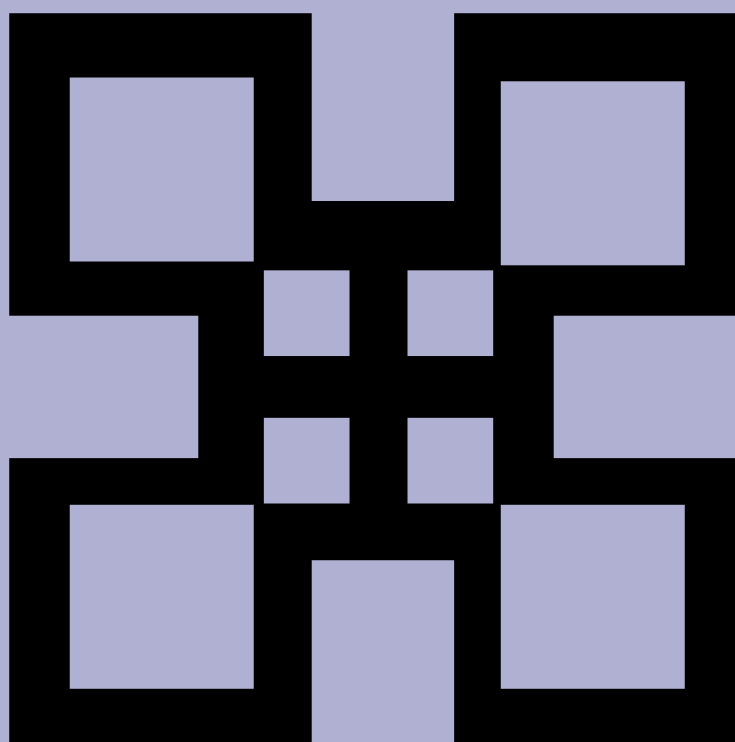


Professional Learning Community Handbook

French

Year One



Ghana Education
Service (GES)



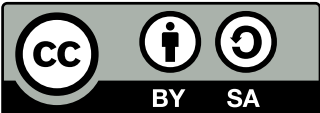
Professional Learning Community Handbook

French

Year One



REPUBLIC OF GHANA



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Introduction

This Professional Learning Community (PLC) Handbook is designed to enable teachers to deliver effective lessons for Year One of the new French 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 Material which are available on the curriculum microsite;
- iii. Contains assessment strategies which are aligned with the Teacher Manual, Learner Material 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/Homework as assessment strategy:** This assessment strategy reinforces immediate practice and feedback on learning. This assessment should be recorded in the transcript system between weeks 1 and 5 in the first semester and weeks 13 and 17 of the second semester which contributes 10% of total internal summative assessment. Out of these class exercises and homework, 2 of the highest-scoring will be selected and recorded in the learner's academic transcript. Class exercise can be found in PLC session 1.
- b) **Individual Portfolio:** This assessment could span for the whole academic year. Portfolio assessment task should commence in the first week or second of the first semester to be submitted latest by week 22 of the second semester for scoring and recoding in learners' transcript system contributing 10% of internal summative assessment. Teachers should discuss with learners and decide on the artefacts/

pieces of work (what qualifies) to be included in the portfolio so that learners can prepare accordingly. See Appendix A of PLC session 1 for sample portfolio.

- c) **Group Project:** One group project work shall be given to learners by week 2 and submitted latest by week 8. Teachers should explain the context and scope of the project before the groups commence. The group project which contributes 10% of internal assessment should be scored and recoded in learner's academic transcript system. Refer to Appendix B of PLC session 2 for a sample group project work.
- d) **Mid-semester examination:** This assessment will be done in week 6 of first semester and week 18 of the second semester. PLC session 6 and 18 are dedicated as preparatory sessions for the mid-semester examinations. The questions for first semester should cover Week 1-5 of the Teacher Manual and second semester should cover week 13-17 of the TM. Note that mid-semester assessment scores are mandatory for learners' transcript. Refer to Appendix C and F of PLC Sessions 6 and 18 respectively for sample Table of Specification for mid-semester examination and how to conduct mid-semester examinations.
- e) **Individual Project:** It focuses on problem-solving skills of the learner, encouraging independent research skills, innovation and critical thinking. Project work should be given to learners in the 2nd semester latest by the second week. Explain the context and scope of the project before learners commence. This project should be submitted latest by week 20 of the second semester for scoring. The scores for the individual project also form part of the learner's transcript for the academic year. See Appendix E of PLC session 15 for sample Individual Project for learners.
- f) **End of Semester examination:** This summative assessment evaluates learning outcomes of each semester. First semester examination questions should cover week 1-12 of the Teacher Manual and second semester examination should cover week 13-24. PLC session 12 and 24 are dedicated as preparatory sessions for this assessment. The scores for these assessments are mandatory for the learner's academic transcript which contribute 40% of the internal assessment. Refer to Appendix D and F of PLC session 12 and 24 respectively for sample Table of specification for end of semester examination and how to conduct the end of semester examination

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 : *Faire connaissance – Se présenter et présenter quelqu'un (Compréhension de l'oral et Production orale)*

1. 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 way of application of lessons learned from previous PLC sessions attended (TS: 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

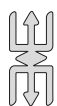
The purpose of the session is to review the learning plan for *week 1* [*Faire connaissance – Se présenter et présenter quelqu'un – Compréhension de l'oral et Production orale*] by aligning the plan with the Learner Material and appropriate assessment strategies.

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 **individual class exercise** (NTS 3k, 3p)

E.g.

Tu participes à une émission radiophonique. Présente-toi aux auditeurs en donnant ton nom, âge, école, habitation, etc.

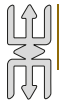
Tu te trouves à un congrès. Le premier jour, tu dois te présenter devant les congressistes. Tu dois donner ton nom, ton âge, école, ton habitation etc.

Refer to Teacher Manual Section 1 Week 1 page 15 and Learner Material Section 1 for more assessment tasks

À noter



- i. *Faire faire un exercice bref de grammaire et/ou de lexique si nécessaire.*
- ii. *Centrer l'exercice sur la thématique du sub-strand*



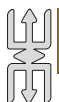
Note

- 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, 3n, 3p)

E.g.

