4 and related Learner Material (NTS 3a)
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 4* in preparation for the next session (NTS 3a)

PLC SESSION 4:

1. Listening Comprehension and Interaction

2. Reading Comprehension

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 3* delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e)
- b) you found challenging (NTS 1a, 1b and 2a–2e)

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 3* that supported learning (NTS 2e, 2f, 3d–3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

Purpose

The purpose of the session is to review the learning plan for *week 4* by aligning the learning plan with Learner Material and appropriate assessment strategies.

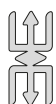
Learning Outcome

Review your learning plan for *week 4* considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 4* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

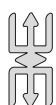
The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **homework** (NTS 3k, 3p).

E.g.

- a) *List the words in the passage that are familiar and those that are not familiar reproducibility*
- b) *Use familiar words in meaningful sentences.*
- c) *Make and support inferences about the implied meaning of words in the passage, in a particular context.*

Refer to page 24 of key assessments in the Teacher Manual and section 2 activities of the Learner Material for more sample assessment tasks.



Note

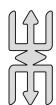
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p)

E.g.

Rubrics total: 10

- a) *Use of provided familiar words correctly in sentences: 3 marks.*
- b) *Construction of Grammatically Correct Sentences: 3 marks*
- c) *Meaningful and Contextually Appropriate Sentences: 4 marks*



Note

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/ learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.*

- 2.5** Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

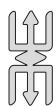
Instruct learners to list the words into two categories: familiar and unfamiliar and present their findings (as a group) to class, etc.

Refer to the Teacher Assessment Manual and Toolkit (page 162) for further information on how to administer Homework.

- 2.6** Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l–3n)

E.g.

Teacher provides constructive feedback that includes acknowledgment of correctly identified words/phrases and accurate inferences, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b)
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 4 to provide feedback on your lesson (NTS 1f, 3g)
- 3.3** Remember to:
- provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n)
 - read PLC Session 5 and related Learner Material (NTS 3a).
 - bring along your Teacher Manual, PLC Handbook and learning plan on *week 5* in preparation for the next session (NTS 3a)

PLC SESSION 5: Arabic Numerals and Number of Items

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 4* delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e)
- b) you found challenging (NTS 1a, 1b and 2a–2e)

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 4* that supported learning (NTS 2e, 2f, 3d–3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

Purpose

The purpose of the session is to review the learning plan for *week 5* by aligning the learning plan with Learner Material and appropriate assessment strategies.

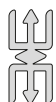
Learning Outcome

Review your learning plan for *week 5* considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 5* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

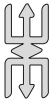
The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **peer-assessment** (NTS 3k, 3p).

E.g.

- Count and calculate percentages.
- Use tape measurements and calculate averages.
- Use tape measurements and calculate averages.

Refer to page 28 of key assessments in the Teacher Manual and Section 3 activities in the Learner Material for other sample assessment tasks.



Note

- The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p)

E.g.

Rubrics total: 8 marks

- Correctly counts the number of learners in the class (2 marks) such as:

واحد، اثنان، ثلاثة، أربعة ... عدد الطلاب في الفصل ثلاثون (٠٣) طالبا وطالبة.

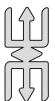
- Correctly identifies the total learner population in the school (2 marks) such as:

عدد الطلاب في المدرسة خمسمائة (٠٥) طالب وطالبة.

- Correctly calculates the percentage of the class size relative to the total learner population (2 marks) such as:

نسبة طلاب الفصل خمسة وعشرون في المائة (٥٢٪) من مجموع طلاب المدرس.

- Actively participates in the activity (2 marks)



Note

- The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.
- Take into consideration different modes of responses provided by learners.
- Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

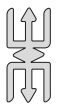
Supervise and provide guidance to learners to count the number of their classmates, etc.

Refer to the Teacher Assessment Manual And Toolkit page 173 for further information on how to administer class exercises.

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l–3n)

E.g.

Teacher walks around the classroom, observes the learners' work, and provides immediate oral feedback, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b)

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 5 to provide feedback on your lesson (NTS 1f, 3g)

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n)
- b) read PLC Session 6 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 6* in preparation for the next session (NTS 3a).

PLC SESSION 6: Preparing for Mid-Semester Examination

1 Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 5* delivered last week that:

- a) went well (NTS 1a, 1b and 2a-2e).
- b) you found challenging (NTS 1a, 1b and 2a-2e).

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 5* that supported learning (NTS 2e, 2f and 3d-3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

Purpose

The purpose of the session is to review the learning plan for *week 6* lessons and mid-semester examination by aligning the learning plan with Learner Material and appropriate assessment strategies.

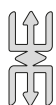
Learning Outcome

Review your learning plan for *week 6* and prepare for mid-semester examination considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marketing scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 6* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activities in your learning plan (NTS 2a-2f, 3a-3j).



Note

The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **mid-semester examination** (NTS 3k, 3p).

E.g.

- a) Cover content from weeks 1-5, taking into consideration DOK levels.
- b) Resources:
 - i. Audio recorder
 - ii. Answer booklets
 - iii. Learning Material
 - iv. Teachers Manual
 - v. Assessment Toolkit
- c) The test is Multiple Choice Question (20 questions)
- d) Time: 1 hour.
- e) Total Score: 20 marks.
- f) Table of specification



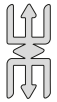
Hint

See Appendix F after reflection for specifications on areas of mid-semester questions.

1. حَدِّدِ الْوِزْنَ الصَّحِيحَ لِلْفِعْلِ: كَاتَبَ
 - أ. فَاعِلٌ
 - ب. فَاَلَعٌ
 - ج. فَاعِعٌ
 - د. فَالَلٌ

2. اِقْرَأِ النَّصَّ وَأَجِبْ عَنِ الْأَسْئَلَةِ التَّالِيَةِ:
 النَّظَافَةُ جُزْءٌ مِنَ الْإِيمَانِ، وَمِنَ الْغَرِيبِ أَنْ تَرَى شَخْصًا مُؤْمِنًا يَرْمِي
 النَّفَايَاتِ عَلَى الْأَرْضِ أَوْ يُلَوِّثُ
 الْأَمَاكِنَ الْعَامَّةَ وَالْخَاصَّةَ، أَوْ يَتَعَمَّدُ تَخْرِيْبَ الْمُمْتَلَكَاتِ.
 معنى الكلمات التي تحتها الخط
 اخْتَرْتُ أَفْضَلَ عُنْوَانٍ لِلنَّصِّ أَعْلَاهُ
 اخْتَرْتُ أَفْضَلَ عُنْوَانٍ لِلنَّصِّ أَعْلَاهُ
 الْمُؤْمِنُ الصَّحِيحُ
 انْتِشَارُ النَّفَايَاتِ

الْمُجْرِمُونَ
النَّظَافَةُ مِنَ الْإِيمَانِ
ما معنى كلمة يُلَوِّثُ.....
أ. يُزَيِّنُ
ب. يُحَبِّبُ
ت. يَرْمِي
ث. يُفْسِدُ



Note

- i. The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.

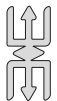
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment.(NTS 3n-3p).

E.g.

Mid-semester examination (20 marks).

Multiple Choice: give 1 mark for each correct answer

1. ما هُوَ الْوَزْنُ الصَّحِيحُ لِلْفِعْلِ: ذَهَبَ
أ. لَفَعَ
ب. عَقَلَ
ج. فَعَلَ ✓
د. فَلَعَ



Note

- i. The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/ learner activities in the learning plan.
- ii. Take into consideration different modes of responses provided by learners.
- iii. Discuss how you will observe and integrate character qualities, national values and 21st-century skills that align with the lesson for the week and include these in your scoring.

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2c, 2e, 3c, 3e, 3f, 3j).

E.g.

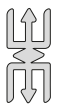
Discuss and decide on the type of examination (multiple-choice)

Refer to the Teacher Assessment Manual and Toolkits (pages 16–18, 41–43 83–86 and 94–97).

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3m, 3n).

E.g.

Return the marked mid-semester exams to students promptly



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b).

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 6 and provide feedback on your lesson (NTS 1f, 3g).

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n).
- b) read PLC Session 7 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 7* in preparation for the next session (NTS 3a).



Appendix C: Table of Specification for Mid-Semester Examination

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
1.	1. Listening Skills in Lexical Structure and Sound Pattern of Prose.	<i>Multiple Choice</i>	1	1	0	0	2
		<i>Essay</i>	0	0	0	0	0
	2. Loud Reading with Correct Articulation	<i>Practical (Oral Test)</i>	0	0	0	0	0
2.	The sound pattern of Arabic prose.	<i>Multiple Choice</i>	1	1	0	0	2
		<i>Essay</i>	0	0	0	0	0
		<i>Practical (Oral Test)</i>	0	0	0	0	0
3.	The sound pattern of Arabic poetry.	<i>Multiple Choice</i>	1	1	0	0	2
		<i>Essay</i>	0	0	0	0	0
		<i>Practical (Oral Test)</i>	0	0	0	0	0
4.	1. Listening Comprehension and Interaction.	<i>Multiple Choice</i>	2	3	2	0	7
		<i>Essay</i>	0	0	0	0	0
	2. Reading Comprehension	<i>Practical (Oral Test)</i>	0	0	0	0	0
5.	Arabic Numerals and Number of Items.	<i>Multiple Choice</i>	3	3	1	0	7
		<i>Essay</i>	0	0	0	0	0
		<i>Practical (Oral Test)</i>	0	0	0	0	0
Total			8	9	3	0	20

PLC SESSION 7: Numeracy, Calculation and Measurement

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 6* that:

- a) went well (NTS 1a, 1b and 2a–2e)
- b) you found challenging (NTS 1a, 1b and 2a–2e)

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 6* that supported learning (NTS 2e, 2f, 3d–3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

Purpose

The purpose of the session is to review the learning plan for *week 7* by aligning the learning plan with Learner Material and appropriate assessment strategies.

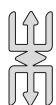
Learning Outcome

Review your learning plan for *week 7* considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 7* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

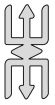
The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **group work** (NTS 3k, 3p).

E.g.

- Choose one of the following locations: your school, the market, a shopping centre, or the city centre.
- Write a short paragraph (3–5 sentences) describing the distance from your house to the chosen location.

Refer to page 32 of key assessments in the Teacher Manual and Section 3 activities in the Learner Material for other sample assessment tasks.



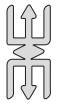
Note

- The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p)

E.g.

- Correctly Identifying and Measuring Distances in Arabic (2 marks).** The group correctly identifies and measures the distance in Arabic, using proper terms like "كيلومتر" (kilometer) or "ميل" (mile). For example: "المسافة بين منزلي والمركز التجاري هي خمسة كيلومترات." "المسافة بين منزلي والمركز التجاري هي خمسة كيلومترات."
- Proper Use of Tools (Maps, Online Tools) (2 marks):** The group uses maps or online tools (e.g., Google Maps) to accurately measure the distance and demonstrates this in their report, such as "حسب الخريطة، المسافة بين بيتي والسوق هي ٣ كيلومترات." "حسب الخريطة، المسافة بين بيتي والسوق هي ٣ كيلومترات."
- Clear and Organised Presentation (2 marks):** The group presents the information in a clear, organised manner in Arabic, using proper sentence structures. For example: "حسب الخريطة، المسافة بين بيتي والسوق هي ٣ كيلومترات." "حسب الخريطة، المسافة بين بيتي والسوق هي ٣ كيلومترات."
- Logical Structure in Report and Oral Presentation (1.5 marks):** The group's report and oral presentation follow a logical sequence, starting with the location, the distance, notable landmarks, and time taken. For example: "أبدأ من منزلي، ثم أمر بمسجد الحي وأصل إلى المركز التجاري خلال عشرين دقيقة." "أبدأ من منزلي، ثم أمر بمسجد الحي وأصل إلى المركز التجاري خلال عشرين دقيقة."
- Appropriate Methods for Measurement (1.5 marks):** The group uses appropriate methods for measurement, such as maps or online tools, and clearly explains their methods. For example: "استخدمنا تطبيق الخرائط لقياس المسافة بين المنزل والسوق." "استخدمنا تطبيق الخرائط لقياس المسافة بين المنزل والسوق."
- Engagement and Ability to Answer Questions (1 mark):** The group actively engages in the discussion, answering questions confidently and accurately in Arabic. For example: "نعم، يمكن استخدام طريق مختصر عبر الحديقة لتقليل المسافة بمقدار كيلومتر." "نعم، يمكن استخدام طريق مختصر عبر الحديقة لتقليل المسافة بمقدار كيلومتر."

**Note**

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

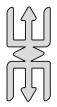
Organise learners into mixed-ability and mixed-gender groups (2–5 members per group), etc.

Refer to the Teacher Assessment Manual and Toolkit page 91 for further information on how to administer class exercise.

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l–3n)

E.g.

Encourage review their own work using the scoring scheme during the oral presentations, where learners can give constructive feedback to each other, etc.

**Note**

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b)

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 7 to provide feedback on your lesson (NTS 1f, 3g)

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n)
- b) read PLC Session 8 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 8 in preparation for the next session (NTS 3a.)

PLC SESSION 8: Numeracy, Measurement and Weight

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 7* delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e)
- b) you found challenging (NTS 1a, 1b and 2a–2e)

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 7* that supported learning (NTS 2e, 2f, 3d–3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

Purpose

The purpose of the session is to review the learning plan for *week 8* by aligning the learning plan with Learner Material and appropriate assessment strategies.

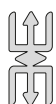
Learning Outcome

Review your learning plan for *week 8* considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 8* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

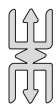
The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **role play** (NTS 3k, 3p).

E.g.

Describe the weight of everyday items like a bag, laptop, or phone in Arabic. Include the estimated weight in kilograms or grams.

Refer to page 33 of key assessments in the Teacher Manual and Section 3 activities in the Learner Material for other sample assessment tasks.



Note

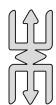
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p)

E.g.

Rubrics (Total Marks: 10)

1. *Accuracy of Weight Descriptions (3 Marks) such as:*
"وزني ٦٥ كيلوغراماً، وأنا أخف من أخي."
2. *Fluency and Pronunciation (3 Marks): such as:* "وزن جهازي المحمول هو كيلوغرامان"
3. *Use of Comparative Language (2 Marks): such as: Correct and appropriate use of comparative words like "أثقل" (heavier), "أخف" (lighter). such as:* "أبي أثقل مني"
4. *Engagement and Clarity (2 Marks): such as:* "المظلة خفيفة جداً، لا تزن أكثر من كيلوغرام."



Note

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n-3p).

E.g.

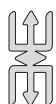
Divide the class into pairs or small groups. Assign each pair the role of discussing their own weight, the weight of people they know, and the weight of common items in Arabic, etc.

Refer to the Teacher Assessment Manual and Toolkit (page 44) for more information about role-play as assessment strategy.

- 2.6** Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l–3n)

E.g.

Address common mistakes or areas for improvement such as pronunciation or use of comparative language, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b)
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 8 to provide feedback on your lesson (NTS 1f, 3g)
- 3.3** Remember to:
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n)
 - b) read PLC Session 9 and related Learner Material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 9* in preparation for the next session (NTS 3a.)

PLC SESSION 9: Knowing and understanding words at lexical and syntactic levels of a written text

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 8* delivered last week that:

- a) went well (NTS 1a, 1b and 2a-2e)
- b) you found challenging (NTS 1a, 1b and 2a-2e)

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 8* that supported learning (NTS 2e, 2f, 3d-3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

Purpose

The purpose of the session is to review the learning plan for *week 9* by aligning the learning plan with Learner Material and appropriate assessment strategies.

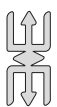
Learning Outcome

Review your learning plan for *week 9* considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 9* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **class discussion (reading comprehension)** (NTS 3k, 3p).

E.g.

- a) *Read an assigned text by an author. In a group discuss and summarise the author's key points and explain them to the class.*

“ما هي الأفكار الرئيسية للمؤلف في هذا النص؟ وكيف تم تقديمها؟”

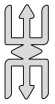
- b) *Compare these ideas with their own pre-existing knowledge or beliefs.*

“كيف تتوافق هذه الأفكار مع ما تعرفه أو تؤمن به؟ وما هي الاختلافات التي تلاحظها؟”

- c) *Write a short paragraph outlining the similarities and differences between the author's ideas and the student's personal beliefs. Present this orally to the class.*

“اكتب فقرة توضح أوجه التشابه والاختلاف بين أفكار المؤلف وأفكارك.”

Refer to page 37 of key assessments in the Teacher Manual and Section 4 activities in the Learner Material for other sample assessment tasks.



Note

- i. The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p)

E.g.

- a) *Understanding and Explanation of Author's Ideas (3 Marks): Student demonstrates clear and deep understanding of the author's ideas such as:*

“المؤلف يركز على دور التعليم في تطوير المجتمع”

- b) *Comparison with Pre-existing Knowledge (2 Marks): Accurate and thoughtful comparison of the author's ideas with personal beliefs or knowledge such as:*

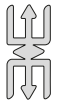
“أوافق على أهمية التعليم، لكنني أعتقد أن هناك تحديات إضافية مثل الفقر.”

- c) *Articulation of Similarities and Differences (2 Marks): Clearly identifies and articulates similarities and differences in both oral and written formats such as:*

“أفكار المؤلف تتشابه مع أفكاري حول أهمية التعليم، ولكن هناك اختلافات في معالجة عدم المساواة.”

- d) *Participation and Engagement in Class Discussion (2 Marks): Actively participates, engages with peers, and contributes thoughtful insights during the discussion.*

- e) *Clarity in Oral and Written Expression (1 Mark).*



Note

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

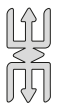
Facilitate a guided discussion where learners articulate their understanding of the author's ideas and compare them with their own. This can be done in small groups or as a whole class activity, etc.

Refer to the Teacher Assessment Manual and Toolkit (pages 80–82 and 57–60) for further information on how to administer class exercise and homework.

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l–3n)

E.g.

Immediate Verbal Feedback: During class discussions, provide real-time feedback to guide learners' thinking and understanding, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b)

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 9 to provide feedback on your lesson (NTS 1f, 3g)

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n)
- b) read PLC Session 10 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 10* in preparation for the next session (NTS 3a.)

PLC SESSION 10: Arabic Parts of Speech

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for week 9 delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e)
- b) you found challenging (NTS 1a, 1b and 2a–2e)

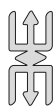
1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for week 9 that supported learning (NTS 2e, 2f, 3d–3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

2.2 Review the pedagogical approaches proposed for teaching week 10 in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



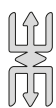
Note

The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **homework** (NTS 3k, 3p.)

E.g.

- a) *List the three main parts of speech in Arabic*
- b) *Identify nouns, verbs, and particles in in the given text. Then describe their features.*
- c) *Describe the functions of each part of speech. Explain how they are used in sentences.*
- d) *Refer to page 39 of key assessments in the Teacher Manual and Section 4 activities in the Learner Material for other sample assessment tasks.*



Note

- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p)

E.g.