- a) *Entretien dirigé (Est-ce que le contenu répond au sujet)* **- 5 points**
- b) *Lexique (Est-ce que le vocabulaire est approprié)* **- 2 points**
- c) *Morphosyntaxe (les phrases utilisées)* **- 2 points**
- d) *Maitrise du système phonologique (Prononciation)* **- 1 points**



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 3k – 3p)

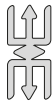
- a) *Expliquer clairement le scénario et ce que les apprenants doivent faire (l'explication pourrait se faire en anglais, si nécessaire)*
- b) *Donner le canevas – saluer, se présenter (nom, âge, habitat, etc.)*
- c) *Donner du temps (5 minutes) aux apprenants pour préparer leur présentation*

Refer to Teacher Assessment Manual and Toolkit (TAMT) pages 82–83 for more information.

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) *Demander aux intervenants d'évaluer eux-mêmes leur travail*
- b) *Demander aux autres apprenants de commenter sur les présentations de leurs collègues, 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)

PLC SESSION 2: *Faire connaissance – Se présenter et présenter quelqu'un (Compréhension des écrits et Production écrite).*

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 (NTNTS 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.

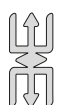
Learning Outcome

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/markingscheme 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 (NTTS: 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 (pair activity)** (NTS 3k, 3p)

E.g.

Trouvez cinq situations de communication où l'on se présente et indiquez la personne à qui l'on se présente

Ex. À la frontière, on se présente à un officier de l'immigration.

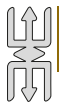
ou À un entretien où l'on postule pour une post, on se présente à un directeur.

Refer to Teacher Manual Section 1 Week 2 page 19 and Learner Material Section 1 for more assessment tasks

À noter



- i. *Faire faire un exercice bref de grammaire et/ou de lexique si nécessaire.*
- ii. *Centrer l'exercice sur la thématique du sub-strand*
- iii. *Donner un devoir de groupe pour un portfolio qui servira d'évaluations à administrer au cours de la semaine 2 et à collecter à la fin de la semaine 8 du deuxième semestre. À noter et enregistrer. Voir **Appendix A** pour un exemplaire du devoir du groupe.*



Note

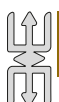
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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) *Respect de la consigne (Est-ce que le contenu répond au sujet) – 2 points*
- b) *Lexique (Est-ce que le vocabulaire est approprié) – 4 points*
- c) *Morphosyntaxe (les phrases utilisées) – 4 points*

Total – 10 points



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 3k – 3p)

E.g.

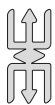
- Expliquer clairement la consigne et ce que les apprenants doivent faire (l'explication peuvent se faire en anglais)*
- Donner la date de remise du devoir*
- Demander aux apprenants de vous contacter en cas de difficulté.*

Refer to Teacher Assessment Manual and Toolkit (TAMT) pages 59–60 for more information

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.

- Inviter quelques apprenants à présenter leur travail*
- Inviter les apprenants à apprécier le travail de leurs collègues*
- Aider les apprenants à corriger leurs erreurs*



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



Appendix A: Example of Portfolio for Performance Assessment (for learners in group)

À noter



Le portfolio sera constitué tout au long de l'année universitaire. Ce portfolio complet d'évaluations sera administré au cours de la semaine 8 et collecté à la fin de la semaine 22 du deuxième semestre, noté et enregistré.

Une tâche

Vous vous trouvez à un stage de renforcement linguistique où vous devez familiariser avec les participants. En groupe de deux personnes, préparez un dialogue : questions-réponses pour vous présenter en donnant votre nom (prénom et nom de famille), votre âge, votre nationalité, où vous habitez et votre profession. Déposez votre dialogue auprès de votre enseignant.

Documents à inclure dans le Portfolio :

E.g.

- a) Un recueil de notes personnelles ou d'intérêt personnel
- b) Dialogues and passages trouvés en dehors des activités en classe
- c) Images illustrées, coupures de presse
- d) Liens sites fle
- e) Écriture créative (individuel ou en groupe) ex. poèmes, sketches, etc.

Structure et organisation du Portfolio

- a) Une pochette-classeur ou encore une chemise
- b) Sur la couverture : Nom, Classe, Date de commencement, Date de clôture
- c) A la première page, une présentation de membre du groupe
- d) Il est important :
 - i. de prévoir une page pour présenter le contenu
 - ii. de dater les travaux
 - iii. de les annoter

Feedback

- a) Vérifier régulièrement l'état du portfolio et le progrès de l'apprenant
- b) Donner un retour détaillé sur l'ensemble du portfolio à chaque apprenant, en mettant en évidence sa performance globale

Rubriques et barème pour noter le devoir :

E.g.

- a) Couverture - 2 points
- b) Créativité - 2 points

- c) *Sites fle visités - 4 points*
- d) *Dialogues et textes créés -10 points*
- e) *Projet du groupe - 5 points*
- f) *Projets réalisés en groupe 5 points*

PLC SESSION 3 : *Faire connaissance (Présenter sa famille – Compréhension de l’oral et Production orale)*

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, 2a – 2e)
- b) you found challenging (NTS 1a, 1b, 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.

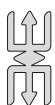
Learning Outcome

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 **group work (role play)** (NTS 3k, 3p)

E.g.

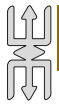
Deux personnes se rencontrent par hasard et constatent qu'elles viennent du même village. Chacune essaie de connaître la famille de l'autre en lui posant des questions.

Refer to Teacher Manual Section 1 Week 3 page 24 and Learner Material Section 1 for more assessment tasks

À noter



- i. *Faire faire un exercice bref de grammaire et/ou de lexique si nécessaire.*
- ii. *Centrer l'exercice sur la thématique du sub-strand*



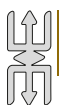
Note

- 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.

- a) *Interaction – 4 points*
- b) *Lexique – 2 points*
- c) *Morphosyntaxe – 2 points*
- d) *Phonologique – 2 points*



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 3k – 3p)

E.g.

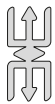
- a) *Donner canevas – se saluer, se présenter (nom, habitat, les membres de la famille : noms, liens familiaux, professions etc.)*
- b) *Accorder entre 5 et 10 minutes aux apprenants pour préparer leur jeu et appeler les groupes à venir faire le jeu de rôles.*

Refer to Teacher Assessment Manual and Toolkit (TAMT) pages 63–64 for more information

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) *Demander aux apprenants d'apprécier les présentations et de faire des commentaires*
- b) *Faire des commentaires positifs pour améliorer le travail et l'apprentissage*
- c) *Observer les présentations et noter*



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 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 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: *Faire connaissance (Présenter sa famille – Compréhension des écrits et Production écrite)*

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, 2a – 2e)
- b) you found challenging (NTS 1a, 1b, 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.

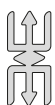
Learning Outcome

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 **group project (projet de groupe)** (NTS 3k, 3p)

E.g.

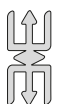
En groupe de deux, créez un arbre généalogique de trois générations d'une famille avec des et en faites une description en donnant les noms, la relation entre les membres, leurs âges, professions, leur goûts et préférences (À remettre à la Week 8)

Refer to Teacher Manual Section 1 Week 4 page 27 and Learner Material Section ... for more assessment tasks

À noter



- i. *Faire faire un exercice bref de grammaire et/ou de lexique si nécessaire.*
- ii. *Centrer l'exercice sur la thématique du sub-strand*



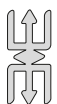
Note

- 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.

- *Organisation – 1 points*
- *Créativité – 2 points*
- *Contenu – 3 points*
- *Présentation – 4 points*



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 3k – 3p)

E.g.

- a) *Leur montrer un exemple d'un arbre généalogique*
- b) *Préciser claire le délai de remise du travail*
- c) *Donner la consigne pour la présentation.*

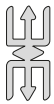
Ex. 'Commence par toi. Ensuite, tes parents et puis les autres.'

Refer to Teacher Assessment Manual and Toolkit (TAMT) page 36 for more information.

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) *Ensemble avec les apprenants apprécier le travail des groupes*
- b) *Demander aux apprenants d'apprécier les présentations*
- c) *Faire des commentaires positifs pour améliorer le travail et l'apprentissage*



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 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 5 and related Learner Material (NTS 3a)
- c) bring along your Teacher Manual, PLC Handbook and learning plan on week 5 in preparation for the next session (NTS 3a)

PLC SESSION 5 : *Faire Connaissance (Exprimer ses goûts et ses préférences – Compréhension de l’oral et Production orale)*

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

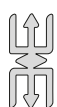
The purpose of the session is to review the learning plan for *week 5* by aligning the learning plan with Learner Material and appropriate assessment strategies.

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.

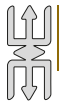
Avec un questionnaire simple recueillez des informations, par exemple, sur les goûts et les préférences des gens : couleur, plat, sport, musique, passetemps, matière scolaire, etc. des réponses doivent être donnée à l'orale.

Refer to Teacher Manual Section 2 Week 5 page 34 and Learner Material Section 2 for more assessment tasks

À noter



- i. *Faire faire un exercice bref de grammaire et/ou de lexique si nécessaire.*
- ii. *Centrer l'exercice sur la thématique du sub-strand*



Note

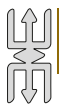
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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.

- a) *Respect de la consigne* – **3 points**
- b) *Cohérence et cohésion* – **3 points**
- c) *Contenu* – **3 points**
- d) *Lexique* – **3 points**
- e) *Morphosyntaxe* – **3 points**

Total – 15 points



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 3k – 3p)

E.g.

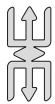
- a) *Indiquer quelles informations le questionnaire recueillera : sexe, tranche d'âge, nationalité, profession, état civil et les réponses à 5 questions sur les couleurs, les plats, les sports, la musique et les passe-temps.*
- b) *Circuler parmi les groupes pour surveiller leur travail sans le faire à leur place.*
- c) *Assurer que chaque apprenant écoute bien et parle dans le groupe.*

Refer to Teacher Assessment Manual and Toolkit (TAMT) page 36 for more information.

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) *Demander aux apprenants d'évaluer le travail de leurs collègues et de faire des commentaires*
- b) *Évaluer le travail de groupes et faire des commentaires motivants*



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 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 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, 2a – 2e)
- b) you found challenging (NTS 1a, 1b, 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, 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.

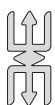
Learning Outcome

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/marking 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 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 **mid-semester examination** (NTS 3k, 3p)

E.g.

À noter



L'examen de mi-semester doit prendre *en compte le travail de Semaine 1 (Week 1) à Semaine 5 (Week 5)*.

a) **Compréhension de l'oral**

Un texte de compréhension dans lequel l'on parle de soi ou de quelqu'un, de la famille ou des goûts et des préférences

b) **Production orale**

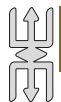
1. Lecture
2. Entretien dirigé
3. Monologue suivi
4. Dialogue

À noter



Référez-vous à l'**Appendice F, H et I**

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.

a) **Pour la compréhension de l'oral (10 points)**

La réponse à chacune des 5 questions à choix multiples comporte un point. 5 x 2 points (10 points)

b) **Pour la production orale (15 points)**

- i. *Lecture (Tester la prononciation de 5 mots dans le texte) 5 points + 1 point (fluidité et articulation) 6 points*
- ii. *Entretien dirigé (Chaque apprenant se présente (nom et âge) et ensuite, présente sa famille) 3 points*

- iii. *Monologue suivi 3 points*
- iv. *Dialogue a deux apprenants : question-réponse – 3 points*

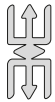
Total = 25 points

À noter

Référez-vous à l'Appendice H.



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 3k – 3p)

E.g.

- a) *Pour la compréhension de l'oral*
 - i. *Faire écouter le texte à plusieurs reprises si nécessaire*
 - ii. *Avant la deuxième écoute, faire étudier les questions*
 - iii. *Faire répondre aux questions après la troisième écoute.*
- b) *Pour la production orale*
 - i. *Faire faire une lecture d'environ 30 secondes et une minute (un texte court)*
 - ii. *Faire faire une présentation de soi (nom, âge, goûts et préférences)*
 - iii. *Puis faire choisir un sujet ex. Parle de ta famille*
 - iv. *Laisser l'élève préparer sa présentation pendant une minute*
 - v. *Ensuite écouter l'apprenant et noter*
 - vi. *Deux apprenants peuvent s'engager dans un dialogue de questions-réponses*

À noter

Référez-vous à l'Appendice H et I.



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) *Corriger et discuter les notes avec les apprenants*
- b) *Guider les apprenants à corriger leurs erreurs*

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).



Appendice C: Sample Table of Specification for Mid-Semester Examination

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
1	Se présenter et présenter quelqu'un (Oral Competences)	<i>Multiple Choice</i>	1	-	-	-	2
		<i>Listening Comprehension</i>	-	1	1	-	2
		<i>Oral production</i>	-	-	1	-	1
2	Se présenter et présenter quelqu'un (Writing Competences)	<i>Multiple Choice</i>	1	1	-	-	2
		<i>Written Comprehension</i>	-	1	-	-	1
		<i>Written Production (Essay)</i>	-	1	-	-	1
3	Présenter et discuter de sa famille (Oral Competences)	<i>Multiple Choice</i>	1	-	-	-	1
		<i>Listening Comprehension</i>	-	1	-	-	2
		<i>Oral production</i>	-	1	1		2
4	Présenter et discuter de sa famille (Writing Competences)	<i>Multiple Choice</i>	2		-	-	2
		<i>Written Comprehension</i>	-	-	1	-	1
		<i>Written Production (Essay)</i>	-	1	-	-	1
5	Exprimer ses goûts et ses préférences (Oral Competences)	<i>Multiple Choice</i>	2		-	-	2
		<i>Listening Comprehension</i>	-	1	-	-	1
		<i>Oral production</i>	-		1	-	1
	Total		6	8	5	-	20

PLC SESSION 7 : *Faire Connaissance (Exprimer ses souhaits – Compréhension de l’oral et Production orale)*

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 6* and mid-semester examination that:

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

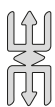
Learning Outcome

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 **dramatisation** (NTS 3k, 3p)

E.g.