Rubrics total: 10 marks

a) *Identification of Parts of Speech (3 Marks): Correctly identifies all three parts of speech in Arabic with clear examples such as:*

الأسماء: محمد – كوفي – سيارة – السرور – البقرة – الكتاب ...
 الأفعال: كتب – نام – يأكل – يجري ...
 الحروف: من – إلى – على – في – الباء ...

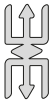
b) *Description of Key Features and Functions (3 Marks): Clearly and accurately describes the features and functions of nouns, verbs, and particles such as:*

“الأسماء تشير إلى الأشياء والأشخاص، الأفعال تعبر عن حدث أو حركة.”

c) *Accurate Identification of Nouns, Verbs, and Particles in Sentences (2 Marks): Correctly identifies all parts of speech in multiple sentences such as:*

“قرأ أحمد الكتاب في الغرفة: أحمد: اسم، قرأ: فعل، الكتاب: اسم.”

d) *Clarity and Organization in Descriptions (2 Marks): The description is well-organized and easy to follow with clear examples.*



Note

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/ learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n-3p).

E.g.

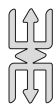
Provide sentences for them to work on independently at home. They will label and describe nouns, verbs, and particles from these sentences, etc.

Refer to the Teacher Assessment Manual and Toolkit (page 57) for further information on how to administer class exercise.

- 2.6** Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l–3n)

E.g.

Provide feedback that highlights both correct identification of parts of speech and explanations of their features and functions, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b)
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 10 to provide feedback on your lesson (NTS 1f, 3g)
- 3.3** Remember to:
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n)
 - b) read PLC Session 11 and related Learner Material (NTS 3a).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 11* in preparation for the next session (NTS 3a.)

PLC SESSION 11: Grammatical Functions of Parts of Speech

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 10* delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e)
- b) you found challenging (NTS 1a, 1b and 2a–2e)

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 10* that supported learning (NTS 2e, 2f, 3d–3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

Purpose

The purpose of the session is to review the learning plan for *week 11* by aligning the learning plan with Learner Material and appropriate assessment strategies.

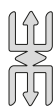
Learning Outcome

Review your learning plan for *week 11* considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 11* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **class exercise** (NTS 3k, 3p).

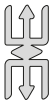
E.g.

a) *Identify and state the grammatical functions of nouns, verbs, and particles such as:*

ذهب علي إلى المدرسة

b) *Explain how these parts of speech function within the structure of a sentence*

Refer to page 41 of key assessments in the Teacher Manual and Section 4 activities in the Learner Material for other sample assessment tasks.



Note

- i. The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p)

E.g.

Rubrics (Total Marks: 10)

a) *Identification of Nouns, Verbs, and Particles (3 Marks) such as:*

في الجملة (ذهب علي إلى المدرسة):

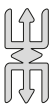
(particle - حرف): إلى، (noun - اسم): علي، (verb - فعل): ذهب

b) *Explanation of Functions (3 Marks): Provides a clear and accurate explanation of the grammatical function of each part of speech in the sentence such as:*

يعبر عن الحدث، (verb) يقوم بالفعل، كتب (subject) في الجملة «أحمد كتب الرسالة»: أحمد
"هي من استلمت الفعل (object) والرسالة"

c) **Clarity and Structure (2 Marks):** *The explanation is well-structured, clear, and easy to understand.*

d) **Use of Examples (2 Marks):** *Includes relevant examples to support explanations.*



Note

- i. The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.
- ii. Take into consideration different modes of responses provided by learners.

iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

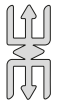
Clearly explain the task to students, assign a set of 5–7 sentences for them to analyse, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 80–81) for further information on how to administer class exercise.

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l–3n)

E.g.

Share common mistakes with the class, such as confusing objects with subjects, and provide additional practice exercises, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b)

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 11 to provide feedback on your lesson (NTS 1f, 3g)

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n)
- b) read PLC Session 12 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 12* in preparation for the next session (NTS 3a.)

PLC SESSION 12: Preparing for End of Semester Examination

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 11* delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e)
- b) you found challenging (NTS 1a, 1b and 2a–2e)

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 11* that supported learning (NTS 2e, 2f, 3d–3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

Purpose

The purpose of the session is to review the learning plan for *week 12* lessons and end of semester examination by aligning the learning plan with Learner Material and appropriate assessment strategies.

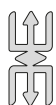
Learning Outcome

Review your learning plan for *week 12* and prepare for end of semester examination considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 12* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **end of semester examination** (NTS 3k, 3p).

E.g.

- a) Cover content from weeks 1-11, taking into consideration DOK levels.
- b) Resources:
 - i. Audio recorder
 - ii. Answer booklets
 - iii. Learning Material
 - iv. Teachers Manual
 - v. Assessment Toolkit
- c) The test should include
 - i. Section A- Multiple Choice (40 questions)
 - ii. Section B- (5 questions, 2 to be selected)
 - iii. practical (Oral Test: 3 questions to be asked)
- d) Time: 1 hour 30 minutes.
- e) Total Score: 100 marks.
- f) Table of specification



Hint

See **Appendix D** after reflection for specifications on areas of mid-semester questions.

E.g.

Section A: Multiple choice – 50 minutes

- إقرأ النَّصَّ وأجبْ الأسئلة التَّالِيَةَ:
 إِنَّ الغِذاءَ الصَّحِيَّ هو المفتاحُ للحفاظ على جسم سليم وعقل نشيط، ويُساعد في تقوية جهاز المناعة، وتحسين وظائف الجسم. إنَّ تناولَ الفواكه والخضروات الطازجة يوميًا يُعطي الجسم الفيتامينات الضرورية والألياف التي تُحسِّن عملية الهضم وتُقي من الأمراض. باختصار، الغذاء الصحي هو أساس الحياة السليمة لأنَّهُ يُساعد أيضًا في الوقاية من الأمراض ويعزز من جودة الحياة.
 ما هو أفضلُ عنوانٍ للنَّصِّ:
 أ. جسم سليم
 ب. وظائف الجسم
 ث. الغذاء الصَّحِيَّ
 ٢. أساس الحياة

2. ما معنى «للحفاظ على جسم سليم» في النصّ

- ت. لشفاء المريض
 أ. لمعرفة المرض
 ب. للحماية من الأمراض
 ت. لحماية الإنسان القوي
 ث. من فوائد الغذاء الصحي:
 أ. تناول الفواكه

- ب. تقوية جهاز المناعة
 ت. الخضروات الطازجة
 ث. الفيتامينات الضرورية
 ختر الجواب الصحيح فيما يأتي:

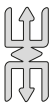
4. أخذت ٥١ كتاباً من المكتبة.
 أ. أخذت خمس عشر كتاباً من المكتبة.
 ب. أخذت خمسة عشر كتاباً من المكتبة.
 ت. أخذت خمس عشرة كتاباً من المكتبة.
 ث. أخذت خمس عشر كتاباً من المكتبة.

Section B: Essay – 25 minutes

- ب. أجب عن سؤالين مما يأتي:
 1. أكمل الأبيات التالية:
 أعلّمت أشرف أو أجل من الذي
 سبحانه اللهم خير معلم
 2. اكتب خمسة أسئلة باستخدام من العبارات التالية
 3. ثمن القميص – تذكرة السفر – طول الإنسان – من أكر إلى ثمالي تسعمائة وست وخمسون (٩٥٦) كيلومتر، وزني خمسون كيلو غراماً.
 4. تحدّث عن أهمية العلم فيما لا يقل عن سبعة أسطر.

Section C: Practical – 15 minutes

استمع إلى النصّ وضع الخطّ تحت الكلمات المسجوعة فيها:
 الحمد لله رب الأرض ورب السماء، خلق آدم وعلمه الأسماء. وأسجد له ملائكته، وأسكنه الجنة دار البقاء... وحرّره من الشيطان اللدّ الأعداء، ثم أنفذ فيه ما سبق به القضاء، فأهبطه إلى دار الأبتلاء...



Note

- The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3n–3p).

E.g.

End-of-semester examination (100 marks)

a) *Section A: Multiple choice question (50 marks)*

Mark multiple choice questions for 1 mark each.

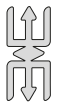
5
مِنْ عِلَامَاتِ الْإِسْمِ
أَنَّهُ مُرْتَبِطٌ بِالزَّمَنِ
دُخُولِ الْجَوَازِمِ عَلَيْهِ
أَنَّهُ لَا مَعْنَى لَهُ
أَنَّهُ يَقْبَلُ التَّنْوِينَ ✓

b) *Section B: Essay (30 marks):*

- i. *Content – look for ideas presented in the story which should be relevant to the question – 10 marks*
- ii. *Organisation – look for suitable opening, good paragraphing, coherence, suitable conclusion – 5 marks*
- iii. *Expression – clarity, and appropriateness of style, variation of sentence structure and type, skilful use of punctuation – 15 marks, etc.*

c) *Section C: Practical–Oral Test (20 marks,*

Carried out in a classroom or designated space with necessary tools provided, etc.



Note

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/ learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2c, 2e, 3c, 3e, 3f and 3j).

E.g.

- a) *Discuss and decide on the type of examination (e.g., multiple-choice, oral test, essay)*
- b) *Write clear, concise questions. Ensure a balance of question difficulty and coverage of the material taught so far (weeks 1 – 11)*
- c) *Include instructions and allocate appropriate marks for each question, etc.*

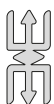
Refer to the Teacher Assessment Manual and Toolkit page 82, 162, and 168 for further information on how to administer end of semester examination

- 2.6** Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l–3n).

E.g.

Return the marked end-of-semester exams to students promptly, discuss the overall performance with students both individually and as a class to identify and address any concerns, etc.

Mark and submit this assessment score for each learner.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 12 and provide feedback on your lesson (NTS 1f, 3g).
- 3.3** Remember to:
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).
 - b) read PLC Session 13 and related Learner Material (NTS 1b, 2c and 3b).
 - c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 13* in preparation for the next session (NTS 1c, 1f and 3a).



Appendix D: Table of Specification for End of Semester Examination

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
1	1. Listening Skills in Lexical Structure and Sound Pattern of Prose.	Multiple Choice	1	2	0	0	3
		Essay	0	1	0	0	1
	2. Loud Reading with Correct Articulation	Practical (Oral Test)	0	1	0	0	1
2	The sound pattern of Arabic prose.	Multiple Choice	2	0	1	0	3
		Essay	0	0	0	0	0
		Practical (Oral Test)	0	0	0	0	0
3	The sound pattern of Arabic poetry.	Multiple Choice	1	1	0	0	2
		Essay	0	0	0	0	0
		Practical (Oral Test)	0	0	0	0	0
4	1. Listening Comprehension and Interaction.	Multiple Choice	2	3	1	0	6
		Essay	0	0	0	0	0
	2. Reading Comprehension	Practical (Oral Test)	0	1	0	0	1
5	Arabic Numerals and Number of Items.	Multiple Choice	1	1	1	0	3
		Essay	0	0	0	0	0
		Practical (Oral Test)	0	0	0	0	0
6	Arabic Numerals and Prices	Multiple Choice	2	1	1	0	4
		Essay	0	0	1	0	1
		Practical (Oral Test)	0	0	1	0	1
7	Numeracy, Calculation and Measurement	Multiple Choice	1	1	1	0	3
		Essay	0	0	0	0	
		Practical (Oral Test)	0	1	0	0	1
8	Numeracy, Measurement and Weight	Multiple Choice	1	2	1	0	4
		Essay	0	0	0	0	0
		Practical (Oral Test)	0	1	0	0	1

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
9	Knowing and understanding words at lexical and syntactic levels of a written text	<i>Multiple Choice</i>	2	2	1	0	5
		<i>Essay</i>	0	1	0	0	1
		<i>Practical (Oral Test)</i>	0	0	0	0	0
10	Arabic Parts of Speech	<i>Multiple Choice</i>	3	2	1	0	6
		<i>Essay</i>	0	0	0	0	0
		<i>Practical (Oral Test)</i>	0	0	0	0	0
11	Grammatical Functions of Parts of Speech	<i>Multiple Choice</i>	2	2	1	0	5
		<i>Essay</i>	0	0	0	0	0
		<i>Practical (Oral Test)</i>	0	0	0	0	0
12	Written Communication and Letter Writing I	<i>Multiple Choice</i>	1	1	1	0	3
		<i>Essay</i>	0	1	1	0	2
		<i>Practical (Oral Test)</i>	0	0	0	0	0
Total			19	25	13	0	57

PLC SESSION 13: Written Communication and Letter Writing II

1. Introduction (20 minutes)

- 1.1** Share one thing on the lesson for *week 12* and end of semester examination that:
- went well (NTS 1a, 1b and 2a-2e)
 - you found challenging (NTS 1a, 1b and 2a-2e)
- 1.2** Share your experience in conducting and/or recording the assessment for the previous week.
- 1.3** Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 12* that supported learning (NTS 2e, 2f, 3d-3j).

2. Review of Learning Plans (60 minutes)

- 2.1** Read the purpose, learning outcome and learning indicators for the session:

Purpose

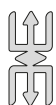
The purpose of the session is to review the learning plan for *week 13* by aligning the learning plan with Learner Material and appropriate assessment strategies.

Learning Outcome

Review your learning plan for *week 13* considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicators

- Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
 - Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.
- 2.2** Review the pedagogical approaches proposed for teaching *week 13* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **role play** (NTS 3k, 3p.)

E.g.

a) **Task 1: Writing a Formal Letter to a School Headmaster**

- i. **Scenario:** You are a student requesting permission from the school headmaster for organising an event at school. Write a formal letter using correct format and appropriate language.
- ii. **Role Play:** In pairs, one student plays the role of the letter writer, and the other plays the role of the school headmaster who reviews the letter and provides feedback.

b) **Task 2: Responding to a Formal Letter**

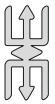
- i. **Scenario:** The student acting as the headmaster writes a formal response to the letter, either granting or denying permission, using polite and respectful language.
- ii. **Role Play:** Students switch roles, and the one acting as the headmaster responds to the formal letter by writing back.

Refer to page 49 of key assessments in the Teacher Manual and Section 5 activities in the Learner Material for other sample assessment tasks.



Hint

Give individual project this week. Learners are expected to submit their work in week 21 for scoring and recording. Refer to **Appendix E** for more information on individual project sample



Note

- i. The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.

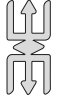
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3n-3p).

E.g.

Rubrics (Total Marks: 10)

- a) **Format and Structure (2 Marks):** Correct use of formal letter structure (salutation, body, closing). Example: "عزيزي السيد المدير، أنا الطالب كوفي أطلب من سيادتكم"
- b) **Clarity of Purpose (2 Marks):** Clear and concise expression of the purpose of the letter. Example: "أكتب إليكم لأطلب إذنًا بتنظيم حدث مدرسي".

- c) *Language and Tone (2 Marks): Appropriate use of formal and polite language throughout the letter. Example: “أتمنى أن ألقى موافقتكم الكريمة على هذا الطلب.”*
- d) *Grammar and Spelling (2 Marks): No grammatical or spelling errors. Example: “أطلب من سيادتكم إذنًا بتنظيم*
- e) *Response (2 Marks): Clear and polite response that addresses all aspects of the request. Example: “بعد مراجعة طلبكم، يسعدني إبلاغكم أنني أوافق”*



Note

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the ‘Assessment DoK aligned to Curriculum and TM’ section below teacher/learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

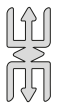
Explain the purpose of the formal letter and its importance in real-life communication. Describe the task, where one student writes a letter, and the other responds, etc.

Refer to the Teacher Assessment Manual and Toolkit pages 18–21 and 44) for further information on how to administer performance-based assessment/Role Play.

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l–3n)

E.g.

Provide personalised feedback on how well each student adhered to the formal letter structure, tone, and clarity of the letter. Highlight strengths in clear communication and areas where they can improve grammar or politeness, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning..

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b)

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 13 to provide feedback on your lesson (NTS 1f, 3g)

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n)
- b) read PLC Session 14 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 14* in preparation for the next session (NTS 3a.)



Appendix E: Sample Individual Project



Hint

Teachers are expected to give individual project to learners. Learners are expected to submit them in week 21 for scoring and recording.

E.g.

- a) *Culturally Appropriate Speaking in Sad Moments: reflect on a real or supposed sad moment and compose a dialogue where you express your feelings appropriately in Arabic. You will also respond to others using culturally appropriate phrases, such as when offering condolences or comforting someone.*
- b) *Culturally Appropriate Speaking in Happy Moments: Create a dialogue expressing happiness or congratulations in Arabic, such as during weddings, graduations, or birth celebrations. You will include appropriate cultural phrases and responses.*

Refer to Section 6, Week 16 and 17 of the Teacher Manual and Section 7 of the Learner Material.

Marking Scheme/Rubrics (20 Marks)

- a) *Culturally Appropriate Speaking in Sad Moments (10 Marks)*
 - i. *Use of Culturally Appropriate Phrases (4 marks): Uses a wide range of appropriate expressions for sad moments in Arabic (e.g., “إنا لله وإنا إليه راجعون” or “الله يصبرك”).*
 - ii. *Clarity and Fluency: (3 marks): Speech is clear and fluent with excellent pronunciation.*
 - iii. *Emotional Expression: (3 marks): Effectively conveys sadness with appropriate tone and empathy.*
- b) *Culturally Appropriate Speaking in Happy Moments (10 Marks)*
 - i. *Use of Culturally Appropriate Phrases: (4 marks): Uses a variety of appropriate celebratory expressions in Arabic (e.g., “أتمنى لك النجاح المستمر!مبروك”).*
 - ii. *Clarity and Fluency: (3 marks): Clear and fluent speech, with good pronunciation.*
 - iii. *Emotional Expression: (3 marks): Accurately conveys joy or excitement with tone and enthusiasm.*

How to Administer

Provide a clear project description that aligns with the learning outcomes related to Arabic every day oral communication, etc.

Refer to the Teacher Assessment Manual and Toolkits (page 34) for more information on how to use project-based assessment.

Feedback

Provide constructive feedback on the learners' performance, highlighting strengths and areas for improvement, etc.

PLC SESSION 14:

1. Translation from Arabic into English

2. Translation from English into Arabic

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 13* delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e)
- b) you found challenging (NTS 1a, 1b and 2a–2e)

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 13* that supported learning (NTS 2e, 2f, 3d–3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

Purpose

The purpose of the session is to review the learning plan for *week 14* by aligning the learning plan with Learner Material and appropriate assessment strategies.

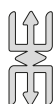
Learning Outcome

Review your learning plan for *week 14* considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 14* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **role play** (NTS 3k, 3p.)

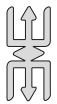
E.g.

Role-play the role of a translator at a church, mosque or shrine. The role involves providing accurate translations between Arabic and English during a religious activity.

Task Details:

- a) *Word-to-Word Translation (Arabic to English): Translate selected Arabic phrases used in religious texts or prayers into English.*
- b) *Word-to-Word Translation (English to Arabic): Translate selected English phrases, such as sermons or religious hymns, into Arabic, ensuring accuracy.*

Refer to page 53–54 of key assessments in the Teacher Manual and Section 6 activities in the Learner Material for other sample assessment tasks.



Note

- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

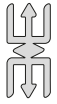
2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p)

E.g.

Rubrics total: 10 marks

- a) *Accurately translates the phrases, maintaining the correct meaning (5 marks), Such as:*
 - i. *Arabic Sentence: "الكتاب على الطاولة."*
 - ii. *Excellent: "The book is on the table."*
 - iii. *Good: "The book is on a table." (Minor article difference)*
 - iv. *Fair: "The book is near the table." (Meaning slightly altered)*
 - v. *Poor: "The table is on the book." (Significant meaning error)*
- b) *Assess the learner's ability to preserve the cultural and religious context in their translations (3 marks), example:*
 - i. *Arabic Sentence: "إن شاء الله"*
 - ii. *Excellent: "God willing."*
 - iii. *Good: "If God wills." (Slightly more literal)*
 - iv. *Fair: "If God allows." (Altered phrasing, slight meaning change)*
 - v. *Poor: "Maybe." (Completely misses the religious context)*

- c) Check for correct and appropriate vocabulary usage in both languages during the translation (2 marks), example:
- i. Arabic Sentence: “هذه هدية متواضعة .”
 - ii. Excellent: “This is a humble gift.”
 - iii. Good: “This is a simple gift.” (Slightly less precise)
 - iv. Fair: “This is a modest present.” (Vocabulary shift, still acceptable)
 - v. Poor: “This is a poor present.” (Incorrect word for “متواضعة”)



Note

- i. The marking scheme and rubrics for scoring the assessment tasks/items should be included in the ‘Assessment DoK aligned to Curriculum and TM’ section below teacher/learner activities in the learning plan.
- ii. Take into consideration different modes of responses provided by learners.
- iii. Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

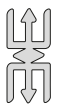
Clarify that the purpose of this role play that is to assess learners’ ability to accurately translate religious phrases, reflecting both linguistic and cultural sensitivity, etc.

Refer to the Teacher Assessment Manual and Toolkit (page 44) for more information about role-play as assessment strategy.

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l–3n)

E.g.

Provide examples and practice exercises for words that were commonly misunderstood, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b)

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 14 to provide feedback on your lesson (NTS 1f, 3g)

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n)
- b) read PLC Session 15 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 15* in preparation for the next session (NTS 3a.)

PLC SESSION 15:

1. Translation from Arabic into English

2. Translation from English into Arabic

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 14* delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e)
- b) you found challenging (NTS 1a, 1b and 2a–2e)

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 14* that supported learning (NTS 2e, 2f, 3d–3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

Purpose

The purpose of the session is to review the learning plan for *week 15* by aligning the learning plan with Learner Material and appropriate assessment strategies.

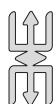
Learning Outcome

Review your learning plan for *week 15* considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 15* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

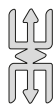
The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **group class exercises** (NTS 3k, 3p.)

E.g.

Discuss and present the connotative meanings of the Arabic words or phrases, explaining how they differ from their literal translations and the cultural context behind them.

Refer to page 53 of key assessments in the Teacher Manual and Section 6 activities in the Learner Material for other sample assessment tasks.



Note

- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p)

E.g.

Total marks (10 marks)

- a) *Accuracy of Translation (4 marks): The group translates the phrases with complete accuracy, maintaining the original meaning in both languages without any errors or misinterpretations such as:*

Arabic Phrase: "العلم نور."

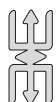
- i. *4 marks: "Knowledge is light."*
- ii. *3 marks: "Science is light." (A slight deviation from meaning)*
- iii. *2 marks: "Education is light." (Partially correct, but lacks precision)*
- iv. *1 mark: "The light is knowledge." (Inverted meaning)*

- b) *Depth and Clarity of Explanation of Connotative Meanings (4 marks): The group provides a thorough and insightful explanation of the connotative meanings, clearly demonstrating an understanding of cultural, emotional, or religious significance. Example:*

Arabic Phrase: "الأسد ملك الغابة."

- i. *4 Marks: The group explains that "الأسد" connotes power, strength, and leadership, and "ملك الغابة" is a metaphor representing dominance and control, making the lion a symbol of authority in Arab culture.*
- ii. *3 Marks: The group explains that the lion represents power and the king of the jungle but misses some deeper connotations of leadership.*

- iii. *2 Marks: The group simply says the lion is strong and a leader, without elaborating on cultural context.*
 - iv. *1 Mark: The group translates it literally as “The lion is the king of the forest,” with no explanation of meaning.*
- c) *Group Collaboration and Presentation of Ideas (2 marks): The group demonstrates excellent collaboration, with all members contributing equally. The presentation is cohesive, organised, and each member presents their ideas clearly and effectively.*



Note

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the ‘Assessment DoK aligned to Curriculum and TM’ section below teacher/learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.*

2.5. Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

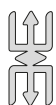
Explain the expectations, including accuracy, clarity, cultural awareness, and effective communication in a professional context, etc.

Refer to the Teacher Assessment Manual and Toolkits (page 66) for more information about group class assignment.

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l–3n)

E.g.

Offer suggestions for improving both translation skills and cultural awareness, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b)

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 15 to provide feedback on your lesson (NTS 1f, 3g)

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n)

- b) read PLC Session 16 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 16* in preparation for the next session (NTS 3a.)

PLC SESSION 16: Culturally appropriate Speaking

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 15* delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e)
- b) you found challenging (NTS 1a, 1b and 2a–2e)

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 15* that supported learning (NTS 2e, 2f, 3d–3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

Purpose

The purpose of the session is to review the learning plan for *week 16* by aligning the learning plan with Learner Material and appropriate assessment strategies.

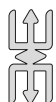
Learning Outcome

Review your learning plan for *week 16* considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 16* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **homework** (NTS 3k, 3p.)

E.g.

Task:

Write a dialogue in Arabic that reflects a culturally appropriate response to a sad moment, such as offering condolences or comforting someone. The dialogue should be between two people, where one person expresses grief and the other responds with supportive, comforting phrases in Arabic.

Example:

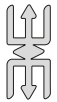
Person A (Expressing Grief):

.....

Person B (Offering Comfort):

.....

Refer to page 62 of key assessments in the Teacher Manual and Section 7 activities in the Learner Material for other sample assessment tasks.



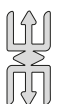
Note

- i. The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p)

E.g.

- a) *Use of Culturally Appropriate Phrases (4 marks): Uses a variety of culturally appropriate and respectful phrases, such as "الله يصبرك" or "إنا لله وإنا إليه راجعون".*
- b) *Clarity and Fluency in Dialogue (3 marks): The dialogue is clear and fluent, with no major grammatical errors.*
- c) *Emotional Appropriateness and Tone (3 marks): Effectively conveys sadness and empathy with appropriate tone and emotional expressions.*



Note

- i. The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.
- ii. Take into consideration different modes of responses provided by learners.

- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

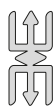
Clearly explain the task to the students, emphasising the importance of using culturally appropriate phrases in sad moments. Give examples of common expressions used in Arabic when comforting someone, etc.

Refer to the Teacher Assessment Manual and Toolkits (page 57) for further information on how to administer homework assessment.

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l–3n)

E.g.

Provide feedback on areas where the dialogue could have been more emotionally expressive or grammatically correct.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b)

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 16 to provide feedback on your lesson (NTS 1f, 3g)

3.3 Remember to:

- provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n)
- read PLC Session 17 and related Learner Material (NTS 3a).
- bring along your Teacher Manual, PLC Handbook and learning plan on *week 17* in preparation for the next session (NTS 3a.)

PLC SESSION 17: Culturally Appropriate Speaking in Happy Moments

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 16* delivered last week that:

- a) went well (NTS 1a, 1b and 2a-2e)
- b) you found challenging (NTS 1a, 1b and 2a-2e)

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 16* that supported learning (NTS 2e, 2f, 3d-3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

Purpose

The purpose of the session is to review the learning plan for *week 17* by aligning the learning plan with Learner Material and appropriate assessment strategies.

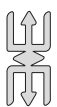
Learning Outcome

Review your learning plan for *week 17* considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/markingscheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 17* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

The selected activities should be included in the teacher/learner activity section of the learning plan.

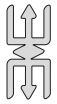
2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week’s recommended mode of assessment is **group discussion** (NTS 3k, 3p).

E.g.

Tasks:

- a) *In groups, students will role-play different happy family occasions, such as weddings, graduations, or the birth of a child. Each group will act out a conversation in Arabic, where family members express their happiness and offer congratulations in culturally appropriate ways.*
- b) *Each group will write a set of congratulation cards for different occasions (e.g., graduation, wedding, or birth of a child) in Arabic. They should include culturally relevant expressions of joy and good wishes.*
- c) *In groups, students will collaborate to write and present a speech for an award ceremony. The speech should include expressions of gratitude, congratulations to the awardees, and culturally appropriate phrases to emphasize the significance of the event.*
- d) *Groups will write formal letters of congratulations for a promotion, marriage, or academic achievement in Arabic. The letter should include appropriate formal greetings, expressions of joy, and well-wishes for future success.*

Refer to page 64 of key assessments in the Teacher Manual and Section 7 activities in the Learner Material for other sample assessment tasks.



Note

- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the ‘Assessment DoK aligned to Curriculum and TM’ section below teacher/learner activities of the learning plan.*

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week’s recommended assessment (NTS 3k, 3p)

E.g.

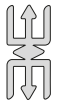
Rubrics (Total Marks: 10)

- a) **Culturally Appropriate Language (4 marks):** *The group uses a wide variety of culturally appropriate phrases and expressions throughout their role-play or writing tasks. Example for a dialogue:*
 - i. **Person A (Congratulating):**

“مبروك! أتمنى لكم حياة مليئة بالفرح والسعادة .
 - ii. **Person B (Responding):**

“شكراً جزيلاً، نحن ممتنون لدعمك ووجودك معنا .”
- b) **Clarity and Fluency (3 marks):** *The group’s dialogues, cards, letters, or speeches are clear, fluent, and free from major grammatical errors.*

- c) *Creativity and Engagement (3 marks): The group shows creativity and engagement, using diverse expressions and delivering their presentations with enthusiasm.*



Note

- a. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.*
- b. *Take into consideration different modes of responses provided by learners.*
- c. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.*

- 2.5** Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

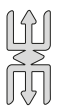
Divide the class into small groups and assign each group a specific happy moment to discuss and role-play. Use a rotating system where each group presents their role-play to the class, ensuring everyone gets an opportunity to participate and observe, etc.

Refer to the Teacher Assessment Manual and Toolkits (page 66) for further information on how to administer in-class activities.

- 2.6** Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l–3n)

E.g.

Teacher provides detailed comments on the appropriateness, cultural relevance, and creativity of the expressions used by students, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b)

- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 17 to provide feedback on your lesson (NTS 1f, 3g)

- 3.3** Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n)
- b) read PLC Session 18 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 18* in preparation for the next session (NTS 3a.)

PLC SESSION 18: Preparing for Mid-Semester Examination

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 17* delivered last week that:

- a) went well (NTS 1a, 1b and 2a-2e).
- b) you found challenging (NTS 1a, 1b).

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 17* that supported learning (NTS 2e, 2f, 3d-3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

Purpose

The purpose of the session is to review the learning plan for *week 18* lessons and mid-semester examination by aligning the learning plan with Learner Material and appropriate assessment strategies.

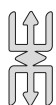
Learning Outcome

Review your learning plan for *week 18* and prepare for mid-semester examination considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 18* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activities in your learning plan (NTS 3a-3j).



Note

The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is a **mid-semester examination** (NTS 3k – 3p).

E.g.

- a) *Mid-semester examination Covers content from weeks 13–17, taking into consideration DOK levels.*
- b) *Resources:*
 - i. *Audio recorder*
 - ii. *Answer booklets*
 - iii. *Learning Material*
 - iv. *Teachers Manual*
 - v. *Assessment Toolkit*
- c) *The test is Multiple Choice Questions MCQ (20 questions)*
- d) *Time: 1 hour.*
- e) *Total Score: 20 marks.*
- f) *Table of specification*



Hint

See **Appendix F** after reflection for specifications on areas of mid-semester questions.

E.g.

Section A: Multiple choice – 25 mins

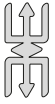
1. Which of the following Arabic sentences best captures the connotative meaning of the English phrase “He has a heart of gold”?

- أ) لديه قلب مثل الذهب
- ب) لديه قلب طيب
- ج) قلبه مثل الحجر
- د) يحب الذهب كثيراً

2. When expressing condolences in Arabic, which of the following phrases is most culturally appropriate?

- أ) ألف مبروك
- ب) البقاء لله
- ج) مع السلامة
- د) أتمنى لك السعادة

Refer to pages (47–64) of Teacher Manual, sections (13–17) of the Learning Material



Note

- i. The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3n-3p).

E.g.

Multiple choice (20 marks)

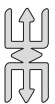
Give 1 mark for each correct answer such as:

1. Which of the following Arabic sentences best captures the connotative meaning of the English phrase "He has a heart of gold"?

- (أ) لديه قلب مثل الذهب
 (ب) لديه قلب طيب ✓
 (ج) قلبه مثل الحجر
 (د) يحب الذهب كثيراً

2. When expressing condolences in Arabic, which of the following phrases is most culturally appropriate?

- (أ) ألف مبروك
 (ب) مع السلامة ✓
 (ج) البقاء لله
 (د) أتمنى لك السعادة



Note

- i. The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.
- ii. Take into consideration different modes of responses provided by learners.
- iii. Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2c, 2e, 3c, 3e, 3f and 3j).

E.g.

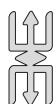
Write clear, concise questions. Ensure a balance of question difficulty and coverage of the material taught so far (weeks 13–17), etc.

Refer to the Teacher Assessment Manual and Toolkits (pages 16–18, 94, and 82) for further information on how to conduct mid-semester examination

- 2.6** Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l, 3n).

E.g.

Discuss the overall performance with students both individually and as a class to identify and address any concerns they have about their scores, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b and 1e).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 18 and provide feedback on your lesson (NTS 3f, 3g).
- 3.3** Remember to:
- provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).
 - read PLC Session 19 and related Learner Material (NTS 1b, 2c and 3b).
 - bring along your Teacher Manual, PLC Handbook and learning plan on *week 19* in preparation for the next session (NTS 1c, 1f and 3a).



Appendix F: Table of Specification for Mid Semester Examination

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
13	Written Communication and Letter Writing II	<i>Multiple Choice</i>	1	2	0	0	3
		<i>Essay</i>	0	0	0	0	0
		<i>Practical (Oral Test)</i>	0	0	0	0	0
14	1. Translation from Arabic into English. 2. Translation from English into Arabic.	<i>Multiple Choice</i>	1	2	1	0	4
		<i>Essay</i>	0	0	0	0	0
		<i>Practical (Oral Test)</i>	0	0	0	0	0
15	1. Translation from Arabic into English. 2. Translation from English into Arabic.	<i>Multiple Choice</i>	1	2	1	0	4
		<i>Essay</i>	0	0	0	0	0
		<i>Practical (Oral Test)</i>	0	0	0	0	0
16	Culturally appropriate Speaking in sad moments	<i>Multiple Choice</i>	1	2	1	0	4
		<i>Essay</i>	0	0	0	0	0
		<i>Practical (Oral Test)</i>	0	0	1	0	1
17	Culturally appropriate Speaking in happy moments	<i>Multiple Choice</i>	2	1	1	0	4
		<i>Essay</i>	0	0	0	0	0
		<i>Practical (Oral Test)</i>	0	0	0	0	0
		Total	6	9	5	0	20

PLC SESSION 19:

1. Types and Functions of Literature and the Epochs

2. Characteristics of Pre-Islamic Prose

1. Introduction (20 minutes)

- 1.1** Share one thing on the lesson for *week 18* and mid-semester examination that:
- went well (NTS 1a, 1b and 2a-2e)
 - you found challenging (NTS 1a, 1b and 2a-2e)
- 1.2** Share your experience in conducting and/or recording the assessment for the previous week.
- 1.3** Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 18* that supported learning (NTS 2e, 2f, 3d-3j).

2. Review of Learning Plans (60 minutes)

- 2.1** Read the purpose, learning outcome and learning indicators for the session:

Purpose

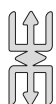
The purpose of the session is to review the learning plan for *week 19* by aligning the learning plan with Learner Material and appropriate assessment strategies.

Learning Outcome

Review your learning plan for *week 19* considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicators

- Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
 - Discuss and develop assessment tasks and rubrics/markingscheme for the learning indicators for the week.
- 2.2** Review the pedagogical approaches proposed for teaching *week 19* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

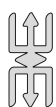
The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **project based and peer assessment** (NTS 3k, 3p).

E.g.

- a) *In groups, create a timeline that traces the major types of literature across key literary epochs/period. Show how the literature of each period reflected the cultural, political, and social environment of the time, with specific examples.*
- b) *review and assess another group's timeline project. Provide feedback on the clarity, accuracy, and creativity of the timeline, as well as on how well the group has identified and explained the types and functions of literature in each epoch.*

Refer to page 70–71 of key assessments in the Teacher Manual and Section 8 activities in the Learner Material for other sample assessment tasks.



Note

- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p)

E.g.

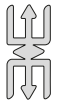
Rubrics (Total Marks: 10)

Project-Based Assessment Rubric (5 Marks):

- a) *Content Accuracy (2 marks): Content is comprehensive, accurate, and shows a deep understanding of the literature and epochs.*
- b) *Creativity and Presentation (2 marks): Highly creative presentation, using engaging visuals and clear examples.*
- c) *Teamwork and Collaboration (1 mark): Clear evidence of group collaboration and equal contribution.*

Peer Assessment Rubric (5 Marks):

- a) *Depth of Feedback (2 marks): Feedback is insightful, constructive, and helps the group improve.*
- b) *Clarity of Evaluation (1 mark): Evaluations are clear and well-explained.*
- c) *Use of Examples (2 marks): Feedback includes specific examples to support the evaluation.*

**Note**

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

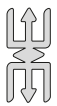
Monitor group progress regularly. Provide guidance on research techniques, content structuring, and presentation skills. Offer consultation hours for students who need further assistance, etc.

Refer to the Teacher Assessment Manual and Toolkits (page 34–36)

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l–3n)

E.g.

Encourage students to reflect on the peer feedback they received and think about how they can apply it in future tasks, etc.

**Note**

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b)

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 19 to provide feedback on your lesson (NTS 1f, 3g)

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n)
- b) read PLC Session 20 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 20* in preparation for the next session (NTS 3a.)