Dramatisez une scène où l’on exprime un souhait.

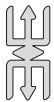
Exemple : à une personne qui va passer un examen

Refer to Teacher Manual Section 2 Week 7 page 40 and Learner Material Section 2 for more assessment tasks

À noter



- i. *Faire faire un exercice bref de grammaire et/ou de lexique si nécessaire*
- ii. *Centrer l’exercice sur la thématique du sub-strand*



Note

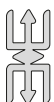
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the ‘Assessment DoK aligned to Curriculum and TM’ section below teacher/learner activities of the learning plan.*

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.

- a) *Respect de la consigne* - **3 points**
- b) *Lexique* - **3 points**
- c) *Morphosyntaxe* - **2 points**
- d) *Maitrise du système phonologique* - **2 points**

Total – 10 points



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 3k – 3p)

E.g.

Proposer des dialogues ou demander aux apprenants de créer leurs propres dialogues et les mémoriser

Refer to Teacher Assessment Manual and Toolkit (TAMT) pages 103–104 for more information.

- 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) *Demander aux apprenants de commenter sur les présentations*
- b) *Noter les présentations et faire des commentaires pour améliorer les présentations*

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 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 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: *Faire Connaissance (Exprimer ses souhaits – Compréhension des écrits et Production écrite*

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, 2a – 2e)
- b) you found challenging (NTS 1a, 1b, 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.

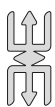
Learning Outcome

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 **poster** (NTS 3k, 3p)

E.g.

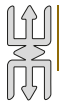
Imaginer et créer différentes cartes de souhait (ex. pour souhaiter bon anniversaire/pour inviter à une surprise partie, pour souhaiter une célébration)

Refer to Teacher Manual Section 2 Week 8 page 43 and Learner Material Section 2 for more assessment tasks

À noter



- i. *Faire faire un exercice bref de grammaire et/ou de lexique si nécessaire.*
- ii. *Centrer l'exercice sur la thématique du sub-strand*



Note

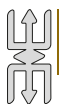
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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.

- a) *Concise* – 5 points
- b) *Créativité* – 5 points
- c) *Lexique* – 5 points
- d) *Situation* – 5 points

Total – 20 points



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 3k – 3p)

E.g.

- a) *Expliquer clairement la consigne ex. Il s'agit moins d'un produit d'art et plus du texte en français*
- b) *Insister sur la situation de communication*
- c) *Mettre l'accent sur le lexique*
- d) *Mettre l'accent sur la créativité et l'innovation*
- e) *Encourager les apprenants à s'entraider pour promouvoir la collaboration.*

Refer to Teacher Assessment Manual and Toolkit (TAMT) page 98–99 for more information.

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) Inviter les apprenants à présenter leur devoir
- b) Noter les devoirs et mettre de commentaires pour améliorer les performances

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 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 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: *Faire Connaissance (Parler de ses activités journalières et de son agenda – Compréhension de l'oral et Production orale)*

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, 2a – 2e)
- b) you found challenging (NTS 1a, 1b, 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.

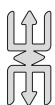
Learning Outcome

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 **dramatic monologue (individual)** (NTS 3k, 3p)

E.g.

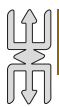
Dites à un ami comment vous passez votre journée ou votre weekend.

Refer to Teacher Manual Section 3 Week 9 page 50 and Learner Material Section 3 for more assessment tasks

À noter



- i. *Faire faire un exercice bref de grammaire et/ou de lexique si nécessaire.*
- ii. *Centrer l'exercice sur la thématique du sub-strand*



Note

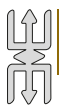
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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.

- | | |
|--|-------------------|
| a) <i>Respect de la consigne</i> | - 2 points |
| b) <i>Compréhension</i> | - 2 points |
| c) <i>Lexique</i> | - 2 points |
| d) <i>Morphosyntaxe</i> | - 2 points |
| e) <i>Maitrise du système phonologique</i> | - 2 points |

Total – 10 points



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 3k – 3p)

E.g.

- a) *Expliquer le scénario aux apprenants*
- b) *Laisser les apprenants préparer les présentations pendant 5 minutes*
- c) *Écouter les présentations des apprenants*

Refer to Teacher Assessment Manual and Toolkit (TAMT) pages 100–102 for more information.

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) *Noter les erreurs et faire des commentaires après la séance*
- b) *Demander d’abord aux apprenants de faire des commentaires sur les dialogues*
- c) *Noter les présentations et faire des commentaires pour améliorer les performances des apprenants*

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 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 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 : *Faire Connaissance (Parler de ses activités journalières et de son agenda – Compréhension des écrits et Production écrite)*

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, 2a – 2e)
- b) you found challenging (NTS 1a, 1b, 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:

Purpose

The purpose of the session is to review the learning plan for *week 10* by aligning the learning plan with Learner Material and appropriate assessment strategies.

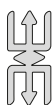
Learning Outcome

Review your learning plan for *week 10* 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 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 **individual classwork** (NTS 3k, 3p)

E.g.

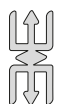
Vous êtes responsable d'un groupe de jeunes en excursion. Rédiger le programme des activités pour la journée.

Refer to Teacher Manual Section 3 Week 10 page 53 and Learner Material Section 3 for more assessment tasks

À noter



- i. *Faire faire un exercice bref de grammaire et/ou de lexique si nécessaire.*
- ii. *Centrer l'exercice sur la thématique du sub-strand*



Note

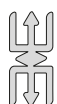
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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.

- | | |
|--|-------------------|
| i. <i>Respect de la consigne</i> | - 2 points |
| ii. <i>Cohérence et cohésion</i> | - 2 points |
| iii. <i>Contenu (adéquation sociolinguistique)</i> | - 2 points |
| iv. <i>Lexique</i> | - 2 points |
| v. <i>Morphosyntaxe</i> | - 2 points |

Total – 10 points



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 3k – 3p)

E.g.

- a) *Mettre l'accent sur la créativité et l'innovation*
- b) *Encourager les apprenants à s'entraider pour promouvoir la collaboration, etc.*

Refer to Teacher Assessment Manual and Toolkit (TAMT) pages 59–60 for more information.

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) Inviter les apprenants à présenter leur devoir
- b) Noter les devoirs et mettre de commentaires pour améliorer les performances
- c) Faire corriger des erreurs lexicales et grammaticales

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 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 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 : *Découvrir l'environnement et la vie sociale (Parler des événements et des fêtes – Compréhension de l'oral, Production orale, Compréhension des écrits et Production écrite)*

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, 2a – 2e)
- b) you found challenging (NTS 1a, 1b, 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.

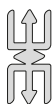
Learning Outcome

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 **homework** (NTS 3k, 3p)

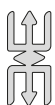
E.g.

Préparez et faites une présentation orale sur une fête ghanéenne en classe.

Refer to Teacher Manual Section 4 Week 11 page 59 and Learner Material Section 4 for more assessment tasks

À noter

- i. *Faire faire un exercice bref de grammaire et/ou de lexique si nécessaire.*
- ii. *Centrer l'exercice sur la thématique du sub-strand*
- iii. *Donnez des petits textes (des extraits de livres) à lire pendant le congé en préparation de cours de littérature prévus les Week 21 et Week 22.*
- iv. *Veillez à la longueur et le niveau de difficulté des textes.*

**Note**

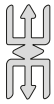
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

- 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.

- | | |
|--|-------------------|
| i. <i>Respect de la consigne</i> | - 2 points |
| ii. <i>Cohérence et cohésion</i> | - 2 points |
| iii. <i>Contenu (adéquation sociolinguistique)</i> | - 2 points |
| iv. <i>Lexique</i> | - 2 points |
| v. <i>Morphosyntaxe</i> | - 2 points |

Total – 10 points



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 3k – 3p)

E.g.

- a) *Faire sélectionner une region*
- b) *Préciser ce que les apprenants doivent faire, etc.*

Refer to Teacher Assessment Manual and Toolkit (TAMT) pages 59–60 for more information.

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) *Corriger les devoirs*
- b) *Donner des notes et faire des commentaires pour améliorer le devoir*

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 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 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, 2a – 2e)
- b) you found challenging (NTS 1a, 1b, 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.

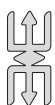
Learning Outcome

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/marketing 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.

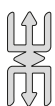
2.3 Develop assessment tasks/items based on the learning indicator(s) on assessment for the week. This week's recommended mode of assessment is **end of semester examination (examen de fin de trimestre)** (NTS 3k, 3p)

E.g.

- a) *Compréhension de l'oral (Deux textes de compréhension de l'orale)*
- b) *Production orale (Lecture, Entretien dirigé, Monologue suivi, Exercice en interaction)*
- c) *Compréhension des écrits (2 textes, 10 questions QCM)*
- d) *Production écrite (deux rédactions)*

À noter

Référez-vous à l'**Appendices F, G, H et I.**



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)

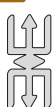
E.g.

- a) *Pour la compréhension de l'oral (10 points)*
- b) *Pour la production orale (30 points)*
- c) *Compréhension des écrits (10 points)*
- d) *Production écrite (25 points)*

Total – 75 points

À noter

Référez-vous à l'**Appendice H et I.**



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 3k – 3p)

E.g.

Compréhension de l'oral

- a) *Faire écouter trois fois le texte littéraire*
- b) *Avant la deuxième écoute, faire étudier les questions*
- c) *Faire répondre aux questions après la troisième écoute*

Production orale

- a) *Chaque apprenant lit un texte littéraire*
- b) *Chaque apprenant se présente*
- c) *Puis l'élève tire au sort un sujet*
- d) *Laisser l'élève préparer sa présentation pendant une minute et noter*

À noter



Référez-vous à l'**Appendice H et J**

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) *Corriger les copies, noter et partager les scores avec les apprenants*
- b) *Discuter et faire des commentaires pour améliorer les performances des apprenants*

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:

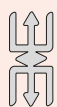
- a) provide constructive feedback to learners and record their assessment scores in the required format and document where appropriate (NTS 3l – 3n)
- b) read PLC Session 13 and related Learner Material (NTS 3a)
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 13* in preparation for the next session (NTS 3a)



Appendice C: Sample Table of Specification for End of Semester Examination

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
1	Se présenter et présenter quelqu'un (Compétences orales)	<i>Multiple Choice</i>	1	-	-	-	1
		<i>Listening Comprehension</i>	1	1	-	-	2
		<i>Oral production</i>	-	-	1	-	1
2	Se présenter et présenter quelqu'un (Compétences écrites)	<i>Multiple Choice</i>	1	1	-	-	2
		<i>Written Comprehension</i>	-	1	1	-	2
		<i>Written Production (Essay)</i>	-	-	1	-	1
3	Présenter et discuter de sa famille (Compétences orales)	<i>Multiple Choice</i>	1	1	-	-	2
		<i>Listening Comprehension</i>	1	1	-	-	2
		<i>Oral production</i>	-	1	1	-	2
4	Présenter et discuter de sa famille (Compétences écrites)	<i>Multiple Choice</i>	2	-	-	-	2
		<i>Written Comprehension</i>	-	1	1	-	2
		<i>Written Production (Essay)</i>	-	1	-	1	2
5	Exprimer ses goûts et ses préférences (Compétences orales)	<i>Multiple Choice</i>	2	-	-	-	2
		<i>Listening Comprehension</i>	-	1	-	-	1
		<i>Oral production</i>	-	-	1	-	1
6	Exprimer ses goûts et ses préférences (Compétences écrites)	<i>Multiple Choice</i>	1	-	-	-	1
		<i>Written Comprehension</i>	-	2	-	-	2
		<i>Written Production (Essay)</i>	-	-	2	-	2

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
7	Émettre un souhait (Compétences orales)	Multiple Choice	-	1	-	-	1
		Listening Comprehension	-	1	-	-	1
		Oral production	-	-	2	-	2
8	Émettre un souhait (Compétences écrites)	Multiple Choice	1	-	-	-	1
		Written Comprehension	-	2	-	-	2
		Written Production (Essay)	-	-	2	-	2
9	S'exprimer sur les activités journalières (Compétences orales)	Multiple Choice	2	1	-	-	3
		Listening Comprehension	-	1	-	-	1
		Oral production	-	-	2	-	2
	Total		13	17	14	1	45

**Note**

The above is a sample of the Specification Table. Teachers should expand the focal areas to cover all topics taught for the 11 weeks

PLC SESSION 13 : Découvrir l'environnement et la vie sociale (Parler des activités agricoles – Compréhension de l'oral, Production orale, Compréhension des écrits et Production écrite)

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

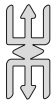
The purpose of the session is to review the learning plan for *week 13* by aligning the learning plan with Learner Material and appropriate assessment strategies.