PLC SESSION 20: The Position of Poetry among Pre-Islamic Arabs

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 19* delivered last week that:

- a) went well (NTS 1a, 1b and 2a-2e)
- b) you found challenging (NTS 1a, 1b and 2a-2e)

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 19* that supported learning (NTS 2e, 2f, 3d-3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

Purpose

The purpose of the session is to review the learning plan for *week 20* by aligning the learning plan with Learner Material and appropriate assessment strategies.

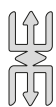
Learning Outcome

Review your learning plan for *week 20* considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 20* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

The selected activities should be included in the teacher/learner activity section of the learning plan.

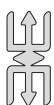
2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **group class exercises** and homework (NTS 3k, 3p.)

E.g.

Identify and analyse social and cultural elements in the given prose and poetry:

- “خطبة قس بن ساعدة” (Khutbah Quss ibn Sa'idah)
- “معلقة عمرو بن كلثوم” (Mu'allaqat Amr ibn Kulthum)

Refer to page 72 of key assessments in the Teacher Manual and Section 8 activities in the Learner Material for other sample assessment tasks.



Note

- The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p)

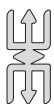
E.g.

Rubrics (Total Marks: 5)

- Correctly identifies at least two social or cultural elements in the text (2 marks) such as:*

“المصير والموت في النص النثري يعكسان نظرة المجتمع ما قبل الإسلام للحياة والزوال.
” النص الشعري يظهر الفخر بالكرم والضيافة التي كانت تُعد من أهم القيم القبلية في المجتمع ما قبل الإسلام.“

- Creativity and Presentation (2 marks): Highly creative presentation, using engaging visuals and clear examples.*
- Teamwork and Collaboration (1 mark): Clear evidence of group collaboration and equal contribution.*



Note

- The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.
- Take into consideration different modes of responses provided by learners.
- Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

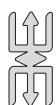
Allow students to read the excerpts carefully and think about the social and cultural themes presented, etc.

Refer to the Teacher Assessment Manual and Toolkits (page 66).

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l–3n)

E.g.

Offer comments on the depth of analysis, clarity of expression, and understanding of social and cultural elements, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b)

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 20 to provide feedback on your lesson (NTS 1f, 3g)

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n)
- b) read PLC Session 2 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 21* in preparation for the next session (NTS 3a.)

PLC SESSION 21: Description of a Personality or an Associate

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 20* delivered last week that:

- a) went well (NTS 1a, 1b and 2a-2e)
- b) you found challenging (NTS 1a, 1b and 2a-2e)

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 20* that supported learning (NTS 2e, 2f, 3d-3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

Purpose

The purpose of the session is to review the learning plan for *week 21* by aligning the learning plan with Learner Material and appropriate assessment strategies.

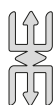
Learning Outcome

Review your learning plan for *week 21* considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 21* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

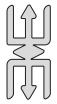
The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **individual class presentations** (NTS 3k, 3p).

E.g.

Write and present a dialogue in Arabic, describing a person you admire or someone close to you.

Refer to page 76 of key assessments in the Teacher Manual and Section 9 activities in the Learner Material for other sample assessment tasks.



Note

- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p)

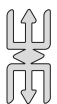
E.g.

Rubrics (Total Marks: 5)

- a) *Use of Descriptive Language (2 marks): Descriptive language is varied and effectively paints a clear picture of the personality, with correct use of adjectives and phrases such as:*

“أبي هو الشخص الذي أعتبره قدوتي. هو شخص طيب، يعمل بجد، ودائمًا يسعى لمساعدة الآخرين.”

- b) *Clarity and Fluency in Dialogue (2 marks): The dialogue is clear, fluent, and free of major grammatical errors.*
- c) *Emotional Expression and Engagement (1 mark): The speaker effectively conveys their admiration or connection to the described person.*



Note

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.*

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

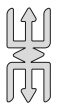
Each student will present their dialogue orally in class, taking turns playing the roles of Person A (asking questions) and Person B (describing the personality), etc.

Refer to the Teacher Assessment Manual and Toolkits (page 8–11)

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l–3n)

E.g.

Encourage students to explore a wider range of adjectives and phrases to make their descriptions more vivid, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b)

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 21 to provide feedback on your lesson (NTS 1f, 3g)

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n)
- b) read PLC Session 22 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 22* in preparation for the next session (NTS 3a.)

PLC SESSION 22: Speech Delivery

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 21* delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e)
- b) you found challenging (NTS 1a, 1b and 2a–2e)

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 21* that supported learning (NTS 2e, 2f, 3d–3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

Purpose

The purpose of the session is to review the learning plan for *week 22* by aligning the learning plan with Learner Material and appropriate assessment strategies.

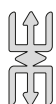
Learning Outcome

Review your learning plan for *week 22* considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 22* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

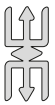
The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **in-class activities and presentations (both individual and group)** (NTS 3k, 3p.)

E.g.

- a) Write a 25–40–word essay in Arabic about Ghana's Independence, covering key points such as the date of independence, the key figures involved, and the significance of the event.
- b) Present your essay about Ghana's Independence to the class in Arabic. Speak with clarity and emotion.

Refer to page 78 of key assessments in the Teacher Manual and Section 9 activities in the Learner Material for other sample assessment tasks.



Note

- i. The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p)

E.g.

Rubrics (Total of 10 Marks):

a) Oral Presentation (5 Marks):

- i. Pronunciation and Clarity (2 Marks): Pronunciation is clear, fluent, with minimal errors such as:

”احتفلت غانا باستقلالها في ٦ مارس ٧٥٩١م، كأول دولة جنوب الصحراء تنال حريتها من الاستعمار.“

- ii. Expression and Emotion (2 Marks): Effective emotional tone and culturally appropriate expressions such as:

”نحن نكرم تضحيات أجدادنا الذين ناضلوا من أجل الحرية والاستقلال.“

- iii. Content Accuracy (1 Mark): Accurate historical facts and clear delivery of key points.

b) Written Essay (5 Marks):

- i. Content and Historical Accuracy (2 Marks): Accurate description of key points in Ghana's Independence such as:

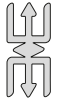
”في ٦ مارس ٧٥٩١م، أصبحت غانا أول دولة جنوب الصحراء تنال استقلالها من الحكم الاستعماري.“

- ii. *Grammar and Sentence Structure (2 Marks): Clear and correct grammatical structure such:*

“ كانت غانا أول دولة تنال استقلالها بعد نضال طويل بقيادة الدكتور كوامي نكروما. ”

- iii. *Vocabulary and Use of Arabic Phrases (1 Mark): Use of appropriate vocabulary and phrases such as:*

“ نحتفل بترائنا الثقافي الغني وتضحيات أجدادنا. ”



Note

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.*

- 2.5** Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

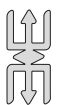
Explain the significance of Ghana's Independence and how the task will help students practice both their oral and written skills. Show a video or give a brief overview of the events of 6 March 1957, etc.

Refer to the Teacher Assessment Manual and Toolkits (pages 8–10)

- 2.6** Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l–3n)

E.g.

Hold a brief feedback session after the presentations. Encourage students to explore a wider range of adjectives and phrases to make their descriptions more vivid, etc.



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b)

- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 22 to provide feedback on your lesson (NTS 1f, 3g)

- 3.3** Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n)

- b) read PLC Session 23 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 23* in preparation for the next session (NTS 3a.)

PLC SESSION 23: Oral Composition and Creativity

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 22* delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e)
- b) you found challenging (NTS 1a, 1b and 2a–2e)

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 22* that supported learning (NTS 2e, 2f, 3d–3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

Purpose

The purpose of the session is to review the learning plan for *week 23* by aligning the learning plan with Learner Material and appropriate assessment strategies.

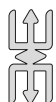
Learning Outcome

Review your learning plan for *week 23* considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 23* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note:

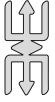
The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **homework** (NTS 3k, 3p.)

E.g.

- Summarise a famous Ghanaian story in Arabic
- Record yourself reading the summarised story.

Refer to page 81 of key assessments in the Teacher Manual and Section 10 activities in the Learner Material for other sample assessment tasks.



Note

- The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3k, 3p)

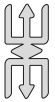
E.g.

- Content Accuracy: (2 marks):** Correct representation of the story's plot, characters, and setting such as:

"كواكو أنانس (Kwaku Anansi) هو عنكبوت ذكي في القصص الشعبية الغانية. في أحد الأيام، أراد أن يتزوج ابنة الزعيم

أنانسوا (Anansuwa). وضع الزعيم شروطاً مستحيلة، لكن كواكو أنانسي استخدم ذكائه ليحقق هذه المهام وتزوج من أنانسوا."

- Vocabulary Usage: (2 marks)
- Language Proficiency: (2 marks)
- Pronunciation and Intonation: (2 marks)
- Fluency and Confidence: (2 marks)



Note

- The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.
- Take into consideration different modes of responses provided by learners.
- Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.

2.5 Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 3n–3p).

E.g.

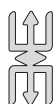
Provide a list of relevant vocabulary from the literature book to be used in the summary, etc.

Refer to the Teacher Assessment Manual and Toolkits (pages 57 and 79)

2.6 Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l–3n)

E.g.

- a) **Written Feedback:** *Provide detailed comments on the written summaries, focusing on the use of vocabulary, coherence, and accuracy.*
- b) **Oral Feedback:** *Give immediate verbal feedback during or after the presentations, highlighting strengths and areas for improvement in pronunciation, fluency, and content.*
- c) *Point out areas for improvement, such as pronunciation, use of vocabulary, and storytelling techniques.*



Note

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

3.1 Reflect and share your views on the session (NTS 1a, 1b)

3.2 Identify a critical friend to observe your lesson in relation to PLC Session 23 to provide feedback on your lesson (NTS 1f, 3g)

3.3 Remember to:

- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l–3n)
- b) read PLC Session 24 and related Learner Material (NTS 3a).
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 24* in preparation for the next session (NTS 3a.)

PLC SESSION 24: Preparing for End of Semester Examination

1. Introduction

1.1 Share one thing on the lesson for *week 23* delivered last week that:

- a) went well (NTS 1a, 1b and 2a–2e)
- b) you found challenging (NTS 1a, 1b and 2a–2e)

1.2 Share your experience in conducting and/or recording the assessment for the previous week.

1.3 Share your observation on what a colleague did by way of application of lessons learned from the previous session for *week 23* that supported learning (NTS 2e, 2f, 3d–3j).

2. Review of Learning Plans (60 minutes)

2.1 Read the purpose, learning outcome and learning indicators for the session:

Purpose

The purpose of the session is to review the learning plan for *week 24* lessons and end of semester examination by aligning the learning plan with Learner Material and appropriate assessment strategies.

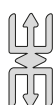
Learning Outcome

Review your learning plan for *week 24* and prepare for end of semester examination considering the cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicators

1. Review the activities in the Learner Material and identify appropriate activities based on the pedagogical approaches in the Teacher Manual that can support your lesson for the week.
2. Discuss and develop assessment tasks and rubrics/marking scheme for the learning indicators for the week.

2.2 Review the pedagogical approaches proposed for teaching *week 24* in your learning plan, identify activities that align with these in the Learner Material. Indicate the activity(ies) in your learning plan (NTS 2a – 2f, 3a – 3j).



Note

The selected activities should be included in the teacher/learner activity section of the learning plan.

2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week’s recommended mode of assessment is **end of semester examination** (NTS 3k, 3p).

E.g.

- a) *Cover content from weeks 13–24, taking into consideration DOK levels.*
- b) *Resources:*
 - i. *Audio recorder*
 - ii. *Answer booklets*
 - iii. *Learning Material*
 - iv. *Teachers Manual*
 - v. *Assessment Toolkit*
- c) *The test should include*
 - i. *Section A– Multiple Choice (50 questions)*
 - ii. *Section B– (5 questions, 2 to be selected)*
 - iii. *practical (Oral Test: 3 questions to be asked)*
- d) *Time: 2 hours*
- e) *Total Score: 100 marks.*
- f) *Table of specification*



Hint

See **Appendix G** after reflection for specifications on areas of mid–semester questions.

E.g.

Section A: Multiple choice – 50 minutes

1. Which of the following Arabic sentences best captures the connotative meaning of the English phrase “He has a heart of gold”?

- أ) لديه قلب مثل الذهب
- ب) لديه قلب طيب
- ج) قلبه مثل الحجر
- د) يحب الذهب كثيراً

2. When expressing condolences in Arabic, which of the following phrases is most culturally appropriate?

- أ) ألف مبروك
- ب) البقاء لله
- ج) مع السلامة
- د) أتمنى لك السعادة

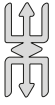
Section B: Essay – 20 minutes

اكتب رسالة رسمية في أحد الموضوعات الآتية:

- إلى مدير مدرستك تطلب الإذن للسفر
- إلى مدرسك تطلب استعارة كتاب
- إلى مدير شركة الاتصالات MTN تطلب الوظيفة، (إلى آخره)

Section C: Practical – 15 minutes**Task Description:**

1. صِف شخصًا تعرفه جيدًا (مثل صديق أو أحد أفراد العائلة). تحدث عن مظهره الخارجي وصفاته الشخصية.
2. كيف تهنيئ صديقًا على نجاحه في الامتحانات؟ استخدم عبارات مناسبة تعبر عن سعادتك لنجاحه.
3. تخيل أن أحد أصدقائك قد تزوج حديثًا. ماذا ستقول له في هذه المناسبة السعيدة؟

**Note**

- i. The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.
- ii. The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.

2.4 Discuss (and agree as a subject group) how you will develop the marking scheme/ rubrics for scoring the assessment task(s)/item(s) for the week's recommended assessment (NTS 3n-3p).

E.g.

End of semester examination (100 marks)

a) Section A: Multiple choice question (50 marks)

Mark multiple choice questions for 1 mark each.

6. من علامات الاسم:

ج. أنه مُرْتَبِطٌ بِالزَّمَنِ

ح. دُخُولُ الْجَوَازِمِ عَلَيْهِ

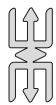
خ. أنه لا معنى له

د. أنه يَقْبَلُ التَّنْوِينَ √

b) Section B: Essay (30 marks):

- i. Content – look for ideas presented in the story which should be relevant to the question – 10 marks
- ii. Organisation – look for suitable opening, good paragraphing, coherence, suitable conclusion – 5 marks
- iii. Expression – clarity, and appropriateness of style, variation of sentence structure and type, skilful use of punctuation – 15 marks, etc.

- c) *Section C: Practical–Oral Test (20 marks,
Carried out in a classroom or designated space with necessary tools provided, etc.*

**Note**

- i. *The marking scheme and rubrics for scoring the assessment tasks/items should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities in the learning plan.*
- ii. *Take into consideration different modes of responses provided by learners.*
- iii. *Discuss how you will observe and integrate character qualities, national values and 21st century skills that align with the lesson for the week and include these in your scoring.*

- 2.5** Discuss how you will administer the assessment task(s)/item(s) as a subject group (NTS 2c, 2e, 3c, 3e, 3f and 3j).

E.g.

- a) *Discuss and decide on the type of examination (e.g., multiple-choice, oral test, essay)*
- b) *Write clear, concise questions. Ensure a balance of question difficulty and coverage of the material taught so far (weeks 13 – 24)*
- c) *Include instructions and allocate appropriate marks for each question, etc.*

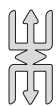
Refer to the Teacher Assessment Manual and Toolkit pages 82, 162, and 168 for further information on how to administer end of semester examination

- 2.6** Discuss how to provide feedback, and where appropriate, record and submit the assessment scores for each learner in the class (NTS 3l–3n).

E.g.

Return the marked end-of-semester exams to students promptly, discuss the overall performance with students both individually and as a class to identify and address any concerns, etc.

Mark and submit this assessment score for each learner.

**Note:**

In giving feedback on assessment tasks/items, guide learners to make the necessary corrections that will improve learning.

3. Reflection (10 minutes)

- 3.1** Reflect and share your views on the session (NTS 1a, 1b).
- 3.2** Identify a critical friend to observe your lesson in relation to PLC Session 24 and provide feedback on your lesson (NTS 1f, 3g).
- 3.3** Remember to provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l, 3m and 3n).



Appendix G: Table of Specification for End of Semester Examination

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
13	Written Communication and Letter Writing II	Multiple Choice	1	2	0	0	3
		Essay	0	0	2	0	2
		Practical (Oral Test)	0	1	0	0	1
14	1. Translation from Arabic into English. 2. Translation from English into Arabic.	Multiple Choice	2	2	1	0	5
		Essay	0	0	0	0	0
		Practical (Oral Test)	0	0	0	0	0
15	1. Translation from Arabic into English. 2. Translation from English into Arabic.	Multiple Choice	1	2	2	0	5
		Essay	0	0	0	0	0
		Practical (Oral Test)	0	0	0	0	0
16	Culturally appropriate Speaking in sad moments	Multiple Choice	1	1	0	0	2
		Essay	0	0	0	0	0
		Practical (Oral Test)	0	2	0	0	2
17	Culturally appropriate Speaking in happy moments	Multiple Choice	2	3	1	0	6
		Essay	0	0	1	0	1
		Practical (Oral Test)	0	2	0	0	2
18	The Meaning Adab in Arabic	Multiple Choice	2	2	0	0	4
		Essay	0	1	0	0	1
		Practical (Oral Test)	0	0	1	0	1
19	Types and Functions of Literature and the Epochs. Characteristics of Pre-Islamic Prose	Multiple Choice	2	2	1	0	5
		Essay	0	0	0	0	0
		Practical (Oral Test)	0	0	0	0	0
20	The Position of Poetry among Pre-Islamic Arabs.	Multiple Choice	2	1	0	0	3
		Essay	0	0	0	0	0
		Practical (Oral Test)	0	0	0	0	0
21	Description of a personality or an associate	Multiple Choice	2	3	0	0	5
		Essay	0	1	0	0	1
		Practical (Oral Test)	0	0	0	0	0

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
22	Speech Delivery	<i>Multiple Choice</i>	1	1	1	0	3
		<i>Essay</i>	0	0	0	0	0
		<i>Practical (Oral Test)</i>	1	1	0	0	2
23	Oral Composition and Creativity	<i>Multiple Choice</i>	1	0	1	0	2
		<i>Essay</i>	0	0	0	0	0
		<i>Practical (Oral Test)</i>	0	1	0	0	1
24	Creative and Story Writing	<i>Multiple Choice</i>	0	0	0	0	0
		<i>Essay</i>	0	0	1	0	1
		<i>Practical (Oral Test)</i>	0	0	0	0	0
Total			18	28	12	0	58

Appendices

Appendix 1: Structure of The Senior High School Internal Assessment and Transcript System

Introduction

This document provides details on the structure of the internal assessment and transcript system for effective implementation of the standards-based curriculum at the SHS level. The structure of the internal assessment involves a comprehensive and systematic approach to evaluating learners' performance and learning progress. The frequency of assessment is carefully planned to ensure regular and consistent monitoring, typically occurring at multiple points throughout the academic term. It is crucial to capture learner assessment scores promptly and accurately for the transcript. Therefore, guidance has been provided to ensure that each assessment is recorded in a timely manner. Effective management of the transcript system requires meticulous organisation and updated technology to handle and store data efficiently. Capacity building and training on effective internal assessment are essential for teachers, heads, assessments officers, providing them with the skills and knowledge to conduct assessments that are fair, ethical and align with learning outcomes for valid results. Engaging learners in internal school assessments fosters a sense of responsibility and self-awareness, encouraging them to take an active role in their educational journey through prompt and effective feedback.