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 **dramatic monologue (devoir sur place individuel)** (NTS 3k, 3p)

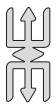
E.g.

Participez à une discussion sur l'importance de l'agriculture dans votre pays en envoyant un message vocal court sur WhatsApp

Refer to Teacher Manual Section 5 Week 13 page 70 and 72 and Learner Material Section 5 for more assessment tasks

A noter

- i. *Faire faire un exercice bref de grammaire et/ou de lexique si nécessaire.*
- ii. *Centrer l'exercice sur la thématique du sub-strand*

**Note**

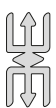
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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.

- | | |
|--|-------------------|
| a) <i>Respect de la consigne</i> | - 2 points |
| b) <i>Cohérence et cohésion</i> | - 2 points |
| c) <i>Contenu (adéquation sociolinguistique)</i> | - 2 points |
| d) <i>Lexique</i> | - 2 points |
| e) <i>Morphosyntaxe</i> | - 2 points |

Total – 10 points

**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 3k – 3p)

E.g.

- a) *Préciser la longueur du message (ex. une minute) et demander aux apprenants de préparer pendant 5 minutes*
- b) *Engager chaque apprenant dans la discussion et ou demander les d'envoyer le message avec votre téléphone*

Refer to Teacher Assessment Manual and Toolkit (TAMT) pages 100–102 for more information.

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) *Demander aux apprenants d'écouter et apprécier les productions et faire des commentaires*
- b) *Faire des commentaires globaux et ciblés pour améliorer les productions*
- c) *Noter les productions et partager les notes avec les apprenants concernés*

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 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 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)

PLC SESSION 14: *Découvrir l'environnement et la vie sociale (Parler de son état de santé – Compréhension de l'oral, Production orale, Compréhension des écrits et Production écrite)*

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, 2a – 2e)
- b) you found challenging (NTS 1a, 1b, 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.

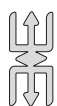
Learning Outcome

Review your learning plan for *week 14* 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 **essay** (NTS 3k, 3p)

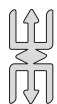
E.g.

Écrivez un article de presse sur ce qu'il faut faire pour rester en bonne santé

Refer to Teacher Manual Book 2 Section 6 Week 14 pages 7 and 10 and Learner Material Section 6 for more assessment tasks

À noter

- i. *Faire faire un exercice bref de grammaire et/ou de lexique si nécessaire.*
- ii. *Centrer l'exercice sur la thématique du sub-strand*

**Note**

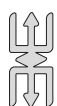
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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.

- | | |
|--|-------------------|
| a) <i>Respect de la consigne</i> | - 2 points |
| b) <i>Cohérence et cohésion</i> | - 2 points |
| c) <i>Contenu (adéquation sociolinguistique)</i> | - 2 points |
| d) <i>Lexique</i> | - 2 points |
| e) <i>Morphosyntaxe</i> | - 2 points |

Total – 10 points

**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 3k – 3p)

E.g.

Expliquer clairement la consigne et guider les apprenants à la suivre, etc.

Refer to Teacher Assessment Manual and Toolkit (TAMT) pages 95–97 for more information.

- 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) *Corriger les copies et enregistrer les notes*
- b) *Faire des commentaires pour motiver les apprenants à mieux travailler*
- c) *Demander aux apprenants de faire des corrections proposées*

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 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 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 : *Situer les évènements dans le temps* (*Situer des faits dans le temps – Parler des faits habituels dans le temps présent – Compréhension de l’oral, Production orale, Compréhension des écrits et Production écrite*)

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, 2a – 2e)
- b) you found challenging (NTS 1a, 1b, 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.

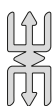
Learning Outcome

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/marketing 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 **simulation** (NTS 3k, 3p)

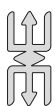
E.g.

En groupe de deux, interviewez des gens sur leurs habitudes quotidiennes et faire un rapport.

Refer to Teacher Manual Book 2 Section 7 Week 15 pages 15 and 17 and Learner Material Section 7 for more assessment tasks

A noter

- i. *Faire faire un exercice bref de grammaire et/ou de lexique si nécessaire.*
- ii. *Centrer l'exercice sur la thématique du sub-strand*

**Note**

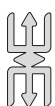
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

- 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.

- | | |
|--|-------------------|
| a) <i>Respect de la consigne</i> | - 2 points |
| b) <i>Cohérence et cohésion</i> | - 2 points |
| c) <i>Contenu (adéquation sociolinguistique)</i> | - 2 points |
| d) <i>Lexique</i> | - 2 points |
| e) <i>Morphosyntaxe</i> | - 2 points |

Total – 10 points

**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 3k – 3p)

E.g.

Expliquer le devoir et encourager les apprenants à s'entraider pour promouvoir la collaboration, etc.

Refer to Teacher Assessment Manual and Toolkit (TAMT) pages 63–64 for more information.

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) *Corriger les copies et enregistrer les notes*

b) *Faire des commentaires pour motiver les apprenants à mieux travailler, etc.*

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 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 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)

Appendix D: Sample Group Project Work

Task:

E.g.

Vous observez que vous amis au campus se comportent différents, en groupe de trois planifiez et interviewez-les sur leurs habitudes quotidiennes et pourquoi. Faites un rapport sur leurs réponses.

How to Administer :

E.g.

- a) *Guider les apprenants à préparer des grilles de contrôles*
- b) *Donner les des informations supplémentaires à inclure dans le questionnaire*
- c) *Aider les à noter des réponses nécessaires*
- d) *Encourager les à enregistrer les réponses, si possible*
- e) *Donner le délai du dépôt du devoir*

Feedback

E.g.

- a) *Étudier et discuter l'instrument d'entretien*
- b) *Ramasser les rapports pour la correction*
- c) *Donner un retour détaillé sur l'ensemble du devoir*

Rubriques et barème pour noter le devoir :

E.g.

- a) *Couverture - 2 points*
- b) *Créativité - 2 points*
- c) *Les instruments d'entretien - 4 points*
- d) *Le rapport écrits -10 points*
- e) *La structure du rapport - 5 points*
- f) *Participation de membre du groupe 5 points*

Total – 24 points

PLC SESSION 16: *Situer les évènements dans le temps* (*Situer des faits dans le temps – Parler de ce que l'on fait à un moment donné – Compréhension de l'oral, Production orale, Compréhension des écrits et Production écrite*)

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, 2a – 2e)
- b) you found challenging (NTS 1a, 1b, 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.

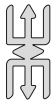
Learning Outcome

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/marketing 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 **role-play (micro-trottoir)** (NTS 3k, 3p)

E.g.

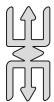
Jouer au journaliste : Micro-trottoir

– *Qu'est-ce que vous aimez faire comme passe-temps?*

Refer to Teacher Manual Book 2 Section 7 Week 16 pages 22, 23 and 24 and Learner Material Section 7 for more assessment tasks

À noter

- i. *Faire faire un exercice bref de grammaire et/ou de lexique si nécessaire.*
- ii. *Centrer l'exercice sur la thématique du sub-strand*

**Note**

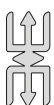
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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.

- | | |
|--|-------------------|
| a) <i>Respect de la consigne</i> | - 2 points |
| b) <i>Cohérence et cohésion</i> | - 2 points |
| c) <i>Contenu (adéquation sociolinguistique)</i> | - 2 points |
| d) <i>Lexique</i> | - 2 points |
| e) <i>Morphosyntaxe</i> | - 2 points |

Total – 10 points

**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 3k – 3p)

- a) *Aider les apprenants à rédiger les questions à poser*
- b) *Noter que l'activité commence par une présentation de soi et expliquer le but de l'interview avant de tendre le micro :*

'Bonjour ! Je m'appelle et je fais une interview/ un recensement d'information sur...

Refer to Teacher Assessment Manual and Toolkit (TAMT) pages 63-64 for more information.

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) *Demander d'abord aux apprenants de faire des commentaires sur les dialogues*
- b) *Noter les présentations et faire des commentaires pour améliorer les performances des apprenants*

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 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 17 and related Learner Material (NTS 3a)
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 17* in preparation for the next session (NTS 3a)

PLC SESSION 17 : *Situer les évènements dans le temps (Parler de ses loisirs et ses passe-temps – Compréhension de l’oral, Production orale, Compréhension des écrits et Production écrite)*

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, 2a – 2e)
- b) you found challenging (NTS 1a, 1b, 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.

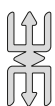
Learning Outcome

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/marking scheme 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 **homework (research)** (NTS 3k, 3p)

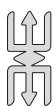
E.g.

Ecrivez un article de presse pour exposer sur les passe-temps préférés des gens de votre communauté.

Refer to Teacher Manual Book 2 Section 8 Week 17 pages 29, 30 and 31 and Learner Material Section 8 for more assessment tasks

À noter

- i. *Faire faire un exercice bref de grammaire et/ou de lexique si nécessaire.*
- ii. *Centrer l'exercice sur la thématique du sub-strand*

**Note**

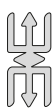
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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.

- | | |
|--|-------------------|
| a) <i>Respect de la consigne</i> | - 2 points |
| b) <i>Cohérence et cohésion</i> | - 2 points |
| c) <i>Contenu (adéquation sociolinguistique)</i> | - 2 points |
| d) <i>Lexique</i> | - 2 points |
| e) <i>Morphosyntaxe</i> | - 2 points |

Total – 10 points

**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 3k – 3p)

E.g.

- a) *Faire choisir un jeu sportif que préfère chaque apprenant*
- b) *Donner quelques conseils pour la rédaction ex. mettre un titre, classer les informations par ordre, employer un vocabulaire clair et concis, préférer les phrases courtes, donner assez d'information, etc.*

Refer to Teacher Assessment Manual and Toolkit (TAMT) page 79–80 for more information.

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) *Corriger et noter les copies*
- b) *Partager les notes avec les apprenants*
- c) *Faire des commentaires pour améliorer les productions*
- d) *Faire lire les productions après corrections*

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 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 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, 2a – 2e)
- b) you found challenging (NTS 1a, 1b, 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 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.

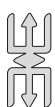
Learning Outcome

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 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 **mid-semester examination (Examen de mi-semester)** (NTS 3k, 3p)

E.g.

À noter



L'examen de mi-semester doit se centrer sur le contenu de la Semaine 13 (Week 13) à la Semaine 17(Week 17)

Compréhension des écrits

Les apprenants vont lire deux textes et répondre à dix questions de compréhension (cinq questions par texte).

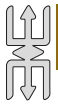
Production écrite

Chaque apprenant écrit un texte ou un message WhatsApp pour se présenter ou pour présenter quelqu'un sur Facebook, etc.

À noter



Référez-vous à l'Appendices F, G, H et I.



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)

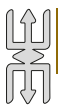
E.g.

- a) *Compréhension des écrits (10 points)*
- b) *Production écrite (25 points)*

À noter



Référez-vous à l'Appendices G, H et I.



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 3k – 3p)

E.g.

a) **Compréhension des écrits**

- i. *Deux textes, cinq questions chacun*
- ii. *La réponse à chacune des questions à choix multiples comporte un point*
- iii. *Poser au moins une question à répondre du texte (Cette question être 5points)*

b) **Production écrite**

Deux sujets à composer :

- i. **Exercice 1 :** *Décrire un événement ou raconter une expérience personnelle sur l'importance de l'agriculture (60–80 mots)*
- ii. **Exercice 2 :** *Répondre à un message d'un ami qui sollicite une permission d'être absent à l'école à cause son état de santé, etc. (60–80 mots)*

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) *Corriger les copies, noter et partager les scores avec les apprenants*
- b) *Discuter et faire des commentaires pour améliorer les performances des apprenants, etc.*

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 18 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 19 and related Learner Material (NTS 3a)
- c) bring along your Teacher Manual, PLC Handbook and learning plan on *week 19* in preparation for the next session (NTS 3a)



Appendix E: Sample Table of Specification for Mid-Semester Examination

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
13	Parler des activités agricoles (Compréhension des écrits et Production écrite)	<i>Multiple Choice</i>	1	1		-	2
		<i>Written comprehension</i>		2	1	-	3
		<i>Written production (Essay)</i>		2	2		4
14	Parler de son état de santé (Compréhension des écrits et Production écrite)	<i>Multiple Choice</i>		1	1	-	2
		<i>Written comprehension</i>		2	1		3
		<i>Written production (Essay)</i>		2	2		4
15	Parler des faits habituels dans le temps présent (Compréhension des écrits et Production écrite)	<i>Multiple Choice</i>	1	1			2
		<i>Written comprehension</i>		2	1		3
		<i>Written production (Essay)</i>		2	2		4
16	Parler de ce que l'on fait à un moment donné (Compréhension des écrits et Production écrite)	<i>Multiple Choice</i>	1	1		-	2
		<i>Written production (Essay)</i>		2	2		4
17	Parler de ses loisirs et ses passe-temps (Compréhension des écrits et Production écrite)	<i>Multiple Choice</i>	1	1	-	-	2
		<i>Written production (Essay)</i>		2	2	1	5
Total			4	21	14	1	40