A. Structure

Formative Assessment

This assessment may be conducted during a class period, after completing or during a practical activity, or after a teacher completes a sub-strand, strand, or a learning indicator(s). Distinct types of assessment tools can be used for Formative Assessment. These include:

- Observation during in-class activities
- Standard homework exercise for class discussion
- Question and answer sessions (formal and informal)
- Quizzes (e.g. class pop-ups)
- In-class activities and presentations (individuals and groups)
- Project work (individuals and groups)
- Practical assessments
- Field trips/Presentation of Reports

- Class assignments/Self/Peer Assessments
- Class tests
- Portfolios
- Performance assessments (roleplay, demonstration oral/aural)

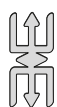
Summative Assessment

Summative Assessment is conducted at the end of the learning sequence (end of semester). It records the learners’ overall achievement/performance at the end of the learning sequence. The type of tools used may include:

- Mid-semester examination
- End of semester examination
- Project work/Portfolio/Research/Practical assessments

TABLE 1: Proposed Structure, assessment activities and marks distribution

	Mode of Assessment	Contribution/Weight	Submission per Year
1	Class Assessments (e.g., Classwork, Quizzes, Homework, Debate, Presentation, Drama & Roleplay, Case Study)	10 %	2
2	Mid-Semester Examination (Assessment/Project/Research)	10%	2
3	Practical or Portfolio or Performance Assessment (Individual)	10 %	1
4	Group Projects, Research, or Case Studies, Practical/Lab work, Workshops, Performances, Presentations (Out of Class)	10 %	1
5	Individual Projects, Research, or Case Studies, Practical/Lab work, Workshops, Performances, Presentations (Out of Class)	20%	1
6	Supervised Individual Semester Assessment/Project/Research/ End of Semester Examination	40 %	2
	Total	100 %	9



Note

Character Qualities/National, Values, 21st Century Skills: Teachers should make a conscious effort to observe these soft skills as learners go about their activities in the class, take notes, and award marks appropriately. Assessment of these skills should be deliberately embedded in the various modes of assessment outlined in the table above.

B. Frequency of Assessment

Table 2 provides a suggested schedule of internal assessment for SHS. It is important to note that whilst assessments should comply with the specific learning outcomes of the subject area, they should cover the 21st century skills and competencies, GESI, SEL and National values as espoused in the TAMT using diversity in assessment modes as suggested in Table 1. Teachers may increase the frequency of assessments using other assessment strategies. The schedules presented should serve as **milestones** for schools to comply with.

Table 2: Suggested schedules of internal assessment for SHS

Semester One															
SN	Modes of Assessment	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Individual Class Assessment(s)				→										
2	Practical or Portfolio** or Performance Assessments (Individual)					→	→	→	→	→	→				
3	Group Projects, Research or Case Studies (out of class)	→	→	→	→	→	→	→	→	→	→				
4	Supervised Individual Semester Assessment													→	→
Semester Two															
SN	Modes of Assessment	15	16	17	18	19	20	21	22	23	24	25	26	27	28
5	Individual Class Assessment(s)				→										
6	Group work or Exercises						→	→	→	→					
7	Practical or Portfolio or Performance Assessments (Individual)	→	→	→	→	→	→	→	→	→					
8	Individual Project work or Research or Case Study		→	→	→	→	→	→	→	→	→				
9	Supervised Individual Semester Assessment													→	→

Note: How and when to capture learner assessment scores for the Transcript.

- Individual Class Assessment:** This can include individual classwork. This assessment can begin before week 4, but the evaluation scores should be ready by weeks 4 and 18.
- Individual Practical/Performance Assessment:** This form of assessment should include orientation of learners at the beginning to provide enough information

concerning the deliverables, progress review, and feedback processes. The assessment score should be ready by the end of weeks 5 through 10, and 15 through 22.

3. **Group Projects/ Research/Case Studies:** Learners should be grouped to work on a common project, case study or research-based problem. The learners should be given orientation concerning the rubrics and ethical or professional conduct concerning the assessment. The problems, projects, research assignments, or case studies should be related to the learners’ environment. The assessment score should be ready by week 10.
4. **Supervised Individual Semester Assessment:** This may be a written examination or project work. It must be noted that regardless of the mode of assessment, there should be supervision throughout. This assessment should be completed by weeks 13/14 and 27/28.
5. **Individual Project Work/Research/Case Study:** This can include mini-design assignments, investigative or case studies or research-based assignments. The assessment score should be ready by week 24.

Assessments should cover the scope of the 21st century skills and competencies, GESI, SEL and national values espoused in the TAMT. Table 3 gives examples of the scope. Refer to the TAMT for a comprehensive list of the scope.

Table 3: *Examples of 21st Century skills and competencies, GESI, SEL and National Values to be covered by scope of assessment*

21 st Century Skills & Competencies	GESI & SEL	National Values
<ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Creativity • Innovation • Collaboration • Communication • Global and Local Citizenship • Learning for life • Leadership • Analytic skills • Digital Literacy 	<ul style="list-style-type: none"> • Gender Equality and Social Inclusion • Self-Awareness • Self-Management • Social Awareness • Relationship Skills • Responsible Decision Making • Tolerance 	<ul style="list-style-type: none"> • Respect • Truth and Integrity • Tolerance • Respect • Equity • Communalism • Appreciation • Stewardship • Time Management

Table 4 shows the recommended assessment strategies for the scope in Table 3.

Table 4: *Recommended assessment strategies for 21st century skills and competencies*

21 st Century Skills & Competencies	Assessment Strategies
Critical Thinking, Problem Solving, Analytical skills	<ul style="list-style-type: none"> • Debates • Analysis of Case Studies based on learners' environment. • Research & Project work. • Objective and Essay type questions/items
Creativity and Innovation	<ul style="list-style-type: none"> • Individual and group projects • Analysis of Case Studies based on learners' environment. • Design & product creation to solve societal problems
Communication and Collaboration	<ul style="list-style-type: none"> • Debates • Group projects. • Presentations • Drama & Role play
Global and Local Citizenship	<ul style="list-style-type: none"> • Research & Project work. • Analysis of Case Studies based on cultural and global issues
Leadership and learning for life	<ul style="list-style-type: none"> • Individual and Group projects • Presentations
Digital Literacy	<ul style="list-style-type: none"> • Research & Project work. • Presentations using ICT tools. • individual and group projects

The TAMT details the rubrics for the assessment strategies suggested in Table 3. A combination of the assessment strategies could provide diversity and ensure that the assessment scope is effectively covered during formative and summative assessments. It is important to note that the GESI, SEL and National values espoused in the TAMT should be incorporated into the assessment strategies.

C. Learner Involvement

What should learners contribute?

Learners' involvement in the internal assessment processes in schools offers valuable insights into how the learner perceives and experiences of the assessment process. This engagement process grants learners the opportunity to explain areas of confusion, frustration, or unfairness, and these help teachers refine their assessment approaches.

Again, learner involvement fosters communication between teachers and students. This can help clarify expectations, address concerns, and create a more positive learning environment.

When to involve learners

As part of the initial needs assessment for teacher training, gather learner input on areas needing improvement in the Internal Assessment Score (IAS) process. This helps to incorporate learner feedback in developing appropriate teacher training materials.

How should learners be involved?

Teachers should organise focus group sessions, to gather learner feedback on past assessments. This feedback can be used to inform future training sessions for teachers. e.g., Mock assessments and Co-creation of rubric.

Guide learners on the learning outcome expected. Involve them in the development of the assessment rubrics, and checklists to evaluate their progress and identify areas for improvement. Learners would demonstrate respect for diverse perspectives and the ability to work cooperatively with others.

Reflection

Integrate reflective activities such as journaling or discussions where students can analyse their learning experiences and identify areas for growth.

By actively involving teachers and learners in the SBA process, we create a dynamic learning environment. This empowers students to take ownership of their learning journey while equipping teachers with the tools to effectively guide and assess student progress.

Transparency and Setting Goals

At the beginning of a lesson, communicate clearly, the assessment criteria to the learners using appropriate language and structure. Present the information in an organised and coherent manner.

Self-assessment

Incorporate opportunities for self-assessment throughout the learning process. Learners can use rubrics or checklists to evaluate their progress and identify areas for improvement. Learners would demonstrate respect for diverse perspectives and the ability to work cooperatively with others.

Goal Setting

Encourage learners to set achievable learning goals aligned with the assessment criteria. This empowers them to take ownership of their learning journey.

Peer Assessment

Strategically incorporate peer assessment activities where students evaluate each other's work based on established criteria. This fosters critical thinking and collaboration skills.

Student-led presentations or projects

Provide opportunities for students to display their learning through presentations or projects. This allows them to develop communication and presentation skills.

By actively involving teachers and learners in the SBA process, we create a dynamic learning environment. This empowers students to take ownership of their learning journey while equipping teachers with the tools to effectively guide and assess student progress.

D. Feedback Mechanism

A feedback mechanism is a systematic approach for providing learners with information about their performance. This information helps them understand their strengths, identify areas for improvement, and achieve their learning goals. In the multi-subject environment of senior high school, timely and constructive feedback is crucial.

Timely means that feedback is provided soon enough for learners to act upon it after each assessment. Here are suggested general timelines to consider for the following types of assessments:

Type of Assessment	Expected Timeline for Feedback
Individual class assessments (mostly written)	1-3 days
Group assignments	1 week, with interim check-ins for assignments over extended periods of time.
Project work/Semester paper/End of Semester examinations	after key milestones and a final comprehensive review upon completion

For feedback to be constructive, it should focus on the task and not the learner's personality. It should be specific, actionable, and delivered in a way that motivates improvement.

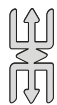
In providing feedback, use the sandwich method (CCC), which starts with a positive aspect of the work (*compliment*), followed by constructive criticism (*correction*), and concludes with another positive note (*compliment*). To set the stage for effective feedback, clearly communicate the learning objectives, expectations, and scoring rubrics before any assessment.

Learners must maintain an "assessment portfolio" where they compile all their assignments, reports, and feedback. Parents and other stakeholders review this portfolio during open days, parent-teacher meetings, or monitoring activities.

Feedback can be delivered using different methods after the assessment is done and marked. The choice of delivery should be guided by best practices and constraints that may exist, such as available time and class sizes. The following are some delivery methods to consider:

- Whole Class Feedback:** The teacher facilitates a discussion about the assessment with all the learners. During the discussion, the teacher should highlight common strengths and weaknesses, provide clarifications, and share best practices.

- **Individual Feedback:** The teacher gives learners personalised (one-on-one) guidance or written comments. Provide *prompts to guide learners* to self-correct their wrong responses.



Note

Provide checklists or rubrics that learners can use to assess their own work before submitting it. This helps them independently identify errors and make the necessary adjustments.

- **Group Feedback:** The teacher groups learners facing similar challenges for targeted instruction and provides them with feedback.
- **Peer Review Feedback:** The teacher allows learners to learn from one another by giving constructive feedback to peers.
- **Self-Reflection:** After receiving feedback, the teacher should encourage learners to analyse their work, identify areas for improvement, and set goals using rubrics as a guide.
- **External Feedback:** In specific cases, the teacher should consider feedback from subject experts, teachers from other institutions, parents, and other stakeholders.

Regardless of the chosen feedback mechanism, note that self-reflection is essential. This allows learners to internalise feedback, set personal targets for improvement, and develop a growth mindset. Following the feedback, teachers are to provide opportunities for learners to correct mistakes through targeted exercises and reassessments.

By implementing these feedback strategies, teachers can empower senior high school learners to become active participants in their learning journey.

E. Transcript System

Effective data management is crucial for informed decision-making in today's dynamic educational landscape. The computerised transcript system achieves this purpose by offering second-cycle institutions with a comprehensive record of learner performance. The transcript system is a centralised repository for learner information. It gathers key details such as learner profiles, semester information, subjects taken with their respective scores (including continuous assessments and end of semester examination), credits, grades, semester, and overall Grade Point Averages (GPAs). Additionally, a dedicated section captures brief descriptions of learners' character qualities at the end of each semester.

There should be at least three individual class assessments, at least one group work and at least one project work.

Appendix 2: Excerpts from The Teacher Assessment Manual and Toolkit

A. Principles of Effective Assessment

As a process of determining the nature and extent of learning and development among learners, it is important to ensure that the assessment process meets the following principles:

1. Validity
2. Reliability
3. Fairness and ethics
4. Transparency
5. Inclusivity
6. Practicability
7. Assessment utility

Developing a valid assessment (Validity of Assessment Results)

To ensure that assessment scores or results are useful and interpreted appropriately, the teacher should:

- i. Clearly state the purpose of the assessment (e.g., what the test will be used for).
- ii. Create a learning and assessment plan (i.e., table of test specification tots)
- iii. Write assessment items or tasks that measure important learning outcomes of the curriculum (e.g., Skills, competencies, collaborative efforts, and lifelong learning).
- iv. Clearly define the performance criteria or standards/schemes/rubrics (i.e., define the specific knowledge, skill or behaviour that learners should demonstrate)
- v. Score or grade assessment task based on the performance criteria to avoid biases, stereotyping, among others.
- vi. Ensure that the content of the assessment aligns closely with the defined criteria (thus, the assessment questions, tasks, or activities should directly measure what they want to assess).
- vii. Interpret the assessment results based on the purpose and the performance criteria.

Reliability (Consistency of Assessment Results)

In assessment, consistent standards of teacher assessment and fairness are important goals to aim for. The ‘connoisseur’ approach to assessment; that is, ‘I know it when I see it, but I can’t put it into words’ is not acceptable. Reliable results must be dependable for decision making.

For an Assessment result to be reliable, the teacher should:

- i. Clearly identify the learning outcomes to be assessed.

- ii. Give learners work or completed assessment tasks and activities to other teacher(s) to review.
- iii. Use multiple assessment strategies to measure the same or similar learning outcomes (e.g., giving the tasks or items of a class exercise as another class exercise or homework or group project) or using different item formats to assess learning outcomes.
- iv. Prepare scoring rubrics or marking schemes with specific weighting (marks)
- v. allocated to the items and use it consistently.
- vi. Give rubrics of tasks/activities in the case of performance or practical assessment ahead of time.
- vii. Ensure that the load or the length of the tasks are appropriate to the level of the learner (e.g., 25 minutes for 20 items; a project for a week or the term/ semester).
- viii. Administer assessment in a conducive environment that minimise disruption (e.g., noise, lightening, ventilation, among others) and devoid of any cheating.

Fairness and Ethics

Assessment strategies should give learners equitable opportunity to demonstrate what they know and can do taking into consideration their ability, learning styles, gender, special educational needs (SEN), among others. The teacher should:

- i. Ensure that the assessment tasks/activities align with the learning outcomes and content covered in class.
- ii. Use different forms of assessment tasks to assess learning outcomes (e.g., oral assessment, class exercises, class tests, homework, assignments, written tests, projects, and practical demonstrations as well as the end-of-term/ semester assessment).
- iii. Provide clear and detailed instructions to learners about the assessment's format, expectations, and criteria for evaluation.
- iv. Identify learners with SEN and make the necessary adaptation by providing extra time, alternative formats and other necessary accommodations.
- v. Avoid using culturally biased or discriminatory content, unfamiliar words, questioning, or examples in assessments.
- vi. Communicate the assessment plan in advance. For example, date, time, location, and any other relevant logistics.

Transparency

Transparency in assessment refers to making the assessment process and criteria clear and understandable to learners. The teacher should:

- i. Make learners aware of the demand of the assessment tasks.
- ii. Share performance criteria and indicate what will constitute the pass mark.

- iii. Readily share assessment results with the appropriate stakeholders (learners, parents/guidance, teachers).
- iv. Provide opportunity for learners to seek review and redress.
- v. Share the learning outcomes the assessment is designed to measure with learners.
- vi. be ready to share assessment criteria or rubrics when the need arises.

Inclusivity

Inclusivity in assessment will allow teachers to create assessment practices that are fair and accessible to ALL learners (GESI, SEL and SEN).

The teacher should:

- i. Familiarise with the section of inclusivity on the national pre-tertiary learning and assessment framework (NPLAF, page 32).
- ii. Select assessment strategies that are appropriate for different learning needs.
- iii. Assign workload in connection with the developmental and learning needs of learners.
- iv. Work with special education experts in the school system to adapt and accommodate assessment to the needs of all learners (i.e., extra time, alternative formats, or other necessary accommodations should be available).
- v. Make use of different formats (braille, oral translation, text-to-speech, ai, sign language interpretation and other assistive technology forms).
- vi. Develop rubrics that are inclusive (taking into consideration grammar, vocabulary, handwriting, presentation of ideas).

Practicability

For assessment strategies or processes to be feasible, convenient, efficient and successful.

The teacher should:

- i. Ensure that appropriate and adequate assessment materials, resources and security are available.
- ii. Consider appropriate assessment format to match the learning outcome(s), class size, age and ability levels.
- iii. Consider the time available to develop, administer, score and give constructive feedback.

Assessment Utility (utilisation and benefits)

To enhance the usefulness and practical value of assessment tasks/activities, the teacher should:

- i. Clearly state the intended use of the assessment results.
- ii. Identify the essential learning outcome(s) to be covered in the assessment.

- iii. Construct assessment tasks/activities that are well aligned to real-life situations.
- iv. Select and allocate the appropriate resources for the assessment activities.
- v. Provide constructive feedback to learners on their performances.
- vi. Provide credible information that are useful to learners and other stakeholders (teachers, parent/guardians).
- vii. Weigh and indicate the benefits and the cost of the assessment strategies
- viii. to be used.
- ix. Justify the selection of a particular assessment format over the others (objective-type, essay, project, portfolio, demonstration, etc.).

B. Ethical considerations in Assessment

1. Designing and Developing the Assessment

- i. Identify the specific learning outcome(s) to be assessed.
- ii. State clearly the purpose of the assessment(s).
- iii. Specify the content area (i.e. Content Standards and/or Indicators) to be assessed and align them to the learning outcome(s).
- iv. Select appropriate format or strategy that should be in line with the learner's characteristics, learning outcome(s) and resources.
- v. Design different versions (differentiated assessment) of the assessment including the use of alternative strategies of assessment.
- vi. Avoid biased assessment tasks (e.g., task favouring a group of learners such as males among others).
- vii. Avoid using unfamiliar language and materials in writing the assessment tasks.
- viii. Adapt different versions to suit the needs of all learners. For example, make provision for learners with visual impairment by enlarging the font sizes of the assessment instrument and providing braille versions.
- ix. Develop the marking scheme/ scoring rubrics when developing the assessment task.
- x. Include mark allocation on the individual questions that are given when necessary.
- xi. Ensure that the assessment task is stored securely.
- xii. Provide clear direction for administration of the assessments.
- xiii. Consider logistics.

2. Administering the Assessment

- i. Communicate the assessment nature/structure/format, time, content coverage and location of the assessment tasks clearly to learners.

- ii. Ensure the setting is suitable and conducive for the assessment (e.g., lighting, ventilation, less noise among others).
- iii. For learners with SEN establish rapport and communicate in simple and clear language. Provide alternative settings for learners with SEN to meet their specific needs. (e.g., providing individualised accommodations such as writing the assessment in a separate room).
- iv. Provide needed logistics (e.g., answer booklets, first aid, pens and pencils among others) for the assessment task.
- v. For learners with SEN make room for the use of translators, assistive devices such as hearing aids, braille, computers, recorders, and other technologies that are relevant to their needs.
- vi. Administer assessments within appropriate time limits to enhance validity and to minimise the chance for cheating. Provide additional time for learners with SEN.
- vii. For learners with SEN, make room for varied modes such as oral, written, the use of a computer (text-to-speech and speech-to-text) among others.
- viii. Avoid anxiety, intimidating language, and unnecessary announcements.
- ix. Provide learners with anonymous identifiers and codes instead of names to enhance reliability and validity.
- x. In the case of practical/performance assessments, share rubrics and marking schemes with learners.
- xi. Ensure controlled and supervised distribution of assessment materials to avoid leaks or unauthorised sharing.

3. Scoring the Assessment

- i. Consistently make use of the marking scheme/ scoring rubrics.
- ii. Ensure multiple ratings or scoring/grading are done where necessary (e.g., for essay-type questions, practical/performance assessment).
- iii. Focus on the content (i.e., what is being assessed) instead of handwriting, spelling, punctuations, concord, and vocabulary when scoring.
- iv. For learners with SEN considerations should be made for vocabulary, spelling, and grammar especially in the English language.
- v. Provide opportunity for remarking, review, or redress where necessary.
- vi. Record the actual scores/grades of learners as a reflection of their performance. Do not add or subtract marks based on personal influences.
- vii. Keep assessment results of the learners safe (either manually or digitally).
- viii. Consider the use of professional scorers, judges, or raters in the case of External Assessments.

4. Reporting and Feedback in Assessment

- i. Ensure that the learner is aware of those who will be receiving the report.
- ii. Communicate results to authorised persons such as parents/guardians and other teachers.
- iii. Seek permission (informed consent) from the learner or parent/guardian if a third party may be involved.
- iv. Ensure that the true performance of the learner is reported (do not manipulate or distort the results).
- v. Present assessment results without stereotyping or biases.
- vi. Use language and terminology that is respectful and GESI responsive when reporting reports.
- vii. Provide clear and meaningful interpretation of the assessment results.
- viii. Adhere to legal requirements, ethical guidelines and institutional policies governing the reporting of assessment results.

5. Feedback

- i. Provide constructive feedback timely and promptly.
- ii. Emphasise the learner's strengths and opportunities for improvement rather than focusing solely on weaknesses.
- iii. Ensure that the feedback given to the learner, parents/guardians and other teachers reflects the performance of the learner.
- iv. Consider and adjust the mode of providing feedback to suit the needs of learners (consider GESI and SEN issues).
- v. Provide feedback based on the assessment criteria and not on personal influence.
- vi. Avoid displaying and announcing learners' performance unofficially.
- vii. Create opportunities for learners to readily access their results through creation of portals, portfolios and files for individual learners and other stakeholders.
- viii. Ensure collaborative assessment by sharing and taking the learner's information.
- ix. Create opportunities for learners to reflect on their own assessment results and learning.
- x. Give written comments to learners in formative assessment to help the learner track their errors and make the necessary corrections.

6. Interpreting and Using the Assessment Results

- i. Provide clear and detailed criteria including criterion/pass mark for interpreting the assessment results.
- ii. Avoid biases in interpreting the assessment results. Ensure result interpretation is not influenced by gender, religion, ethnicity, personal liking among others.
- iii. Use simple and clear language in the interpretation of the assessment results.
- iv. Interpret assessment results based on evidence and sound assessment practices.
- v. Ensure that the interpretation of the results accurately reflects the learner's ability, skills, competencies and knowledge.
- vi. Ensure the learner is aware of the assessment process and the consequence of the results.
- vii. Ensure assessment results are used for their INTENDED PURPOSE, aligning with the learning outcomes.
- viii. Seek the consent of the learner and parents/guardians before using the assessment results for any purpose.
- ix. Ensure that assessment informs the teaching and learning process in a fair and unbiased manner and provide remediation where necessary.
- x. Ensure that assessment results are confidentially kept and only shared with relevant stakeholders, such as the learner, parents/guardians, and school administrators.
- xi. Avoid using assessment results to label (name-calling), stereotype and discriminate among learners.
- xii. Ensure that results are stored and used in a secured manner.
- xiii. Avoid discussing the learner's results and performance unofficially with others (e.g., with other teachers, staff, learners and among others).

C. Differentiated Assessment

Differentiated assessment adapts strategies to diverse learning needs, strengths, and interests of all learners. Teachers tailor assessments to accommodate varying levels of readiness, learning styles, and preferences that ensure that all learners have equitable opportunities to demonstrate their understanding and skills.

To implement differentiated assessment, teachers should consider the following:

- i. *Varied assessment formats*: provide a range of assessment options, such as written assignments, oral presentations, projects, or multimedia presentations. This allows learners to exhibit their knowledge and skills using formats that align with their abilities and strengths.
- ii. *Flexible deadlines*: give learners the opportunity to complete assessments within a flexible timeframe. This considers different learning paces and allows learners to manage their time appropriately.

- iii. *Varying tasks*: Vary levels of difficulty for assessment tasks, allowing learners to choose the one that best suits their needs and challenges them appropriately.
- iv. *Accommodations*: Provide necessary accommodations for learners with unique learning needs, such as extended time, modified formats, or additional resources to support their assessment process.
- v. *Individualised feedback*: Provide individualised and constructive feedback that addresses the learner-specific needs and areas for improvement. Tailoring feedback to specific standards and learning outcomes can help learners understand their strengths and areas for improvement.
- vi. *Learner involvement*: Involve learners in the assessment process by encouraging self-reflection, self-assessment, and goal setting. Engaging learners in dialogue about their learning and assessment promotes

D. Guidelines on how to Construct Multiple Choice Questions (attachment)

1. Clearly define the purpose of the test/assessment
2. Define the learning outcome (i.e. knowledge, comprehension, skills, or competencies) you want learners to demonstrate through MCQs.
3. Prepare a table of test specifications or blueprints.
 - i. List topics and subtopics covered during the instructional period
 - ii. Distribute the number of test items among course content and instructional objectives or behaviours.
4. Write the test items (note: it should match the content and DoK levels stated in the table of test specification).
 - i. The central issue of the items should be in the question statement (stem).
 - ii. The options should be plausible and homogeneous in content.
 - iii. All options must follow syntax and punctuation rules.
 - iv. Repetition of words in the options should be avoided.
 - v. Vary the placement of the correct option (appropriately, arrange options in alphabetical order, ascending or descending or in order of magnitude if using numbers or dates).
 - vi. Stems and options should be stated positively. However, a negative stem could be used sparingly, and the word should be emphasized either by underlining it or writing it in capital form (e.g. **not**, NOT, not; **except**, EXCEPT, except).
5. Write clear directions/instructions. (e.g. Answer All Questions. All questions carry equal marks, Select/Choose from the alternative lettered A-D the correct answer).
6. Review the test items (go through items again after construction i.e. after a few days to week).

7. Prepare scoring key (scoring keys should be prepared concurrently with item construction).

E. Common Assessment Used in the Classroom

Class Exercise As An Assessment Strategy

Description: Class exercise as an assessment strategy are tasks designed to evaluate learner's understanding, knowledge, and skills related to a particular subject to gauge how well learners are grasping a content being taught.

Teachers should mainly use class exercises for formative purposes to assess learners across all subject areas, which can take various forms, such as quizzes, problem-solving tasks, group discussions, reflective questions, case studies, question and answer and practical activities, performance, observation, checklist/rubrics and demonstration providing valuable insights into the learning process.

Purpose: Class exercises can be used to:

- i. Help identify learning gaps in comprehension, retention, application of knowledge, values and attitudes.
- ii. Allow for immediate feedback and clarification of concepts.
- iii. Encourage active participation of learners for deeper understanding.
- iv. Modify teaching and learning techniques, strategies, and resources based on learning outcomes.
- v. Gradually build learners performance in a lesson over time to reduce summative test anxiety.
- vi. Help identify learners who may require special educational support.
- vii. Accommodate different learning styles and abilities, including group work and multiple representations for learners with special educational needs.

Settings

- i. Classroom
- ii. Laboratory/Workshops/Resource Centres/Libraries
- iii. Studios
- iv. Field (school park/garden or community spaces)
- v. Online learning platforms/Virtual classrooms e.g. Zoom, Class WhatsApp pages, Google classrooms.

Time frame: Class exercises often take place in a lesson and may be conducted before, during and after a lesson depending on the learning outcome and the duration of the lesson.

Class size: Class exercises may be conducted for learners either individually, as a group or whole class.

Steps

Before

The teacher should:

- i. Define the learning outcomes.
- ii. Design exercises using simple and clear language.
- iii. Select relevant exercises based on nature of the class exercise and desired skills/ knowledge to be attained. E.g. quizzes, case studies etc.
- iv. Develop and discuss assessment criteria with learners.
- v. Set a reasonable time frame for completion of exercises to maintain focus and efficiency.
- vi. Clearly communicate instructions, including format, length, and resources.

The learner should:

- i. Read and understand instructions to ensure a thorough understanding of the exercise provided.
- ii. Collect all available required resources and tools for the task/exercise.

During

The teacher should:

- i. Assign task/exercise based on the learning outcome as well as learners with special needs.
- ii. Walk around the classroom and observe learners as they work on the exercise.

The learner should:

- i. Organise and set up their work area to facilitate a smooth workflow.
- ii. Plan how to approach the exercise, considering instructions and steps or techniques to employ.
- iii. Commence class exercise timely and promptly to work within the given time for completion of the task.

After

The teacher should:

- i. Evaluate the assessment outcome based on the assessment criteria with the learners.
- ii. Provide constructive feedback for learners' performance for discussions.

NB: Teachers should pay attention to learners with special educational needs.

Reflect and modify teaching and learning strategies and resources based on feedback received.

The learner should:

- i. Reflect, self and peer assess their exercises and provide constructive feedback.
- ii. Use the feedback to improve on their work/exercises.

Homework As An Assessment Strategy

Description: Homework or assignments as an assessment strategy involve the use of structured tasks or projects that learners complete outside of regular class time to evaluate their understanding, knowledge and skills gained in a specific learning outcome. This assessment strategy can take various forms, such as written assignments, projects, research papers, problem sets, essays, or creative tasks.

Some concepts that can be assessed using homework/ assignments include menu planning and recipe development, problem solving exercises in mathematics, hands-on experiments and observations, creative writing assignments and art projects, map development and application of GIS in locating places.

Purpose: The key purposes of using homework/assignment as an assessment strategy by the teacher include:

- i. Assessment of Understanding
- ii. Application of Knowledge
- iii. Reinforcement of Learning
- iv. Independent Study
- v. Provision of valuable feedback
- vi. Skill Development
- vii. Assessment of Diverse Abilities

Settings

- i. Classroom
- ii. Field work
- iii. Online platforms
- iv. Home

Class Size: Depending on the intended learning outcomes, assignments/ homework can be structured for either:

- i. Small class sizes
- ii. Large class sizes

Time Frame: The time frame for conducting assignments can be adjusted based on the desired learning outcomes and the complexity of the task.

- i. Short-term Assignments (Daily or nightly homework and weekly assignments)
- ii. Medium-term Assignments (Bi-weekly or monthly assignments)

iii. Long-term Assignments (Semester/ term-long assignments)

Steps

Before

The teachers should:

- i. Clearly define the learning outcomes intended to be achieved
- ii. Design/ Create a well-structured assignment with clear instructions and expectations.
- iii. Adapt to the needs of diverse learners especially those with special needs
- iv. Provide Resources such as textbooks, online materials, or reference materials, to support learners in completing the assignment successfully.

During

The teachers should:

- i. Keep track of learners' progress on the assignment.
- ii. Be available to answer questions and provide clarification during the assignment phase.
- iii. Provide formative feedback and guidance to help students improve their work.
- iv. Teach learners how to properly cite sources and use information ethically/ avoid plagiarism.

The learner should:

- i. Seek clarification about the task from teachers or peers where necessary
- ii. Actively work on the homework, focusing on comprehension
- iii. Manage their time effectively
- iv. Learners can reach out to their parents/guardians, peers, or online resources for guidance and clarification in responding to the tasks

After

The teacher should:

- i. Evaluate the completed assignments using clear and consistent grading criteria
- ii. Analyse student performance to identify common strengths and areas for improvement.
- iii. Discuss feedback with learners
- iv. Reflect on the outcomes of the assignment.
- v. Share the results of the assignment with learners
- vi. Acknowledge and celebrate learners' achievements to boost motivation and self-esteem.

The learner should:

- i. Review their work to identify errors or areas for improvement.
- ii. Reflect on what they have learned
- iii. Bring up questions that were confusing for class discussion.
- iv. Use feedback to learn from their mistakes and improve performance.

Discussion As An Assessment Strategy

Description: Discussion is a formative assessment strategy that involves using verbal communication and group interaction to assess learners' understanding, knowledge, and skills. The teacher is to observe and assess learners' contributions, ability to analyse and synthesise information, and provide feedback based on their performance. It can be used for both formative and summative assessments.

Discussion can be used in all subject areas of the secondary education curriculum depending on the purpose of the assessment and learning outcomes under consideration.

Purpose: The following are the purposes of discussion as an assessment strategy:

- i. Build knowledge and develop a learner's critical and creative thinking.
- ii. Develop learners' communication skills.
- iii. Increase the depth of the learner's understanding and eliminate misconceptions.
- iv. Engage learners in active participation in the lesson.

Setting

- i. A classroom
- ii. Small groups
- iii. Seminars
- iv. Online learning platforms (virtual classroom and discussion forum)
- v. Fieldwork

Time frame: Appropriately, discussion as an assessment strategy can last for a lesson depending on the learning outcomes and learning indicator.

Class size: The class sizes appropriate for discussion as an assessment strategy can vary from small class to large/whole class.

Steps

Before

The teacher should:

- i. Determine the learning outcomes to be assessed.
- ii. Specify the content to be learnt that aligns with the learning outcome.
- iii. Give prepared questions to guide the discussion (i.e., make use of open-ended questions, adaptive to the diverse/abilities of learners)

- iv. Establish discussion guidelines or rules (let learners know what is expected of them, the content of the discussion and the format of the discussion i.e., individual, small or whole class)

The learner should:

- i. Read any assigned readings, watch videos, or engage with other course materials related to the discussion topic.
- ii. Take notes while reviewing the materials on important concepts, arguments, or evidence.
- iii. Reflect on their own experiences, prior knowledge, or relevant examples that relate to the discussion topic.
- iv. Seek clarification if needed.

During

The teacher should:

- i. Start and facilitate the discussion (ensure that all learners could participate and encourage learners to engage in critical thinking and reflective thinking).
- ii. Monitor and assess learner's participation (encourage self and peer assessment).
- iii. Provide constructive feedback on learners' responses and contributions. NB. Teachers are advised to manage all learners' responses and accommodate them but must be fair and ethical.

The learner should:

- i. Pay attention, maintain eye contact, and be open to different viewpoints and contributions from mates.
- ii. Share their own unique perspectives, insights, and experiences related to the discussion topic.
- iii. Take notes during the discussion to capture key points, new understanding, or questions that arise.
- iv. Ask follow-up questions, seek clarification, or offer alternatives or suggestions respectfully.

After

The teacher and the learners reflect on the discussion in relationship to the expected learning outcomes to check whether the learning outcomes have been achieved.

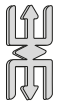
Case Study As An Assessment Strategy

Description: A case study can be used as an assessment and or pedagogical strategy. Usually, it is used as an assessment strategy to examine a learner's ability to apply acquired knowledge, skills and experiences by carefully investigating a particular circumstance or scenario to provide solutions to real-life situations. Usually, it will have the following components:

1. Theme
2. Case description
3. Study of the case
4. Class Discussions
5. Conclusion and reflection

Types of case studies

- i. Descriptive case studies: The teacher should ask learners to analyse and explain the key features and characteristics of the case.
- ii. Explanatory case studies: The teacher should ask learners to give detailed information on the case by identifying and explaining the factors that contributed to the situation.
- iii. Exploratory case reports: The teacher should ask learners to gather information, analyse data, and draw conclusions about a topic where limited information is available
- iv. Cumulative case studies: The teacher should encourage learners to synthesise and integrate their learning across different subjects



Note

Any of these can be done individually or as a group depending on the class size. For large class sizes, a group of 3 to 5 members should be used.

Purpose: The purpose of a case study is for learners to apply acquired knowledge, concepts and theories to solve real-life situations. What should the teacher consider before using a case study as an assessment strategy?

- i. The complexity of the content standard
- ii. The availability of resources
- iii. Ability level of learners
- iv. Time
- v. Class size

Steps: To ensure a well-structured and quality case study, it is important for the teacher to consider the following:

Before

The teacher should:

- i. Clearly define the learning outcomes to be assessed.
- ii. Identify appropriate issues or cases to be investigated.
- iii. Determine the format of the case study (e.g., written document, a multimedia presentation, a video, or a combination of these), depending on the resources available.

- iv. In form the learner on what to do, time frame, and expectations.
- v. Provide materials (i.e., text, videos, pictures etc.) for the case study discussion.
- vi. Develop and provide a clear scoring rubric that outlines or defines quality
- vii. work to learners.

During

The teacher should:

- i. Create and maintain a sound environment for the case study discussion.
- ii. Bring the whole class together and invite each group to share their findings, solutions, or recommendations.
- iii. solutions, or recommendations.
- iv. Ask open-ended questions on the issue of discussion to clarify any misconception.
- v. Incorporate peer assessment or peer grading as part of the process.

After

The teacher should:

- i. Provide constructive feedback on learners' responses.
- ii. Ask the learners to reflect on their learning process, such as what they learned, what they found difficult, or what they would do differently.
- iii. Summarise the main points and lessons learned from the case study and link them to the learning outcomes and content.

Ethical Considerations: In the use of case study as an assessment strategy, the teacher should:

- i. Discuss ethical considerations with learners, especially in cases that involve sensitive or potentially controversial topics (e.g., gender, cultural, social, emotional, political and religious issues) when selecting and discussing a case.

Documentation and Record-Keeping: The teacher should keep records of assessments and learners' submissions to maintain transparency and fairness (e.g., portfolio)

Portfolio Assessment- General

Description: A portfolio assessment is an evaluative tool to measure learners' understanding in a comprehensive manner, looking at the overall progress instead of individual marks from tests and quizzes.

Purpose: Portfolio assessment is used to establish various cognitive achievements as well as practical competencies. Portfolio assessment could be used for the different levels of Depth of Knowledge (Levels 1 – 4). It helps teachers identify areas where the learner may need additional support or resources to improve learning and provide a wide variety of learners' mastery of a particular standard and growth over a defined time.

Types of Portfolio Assessments: A portfolio is a systematic collection of learners' work that represents learner's activities, actions, and achievements over a specific period in one or more areas of the curriculum. There are three main types of portfolios:

1. Assessment Portfolios
2. Teaching and Learning or Working portfolios
3. Showcase portfolios

Assessment Portfolios

Assessment portfolios, also known as evaluative portfolios, contain work that has been evaluated according to set standards or criteria. These portfolios demonstrate a learner's ability to meet specific learning standards. They often contain rubrics, test results, learner reflections, teacher's notes, and graded assignments. For instance, in a science class, an assessment portfolio may contain lab reports, results from class tests, assessed projects, and the learner's reflection on their learning throughout the term/semester/year.

Teaching and Learning or Working Portfolios

Teaching and learning or working portfolios are formative in nature. They allow a learner to demonstrate his or her ability to perform a particular skill. For example, a working portfolio may include a collection of lab reports during a semester (term) that highlight a learner's improving ability to create hypotheses.

Showcase Portfolios

Showcase portfolios are summative in nature. They include samples of a learner's best work to demonstrate mastery at the end of a unit of study, semester or school year. The showcase portfolio allows the learner to select their most outstanding work, hence demonstrating their highest level of learning and achievement. It can contain final drafts of assignments, projects, or any piece of work that the learner is particularly proud of, demonstrating the learner's mastery of the relevant skills.

What is in a Portfolio?

A portfolio contains the following:

1. Completed assignments and evaluations (e.g., Self-Assessment, Peer - Assessment)
2. Journal writings (daily report – Date, Time and Activities)
3. Reflections on discussions
4. Photos, sketches, and other visuals
5. A summary statement made at different points regarding what has been learned/achieved.

Setting: The portfolio assessment strategy can be used in the following settings:

1. Project-Based Learning
2. Independent Study and Research Projects
3. Classroom-based assessment
4. Field Work

5. Exhibitions/ Fairs
6. Problem-based Learning
7. Laboratory environment
8. Studio
9. Resource Centres

For all approaches, the portfolio must demonstrate clear and close adherence to specific learning outcomes in the curriculum.

Steps

Before

The Teacher should:

- i. Determine the purpose of the portfolio. Decide how the results of a portfolio evaluation will be used to inform the subject.
- ii. Identify the learning outcomes the portfolio will address.
- iii. Decide what learners will include in their portfolio. Portfolios can contain a range of items—plans, reports, essays, resumes, checklists, self-assessments, references from employers or supervisors, and audio and video clips. Limit the portfolio to 3-4 pieces of learner's work and one reflective essay/memo.
- iv. Identify or develop the scoring criteria (e.g., a rubric) to judge the quality of the portfolio.
- v. Establish standards of performance and examples (e.g., examples of a high, medium, and low-scoring portfolio).
- vi. Create learner instructions that specify how learners collect, select, reflect, format, and submit.
- vii. It is the teacher's responsibility to help learners by explicitly tying subject assignments to portfolio requirements.

During

The learner should:

- i. Collect evidence related to the outcomes being assessed.
- ii. Select the best and appropriate evidence and label each piece of evidence according to the learning outcome being demonstrated.
- iii. Be guided on how to write a one or two-page reflective essay/memo that explains why they selected the particular examples, how the pieces demonstrate their achievement of the program outcomes, and/or how their knowledge/ability/attitude changed.
- iv. Be guided on how to format requirements (e.g., type of binder, font and style guide requirements, online submission requirements).
- v. Be given submission (and pickup) dates and instructions.

After

The teacher should:

- i. Clearly establish the criteria for evaluating/scoring in a consistent manner
- ii. Mark and record learners' performances
- iii. Reflect on the activity and learner performances
- iv. Provide constructive feedback to the learner
- v. Identify learners with SEN who may need extra support

The learner should:

- i. Reflect on the feedback received
- ii. Revise their work for final submission

Time Frame: Deciding on a time frame for Portfolio assessment depends on and includes the following:

- i. Nature of project/problem or assignment
- ii. Class size
- iii. Resources

However, based on the learning outcome(s) the appropriate time frame for this portfolio is a week for minor activity and a term for extended projects, especially in Art and Design or Performing Arts.

Form

- i. Individual learner's portfolios when the class size is relatively small.
- ii. Group portfolio when the size is relatively large.
- iii. Whole class/ school

Research As An Assessment Strategy

Description: Research as an assessment strategy is a systematic process of inquiry and investigation that aligns with a particular learning outcome to develop knowledge and understand a phenomenon. It involves identifying an issue in need of investigation, collecting and analysing data, conducting experiments, and drawing conclusions based on the findings. Once learners have completed their research work, they will write a report and do a presentation on their findings.

Purpose: Research as an assessment strategy is used to assess learner's ability to:

- i. Identify a problem and gather information (data) from a variety of sources.
- ii. Evaluate the credibility and accuracy of information.
- iii. Analyse and synthesise information from multiple sources.
- iv. Communicate their findings clearly and concisely.

Setting

- i. Classrooms
- ii. Factories/ Industries
- iii. School farms
- iv. School communities
- v. Libraries
- vi. Homes.
- vii. Fieldwork
- viii. Workshops

Class Size: As a teacher, depending on the number of learners in your class, individual or group research-based assessment can be used. However, teachers can create large groups for complex research, where different members can focus on specific aspects of the research.

Time Frame: The time frame for conducting a research-based assessment can vary depending on the complexity of the learning outcomes (skill to be achieved) may be:

- i. Short-term
- ii. Medium-term
- iii. Long term

Steps

Before

The teacher should:

- i. Define the learning outcomes.
- ii. Develop a theme in line with learning outcomes.
- iii. Design the research work and provide a description that is in line with learning outcomes.
- iv. Define specific tasks to be undertaken in developing the research.
- v. create a timeline.
- vi. Select resources and materials needed.
- vii. Provide guidance and support for learners.
- viii. Develop clear assessment rubrics.
- ix. Provide feedback and revisions.

During

The teacher should:

- i. Provide clear guidelines for developing the research and how to assess it.
- ii. Design and plan the research work to align with the learning outcomes.

- iii. Provide necessary resources, materials, and support to help learners succeed in their research work.
- iv. Guide learners in reflecting on their research-based assessments and help them develop metacognitive skills.

After

The teacher should:

- i. *Alignment with learning outcomes:* The research work should be aligned with the learning outcomes of the content standards. This means that the research work should allow learners to demonstrate their understanding of the course material and to develop the skills that are being taught.
- ii. *Originality:* The research work should be original and not simply a rehash of existing information. Learners should be encouraged to develop their ideas and to come up with their conclusions.
- iii. *Critical thinking:* The research work should demonstrate that learners can conceptualise, apply, analyse, synthesise and evaluate the information they have gathered and come out with an action plan.
- iv. *Communication skills:* The research work should be well-written and well-organised. Learners should be able to communicate their findings clearly and concisely.

Practical Assessments

Description: Practical assessment gauges a student's capacity to use their knowledge and abilities in practical and hands-on settings. It involves evaluating learners' ability to perform specific tasks and demonstrate practical skills. It includes laboratory experiments, simulations, demonstrations or projects.

The exact nature of the assessment will depend on the subject or area a teacher is interested in.

Purpose: The purpose of conducting a practical assessment is to:

- i. Evaluate learners' proficiency, problem-solving capacity, and aptitude for carrying out tasks.
- ii. Create and deliver tests that ask learners to complete real-world assignments, experiments, or demonstrations.

Setting: Teachers can use practical assessment in the following settings:

- i. Classroom
- ii. Laboratory
- iii. Field
- iv. School farms/gardens/community
- v. Technical workshops
- vi. Science fair

- vii. Virtual/Digital/Remote
- viii. Co-curricular activities and clubs
- ix. Outdoor spaces
- x. Workplace
- xi. Team project

Time Frame: Based on the learning outcome and the skills to be acquired, a Practical assessment can be done in a week, at the end of a term or year depending on the project.

Class size: Class size suitable for practical assessment can be individual, group or whole class

Steps

Before

Learners can understand the content and theory being used by;

- i. Reviewing the theoretical concept
- ii. Familiarising themselves with the concept under assessment

Choosing experimental design, learners are required to;

- i. Design an experiment using the theoretical concept.
- ii. Outline the stages/process for the experiment and formulate hypotheses.

Gathering materials

- i. Make a list of the tools and supplies you will need.
- ii. Ensure that the necessary materials are available

During

Choosing experimental procedure:

- i. Learners are required describe the step-by-step process in detail including how to control extraneous factors, along with any safety precautions.

Gathering and analysing data

With support from teachers, learners are required to:

- i. Measure the dependent variable appropriately at various factor values to collect data.
- ii. Analyse the data meaningfully.
- iii. Sort, examine, and derive conclusions from the data analysis

After

Display of findings

- i. Give a concise visual summary of the results.

- ii. Address any restrictions or mistakes.

Reflection and improvement

- i. Consider your advantages and disadvantages.
- ii. Improve the design of upcoming experiments.
- iii. Throughout the process, place a strong emphasis on ethics, integrity, and seeking advice as appropriate.
- iv. Encourage a critical and inquisitive outlook on learning.

Debate As An Assessment Strategy

Description: Debate as an assessment strategy involves structured arguments and discussions to evaluate learners' knowledge and understanding of issues/ideas. It encourages research and articulation of views; it can be used for formative or summative assessments. Types of debates include formal debates with rules and roles and informal debates, which are more flexible.

Purpose: Using debate as an assessment strategy offers a comprehensive evaluation of learners' ability to generate ideas based on their knowledge and understanding of concepts and confidence in supporting their own ideas.

Settings

- i. Classroom
- ii. Performance spaces (e.g. dining hall, assembly hall, laboratory)
- iii. Electronic platforms
- iv. Music and drama theatre

Class Size: Depending on the learning outcomes to be achieved debates can be organised in:

- i. Small classes
- ii. Large classes

Time frame: The teacher can conduct a debate within a single class session, it can also span over several class sessions or weeks.

Steps

Before

The teacher should:

- i. Select appropriate motion/ topic, ensuring it is relevant to the learning outcome
- ii. Offer resources and materials to support learners
- iii. Assign roles /create teams or pairings
- iv. Establish rules and procedures

The learner should:

- i. Undertake research regarding the debate's topic or motion
- ii. Play an active role as a team member (in team-based debates)

During

The teacher should:

- i. Host the debate
- ii. Ensure effective time management
- iii. Monitor and take notes

The learner should:

- i. Participate in the debate
- ii. Listen and take notes
- iii. Counter argue when necessary

After

The teacher should:

- i. Facilitate a debriefing session (Teachers should utilise the debriefing sessions to address any misunderstandings or questions that come up from the debate. They should also highlight the key concepts and important lessons based on the learning outcome)
- ii. Implement peer assessments.
- iii. Organise follow-up activities as necessary.

The learners should:

- i. Reflect on their performance and the debate as a whole.
- ii. Assess their peers' performances based on established criteria.

The Test of Practical Knowledge (TPK) Assessment Strategy

Description: This assessment is tailored to evaluate a learner's capacity to apply acquired knowledge in real-life situations by engaging in hands-on tasks or simulations that mirror real-world scenarios, assessing practical skills, problem-solving abilities, and the application of practical knowledge theoretically. It aims to gauge how effectively learners can employ their knowledge to solve problems or accomplish tasks.

Purposes: The general purpose of the test of practical knowledge is to assess learners' ability to apply practical knowledge in theory to:

- i. Evaluate their application-based understanding.
- ii. Assess their problem-solving skills.
- iii. Measure the learner's practical knowledge and its use in real-life situations.
- iv. Provide insights into a learner's ability to transfer practical knowledge into theoretical actions.

Setting: The Test of Practical Knowledge is conducted in environments that simulate real-life situations relevant to the learning outcome and the context being assessed. This could be a

- i. Classroom
- ii. Laboratory
- iii. Field
- iv. School farms/gardens/community
- v. Technical workshops
- vi. Science fair
- vii. Virtual/Digital/Remote
- viii. Outdoor spaces
- ix. Workplace
- x. Team Project

Class Size: The size of the class can vary based on resources and the nature of the practical tasks. It could be individual, smaller groups, or whole class.

Time Frame: The timing for assessing the Test of Practical Knowledge can range from a single session to multiple sessions, depending on the complexity of tasks and skills being assessed.

Steps

Before

The teacher should:

Provide clear instructions and resources needed for the tasks.

Clarify any doubts about the assessment task.

The learner should:

- i. Seek clarification from the teacher or other relevant persons before starting the assessment.
- ii. Familiarise themselves with theoretical concepts beforehand.

During

The teacher should encourage teamwork and effective communication if tasks involve group work.

The learner should

- i. Focus on applying learned concepts to solve problems or complete tasks accurately within the given context.
- ii. Manage time efficiently to complete tasks within allocated timeframes.

After

The teacher should encourage learners to reflect on their performance, review their work, and identify areas for improvement.

Performance Assessment Strategy

Description: In its simplest terms, a performance assessment is one which requires learners to demonstrate that they have mastered specific skills and competencies by performing or producing something. It is important that the task be meaningful and engaging to learners. When learners perform tasks that are meaningful and engaging to them, they can take ownership of their learning and effectively work, either independently or in collaboration, depending on the requirement of the task. Performance assessment can be used as either formative or summative tool.

Purpose: The main purpose of this assessment strategy is to provide learners with the opportunity to demonstrate their knowledge and understanding about a concept and communicate that understanding through a performance task.

Setting: Performance assessment can be used in the following settings:

- i. Classroom
- ii. Laboratory/workshops
- iii. Field
- iv. Theatre

Time Frame: Teachers should note that the learning outcome and learners' achievement expectations may inform the appropriate time frame for the use of performance assessment. However, the designated time of completion of the assessment task should not be too short or too long.

Class Size: Performance assessment works best for all forms of class size. Teachers should, however, be strategic in making learners work individually or in moderate/large groups depending on the unique situation.

Steps: To develop and implement performance assessment, teachers should:

Before

The teacher should:

- i. State the purpose of the assessment.
- ii. Specify the learning outcome to be assessed using the performance assessment strategy.
- iii. Make learners aware whether they will work individually or as groups (e.g., group of 2-5).
- iv. Design a performance task which requires the learners to demonstrate the intended skills and knowledge required of them.
- v. Discuss with learners the rules of engagement which includes the performance criteria that specifies the extent to which learners have mastered the skills and knowledge.

- vi. Discuss with learners the available resources to be used.

The learner should:

- i. Make ready the available resources that will help them perform the assessment task.
- ii. Seek for clarification on the performance task to be performed when necessary.

During:

The teacher should:

- i. Monitor and ensure serenity of the environment for learners to work effectively as individuals or groups as in the case of a laboratory/field/workshop exercise.
- ii. Guide learners to complete the assigned task(s) within the stipulated time.

The learner should:

- i. Design the artifact or the idea using the available resources.
- ii. Should submit the performance product to class at the stimulated time for evaluation.

After:

The teacher should:

- i. Collaborate with learners to evaluate the performance task(s) outcome.
- ii. Communicate constructive feedback of the assessment to the learners.
- iii. Provide information on how the assessment feedback would be used.

The learner(s) should:

- i. Offer constructive feedback on their colleague's work.
- ii. Self-reflect and make use of constructive feedback to shape his/her work.

Demonstration As An Assessment Strategy

Description: Demonstration as an assessment strategy offers a practical and effective way to evaluate learners' knowledge, skills, and abilities by observing their performance in a real or simulated context. This may include a presentation, a practical experiment, a role-play, a performance, or a project.

Purpose: The main purpose of using demonstration as an assessment strategy is to allow learners to showcase their skills and competencies through practical application. Some of the areas in which learners can demonstrate their proficiencies are:

- i. Problem-solving skills
- ii. Critical thinking abilities
- iii. Communication

Settings

- i. Classroom
- ii. Laboratory/ Workshop /Studio
- iii. Simulation studio/environment
- iv. Field or real-world settings (e.g., field trips, community projects, or internships)
- v. Performance spaces (e.g., theatre, music room, or sports field/studio/rooms)
- vi. Online/remote/virtual platform

Time Frame: The time frame for conducting demonstration as an assessment strategy depends on the following:

- i. Learning outcome(s)
- ii. Complexity of the task to be performed
- iii. Resources

NB: The teacher should provide the learner enough time to demonstrate their abilities and ensure the assessment process is managed within the constraints of the learning environment.

Class size: Demonstration can be used for individuals or groups (large or small groups) for the reasons of attention, support, and prompt feedback on factors such as assessors, resources and equipment, learning outcome and the assessment environment.

Steps

Before

The teacher should

- i. Set clear expectations of the learning outcomes, specific skills, knowledge and competencies.
- ii. Provide instructions for the demonstration to include safety precautions, criteria for assessment and time.
- iii. Provide learners the opportunity to rehearse the task or the activity to be demonstrated.
- iv. Provide the needed materials and resources to be used for the demonstration.
- v. Address the concerns of the learners raised after the rehearsals.
- vi. Distribute the task to the learner(s) considering Special Education Needs - SEN)

The learner should:

- i. Understand the learning outcomes, specific skills, knowledge, and competencies expected of them.
- ii. Take the necessary steps to prepare for the demonstration by reviewing the instructions and rehearsing the expected knowledge, skills, and competencies.

- iii. Seek clarification about the instructions and materials to be used for the demonstration.
- iv. Take the opportunity to practice and refine their skills or knowledge before the demonstration.
- v. Reflect on their previous learning and experiences related to the skills or knowledge being assessed.

During

The teacher should:

- i. Observe the learner's performance of the task demonstrated.
- ii. Provide continuous guidance to learner(s) on the task especially when they are working with or in hazardous situations.
- iii. Monitor the progress of the learner(s) on the task.
- iv. Pace the timing of the demonstration such that differentiation is considered.
- v. Assess the performance of the learners on the task.
- vi. Take notes of critical issues such as learners' strengths and areas for improvement

The learner should:

- i. Focus on the demonstration and actively listen to the instructions and explanations provided.
- ii. Carefully watch the demonstration, noting the steps, techniques, and key details being shown.
- iii. Take notes of important points, steps, or tips during the demonstration to refer to later.
- iv. Request feedback from the demonstrator or peers to ensure they are on the right track and identify areas for improvement.

After

The teacher should:

- i. Provide constructive feedback to the learners based on observations highlighting areas of improvement, reinforcing correct techniques, and encouraging further practice.
- ii. Review notes to consider where learners have performed well and areas that need improvement
- iii. Provide support to learners who may be struggling with the demonstrated skills. This can involve additional explanations, demonstrations, or one-on-one assistance.

The learner should:

- i. Reflect on their own performance during the demonstration and assess their understanding and execution of the demonstrated skills or techniques.

- ii. Share their performance and ask for feedback to improve their learning.
- iii. Identify specific areas where they need further assistance or practice; they can seek out additional resources such as tutorials, online courses, or books to support their learning and assessment.

Questioning As An Assessment Strategy

Description: Questioning as an assessment strategy is the practice of engaging learners in an interactive dialogue or a series of carefully crafted questions to evaluate their understanding, knowledge, skills, and critical thinking abilities. Teachers can use questioning as an assessment strategy in all learning areas or subjects.

Purpose: Questioning as an assessment strategy can be used by the teacher to:

1. Identify learning gaps through the assessment of the level of comprehension, retention and application of knowledge, and skills gained by learners in achieving a learning outcome of a given content.
2. Actively engage learners in the teaching and learning process.
3. Assess if a concept taught has been well grasped as learners' feedback provides valuable feedback to them and the teacher.
4. Clarify concepts leading to deeper understanding or seek additional information in solving real-world or imaginary issues.
5. Promote the acquisition of critical thinking and problem-solving skills.
6. Encourage immediate or real-time feedback from learners leading to deeper thinking.
7. Investigate misconceptions for clarification.
8. Accommodate diverse learning styles to achieve a specific learning outcome.

Types: The following are various types of questioning techniques based on the Depth of Knowledge (DoK) levels that the teacher can use in assessment:

- i. Closed-ended questions – DoK 1: have a limited number of predetermined answers and are designed to gather specific information requiring “yes” or “no”, “True or False”
- ii. Open-ended Questions – DoK 2 and 3: allow for a more detailed and
- iii. Comprehensive response, which begins with words like “what,” “why,” or “how.”
- iv. Funnel Questions – DoK 2 and 3: used to gradually narrow down a topic, starting with broader questions and proceeding to more specific ones. This technique helps gather information in a logical and structured manner.
- v. Probing Questions – DoK 2 and 3: used to explore a topic in more detail or to gain deeper insights. They are often used to dig deeper into a previous response or to uncover hidden information,
- vi. Leading Questions – DoK 2 and 3: used to steer learners towards a particular answer or viewpoint. They may imply an expected or desired response.

- vii. Hypothetical Questions- DoK 3 and 4: These questions often involve speculative or creative thinking. They require learners to make connections, apply knowledge, and think beyond the immediate context.

Settings

- i. Classroom
- ii. Co-curricular activities, e.g. School Clubs and Games
- iii. Field trips/work, e.g., Factories/industries, school farms/gardens/pantries(kitchen)
- iv. Laboratory/Resource Centre
- v. Workshops/studios/theatres

Time Frame: Teachers can use questioning in their daily teaching and learning activities. However, it should be used based on the learning outcome of the subject matter under consideration. It can specifically be used:

- i. Throughout the teaching and learning process (Formative Assessment): before, during and after the teaching of a lesson.
- ii. In summative assessment, questioning can be used together with other forms of assessment such as oral/aural(listening) assessment at the end of a unit or content and programme.

Class size: Individual, small group or whole class

Steps: In using questioning as an assessment strategy, the teacher and learner can employ the following steps:

Before

The teacher should:

- i. Define the Learning Outcomes to be achieved and develop key questions before class based on the outcomes.
- ii. Select appropriate question type(s) that align with the content standard/ indicators to be taught and the DoK levels to be achieved. The questions to be asked should be clear, relevant, concise, and free from ambiguity and biases.
- iii. Design valid questions that will suit the type of questioning strategy to be used to achieve the learning outcomes.

NB: Avoid or minimise the use of questions that will yield Yes/No or True/False responses but make more use of questions that allow for explanatory responses.

Plan question sequence and adapt questioning techniques to meet the diverse learning needs and abilities of their learners to promote active participation.

During

The Teacher should:

- i. Select the context and provide relevant information to give learners the basis for the questions.

- ii. Vary the form of questions: those that gauge knowledge, require diagnosis, or challenge conclusions considering the learner's background characteristics to promote inclusivity.
- iii. Ask one question at a time and wait for responses from learners to allow time to think through responses critically.
- iv. Encourage active engagement of all learners.
- v. Monitor learners' performance and learning process to identify areas where learners may need additional support or clarification or to plan appropriate remediation where appropriate.
- vi. Acknowledge all responses/answers- repeat so the class can hear and/or write them on the board.
- vii. Provide constructive and timely feedback; teachers are advised to accommodate learners' varied responses as well as be fair and ethical.
- viii. Use assessment data to modify their teaching techniques, strategies and resources.
- ix. Move around the classroom or learning centre

The learner should:

- i. Ensure they gain an understanding of the learning outcomes and work towards achieving them through self and peer assessment.
- ii. Actively participate in the questioning process by listening carefully to the questions, thinking critically about their responses, and providing thoughtful answers.
- iii. Self and peer assess themselves using a questioning assessment strategy when learning to enable them to reflect on their learning.
- iv. Own their learning by adapting strategies to improve their learning outcomes, skills and competencies.

After

The teacher should:

- i. Analyse responses
- ii. Provide constructive feedback
- iii. Modify teaching and learning processes
- iv. Document assessment data
- v. Reflect and adapt questioning techniques, strategies and resources to check if expected learning outcomes have been achieved.
- vi. Teachers and learners reflect on responses to check if expected learning outcomes have been achieved.

Peer/Self Assessment Strategy

Description: Peer/self-assessment is a type of performance monitoring and evaluation related to a learning outcome done by or among learners under the supervision of a teacher to track their learning progress. It can be used as both formative and summative assessment. However, it is predominately used for formative assessment purposes.

Purpose: Peer/self-assessment provides an opportunity for learners to reflect and provides insight, leading to meaningful feedback on their or other learners' work (behaviours, competencies and experiences). Peer/self-assessment enhances deep learning and understanding among learners and trains learners to track their progress and areas for improvement.

Setting

- i. Classroom-based environment
- ii. Fieldwork
- iii. Laboratory i.e., Science Resources Centres
- iv. Studio
- v. Workshop

Class size: Peer assessment strategy can be done in small groups or whole class.

Time Frame: The time frame depends on the complexity of the assignment, the estimated period of the lesson stated in the curriculum and how learners have been adequately prepared. However, the time should neither be too short nor too long.

Steps

Before

The teacher should:

- i. Set clear expectations of the learning outcome, skills and competencies
- ii. Decide the structure and format of the assessment e.g.: written or oral
- iii. Introduce the learners to the assignment to be assessed
- iv. Develop the assessment criteria and scoring rubrics with learners.

During

The teacher should

- i. Model peer/self-assessment by letting learners assess or review what he has taught to open them up to the assessment to be conducted.
- ii. For peer assessment, lead the pairing or grouping for the assessment. In doing this, the teacher should consider mixed groupings, and avoid inter-pairing and pairing amongst friends. (fairness and transparency)
- iii. In self-assessment, the teacher should guide learners with special educational needs in their assessment through questioning
- iv. Provide constructive feedback to learners after the assessment

The learner should:

- i. Work and submit assignments
- ii. Assess their assignments or that of other learners and give constructive feedback
- iii. Reflect on the feedback received and revise the work for final submission

After

The teacher should:

- i. Grade the assignments (summative)
- ii. Reflect on the activity with learners
- iii. Offer help or intervention in areas learners need help
- iv. Work on areas that need improvement

NB: The teacher should be a mediator between arguing learners and should also consider and guide learners in their approach to providing feedback. (Be conscious of gender, cultural, social and religious sensitive comments and issues)

Teacher should also provide multiple opportunities or formats for learners to assess to accommodate all learn.

Appendix 3: Teacher Lesson Observation Form

Name of School:

Subject being observed:

Class

Year 1

Year 2

Year 3

Sex of the teacher

Male

Female

1. Is the purpose of the lesson clearly stated in the lesson plan and focused on learners achieving the lesson learning outcomes?

Yes

In Part

No

NA

1b. Please provide an explanation to your answer in Q1 above

.....

2. Are the unique needs of female learners, male learners, and learners with special education needs adequately catered for in the lesson plan? For example, the choice of teaching methods and learning activities reflects/does not reflect the learning needs of all learners.

For example, the choice of teaching methods, and learning activities.

Yes

In Part

No

NA

2b. Please provide an explanation to your answer in Q2 above

.....

3. Does the teacher manage behaviour well, maintaining a positive and non-threatening learning environment throughout the lesson?

Yes

In Part

No

NA

3b. Please provide an explanation to your answer in Q3 above

.....

4. Are appropriate teaching and learning materials and other resources (including ICT, books, desks) available, accessible and being used to support learning of all females, males and learners with special education needs?

Yes

In Part

No

NA

4b. Please provide an explanation to your answer in Q4 above

.....

5. Are learners engaged on tasks that challenge them in line with the content standards?
Does the teacher take into consideration the uniqueness of learners?

Yes In Part No NA

5b. Please provide an explanation to your answer in Q5 above

6. Is there evidence that students are learning?

Yes In Part No NA

6b. Please provide an explanation to your answer in Q6 above

7. Is teaching differentiated to cater for the varied needs of all learners (i.e., male learners, female learners, learners with special education needs) and those with poor literacy and/ or numeracy proficiency?

Yes In Part No NA

7b. Please provide an explanation to your answer in Q7 above

.....

8. Does the teacher use real life examples which are familiar to learners to explain concepts?

Yes In Part No NA

8b. Please provide an explanation to your answer in Q8 above

.....

9. Does the teacher point out or question traditional gender roles when they come up during the lessons as appropriate?

Yes In Part No NA

9b. Please provide an explanation to your answer in Q9 above

.....

10. Does the lesson include appropriate interactive and creative approaches e.g., group work, role play, storytelling to support learners achieving the learning outcomes?

If yes, give examples of the issues and skills that have been so integrated.

Yes In Part No NA

10b. Please provide an explanation to your answer in Q10 above

.....

11. Have cross-cutting issues and /or 21st century skills been integrated into the lesson to support learners in achieving the learning outcomes e.g., problem-solving, critical thinking, communication? If yes, give examples of the issues and skills that have been so integrated.

Yes In Part No NA

11b. If yes, give examples of the issues and skills that have been so integrated.

.....

12. Does the teacher incorporate ICT into their practice to support learning?

Yes In Part No NA

12b. Please provide an explanation to your answer in Q12 above

.....

13. Does the teacher encourage all female male and male learners (including those who may be shy or afraid to speak) to ask questions, answer questions, participate in group work, etc. during the lesson?

Yes In Part No NA

13b. Please provide an explanation to your answer in Q13 above

.....

14. Is assessment evident in the lesson? If yes, does it include assessment as, for or of learning and go beyond recall?

If yes, did it include assessment of, for or as learning and go beyond recall?

Yes In Part No NA

14b. Please provide an explanation to your answer in Q14 above

.....

15. Do learners make use of feedback from teacher and peers?

Yes In Part No NA

15b. Please provide an explanation to your answer in Q15 above

.....

16. Does the teacher sum up the lesson and evaluate the lesson against the learning outcomes with the learners?

Yes In Part No NA

16b. Please provide an explanation to your answer in Q16 above

.....

17. Does the teachers' planning of lessons taught before the one observed show how they plan for learning over time, considering individual and group needs?

Yes In Part No NA

17b. Please provide an explanation to your answer in Q17 above

.....

18. Does the teacher pay attention to the composition of females and males during group work and assigns females leadership roles.

Yes In Part No NA

18b. Please provide an explanation to your answer in Q18 above

.....

19. Does the teacher provide constructive verbal feedback to both females and males and learners with special education needs?

Yes In Part No NA

19b. Please provide an explanation to your answer in Q19 above

.....

20. Does the teacher provide constructive written feedback to both females and males and learners with special education needs in their exercise book?

Yes In Part No NA

20b. Please provide an explanation to your answer in Q20 above

.....

21. Key strengths in the lesson

.....

22. Areas for development

.....

23. Next steps for teacher

.....

24. Additional Notes (on teacher's actions, the flow of activities, etc.)

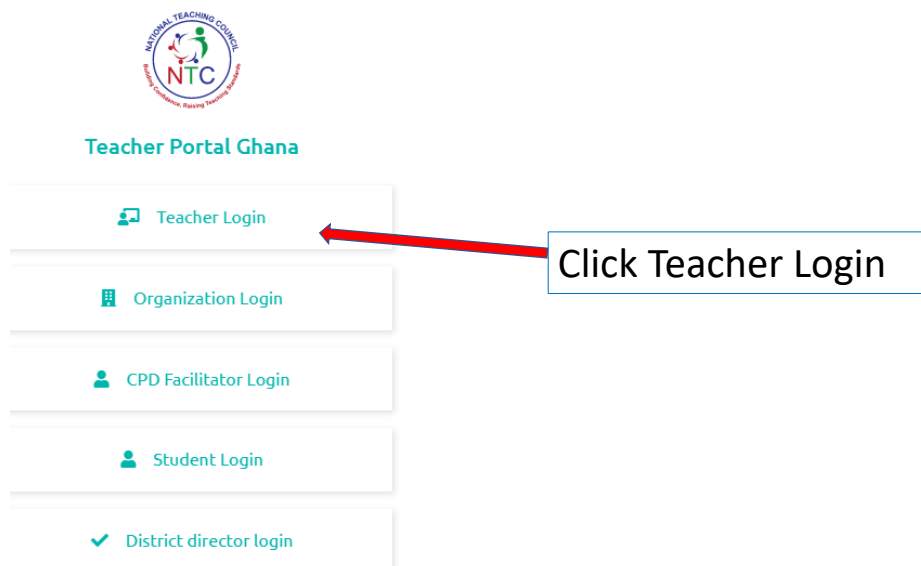
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Appendix 4: How to Check CPD Points and Training Records on Teacher Portal Ghana

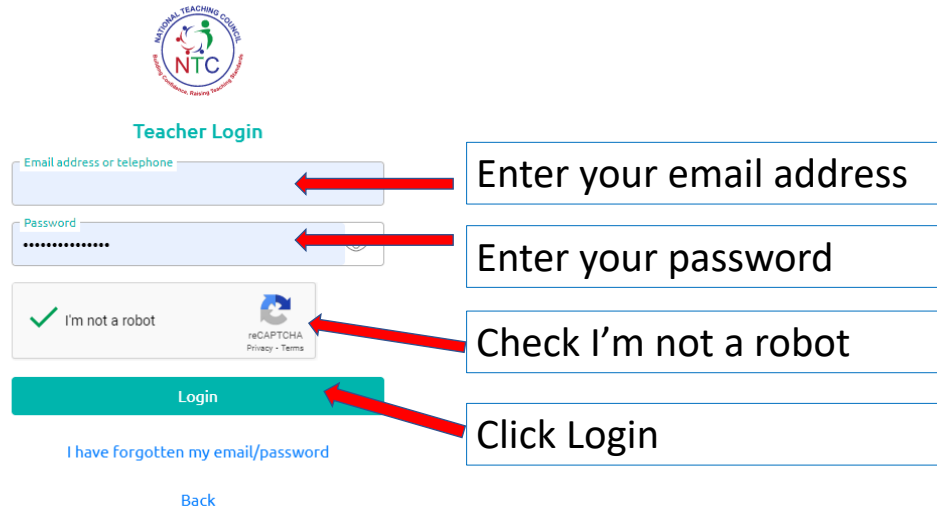
1. Visit tpg.ntc.gov.gh and click Login



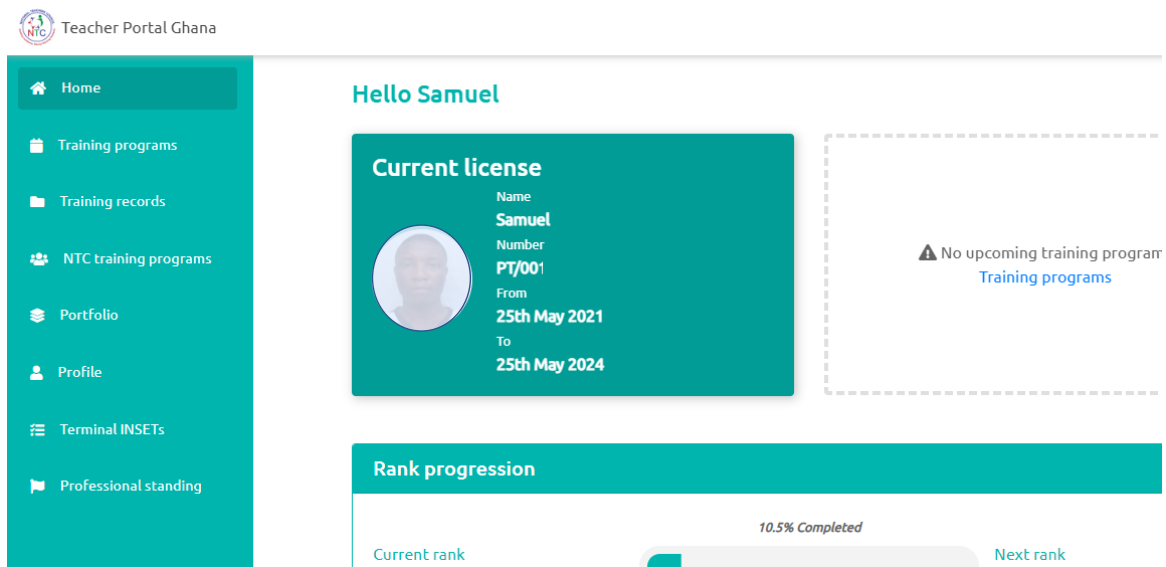
2. On the Login page, click Teacher Login



3. On the Teacher Login page enter your email address and password and then click Login



4. After a successful login you will get access to your TPG account (Check image below)



5. To check CPD points, scroll down to **Rank progression**. You will see the CPD points progress bar and actual points accrued (Check image below)



6. To view training records, from the side menu tap on **Training records** (Check image below)

Teacher Portal Ghana

- Home
- Training programs
- Training records**
- NTC training programs
- Portfolio
- Profile
- Terminal INSETs
- Professional standing

Training records
Records for training programs registered and/or attended

Total points: 1.8988

Sensitization on Education Policies	⚠ Marked as absent
Differentiated Learning	✓ Processed Credits: 1.32
Advanced Mobile Learning with Multimedia (AMLM)	✓ Processed Credits: 0.5788

List of training programs

Click to view training records

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