PLC SESSION 19: *Situer les évènements dans le temps (Parler des évènements historiques de son pays – Compréhension de l’oral, Production orale, Compréhension des écrits et Production écrite)*

1. Introduction (20 minutes)

1.1 Share one thing on the lesson for *week 18* and mid-semester examination that:

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

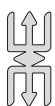
Learning Outcome

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

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 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**

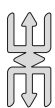
The selected activities should be included in the teacher/learner activity section of the learning plan.

- 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 **essay** (NTS 3k, 3p)

E.g.

Ecrivez un article à publier dans un journal français avec le titre 'Le Ghana, un ilot dans une mer francophone

Refer to Teacher Manual Book 2 Section 8 Week 19 pages 39–41 and Learner Material Section 8 for more 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 3n – 3p)

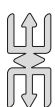
E.g.

- a) *Respect de la consigne* – 3 points
- b) *Organisation du travail* – 4 points
- c) *Qualité du contenu* – 8 points
- d) *Impression générale* – 5 points

Total – 20 points

A noter :

- i. *Faire faire un exercice bref de grammaire et/ou de lexique si nécessaire.*
- ii. *Centrer l'exercice sur la thématique du sub-strand*

**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 3k – 3p)

E.g.

- a) *Expliquer le devoir*
- b) *Faire présenter le pays en donnant les informations suivantes : nom, situation géographique, capitale, langues, population, monnaie, etc.*

Refer to Teacher Assessment Manual and Toolkit (TAMT) pages 95–97 for more information.

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) *Corriger et discuter les rédactions avec les apprenants*
- b) *Faire des commentaires pour améliorer leurs productions, etc.*

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 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 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 : *Situer les événements dans le temps (Découvrir la littérature – Identifier les genres de la littérature – Production orale, Compréhension des écrits et Production écrite)*

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, 2a – 2e)
- b) you found challenging (NTS 1a, 1b, 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.

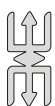
Learning Outcome

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 **individual project** (NTS 3k, 3p)

E.g.

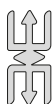
Gardez un journal (au moins une entrée par jour)

A remettre à la fin de Week 22 de l'année scolaire.

Refer to Teacher Manual Book 2 Section 9 Week pages 45 and 46 and Learner Material Section 9 for more assessment tasks

À noter

- i. *Faire faire un exercice bref de grammaire et/ou de lexique si nécessaire.*
- ii. *Centrer l'exercice sur la thématique du sub-strand*

**Note**

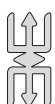
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

- 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.

- | | |
|-----------------------------------|-------------------|
| a) <i>Respect de la consigne</i> | - 2 points |
| b) <i>Organisation du travail</i> | - 2 points |
| c) <i>Qualité du contenu</i> | - 8 points |
| d) <i>Impression générale</i> | - 3 points |

Total -15 points

**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 3k – 3p)

E.g.

- a) *Aider les apprenants à planifier le projet*
- b) *Donner le délai*

Refer to Teacher Assessment Manual and Toolkit (TAMT) page 36 for more information.

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) *Faire présenter le projet par les apprenants*
- b) *Corriger et faire des commentaires pour améliorer les devoirs*
- c) *Demander les de faire des corrections, si nécessaire, etc.*

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 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 21 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: *Les moyens de communication et de déplacement (Parler du déplacement – Identifier et parler des moyens de déplacement et de son itinéraire – Compréhension de l’oral et Production orale)*

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, 2a – 2e)
- b) you found challenging (NTS 1a, 1b, 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.

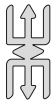
Learning Outcome

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/markingscheme 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 **group work (role-play)** (NTS 3k, 3p)

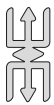
E.g.

Vous êtes étranger dans une grande ville et vous ne trouvez pas votre chemin. Demandez de l'aide à un passant.

Refer to Teacher Manual Book 2 Section 9 Week 21 pages 48 and 49 and Learner Material Section 9 for more assessment tasks

À noter

- i. *Faire faire un exercice bref de grammaire et/ou de lexique si nécessaire.*
- ii. *Centrer l'exercice sur la thématique du sub-strand*

**Note**

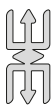
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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.

- | | |
|--|-------------------|
| a) <i>Respect de la consigne (Est-ce que le contenu répond au sujet)</i> | - 2 points |
| b) <i>Organisation du projet</i> | - 3 points |
| c) <i>Lexique (Est-ce que le vocabulaire est approprié)</i> | - 4 points |
| d) <i>Morphosyntaxe (les phrases utilisées)</i> | - 3 points |
| e) <i>Présentation (La qualité de présentation)</i> | - 8 points |

Total – 20 points

**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 3k – 3p)

E.g.

- a) *Expliquer clairement le scénario et ce que les apprenants doivent faire (l'explication pourrait se faire en anglais, si nécessaire)*
- b) *Donner le canevas – saluer, se présenter, demander la direction*
- c) *Donner du temps (10 minutes) aux apprenants pour préparer leur présentation*

Refer to Teacher Assessment Manual and Toolkit (TAMT) pages 70–71 for more information

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) *Demander aux intervenants d'évaluer eux-mêmes leur travail*
- b) *Demander aux autres apprenants de commenter les présentations de leurs collègues*
- c) *Faire des commentaires et apporter des éclaircissements sur le projet, etc.*

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 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 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 : *Les moyens de communication et de déplacement (Parler du déplacement – Identifier et parler des moyens de déplacement et de son itinéraire – Compréhension de l’oral et Production orale)*

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, 2a – 2e)
- b) you found challenging (NTS 1a, 1b, 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.

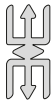
Learning Outcome

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 **un jeu (jeu pédagogique)** (NTS 3k, 3p)

E.g.

Ecoutez les bruits des moyens de transports – avion, camoin, bus, vélo, hélicoptère, moto, train, bateau, – et les identifier.

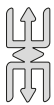
Ou

Liez ces sons (les bruitages) aux moyens de transport.

Refer to Teacher Manual Book 2 Section 10 Week 22 pages 54, 55 and 57 and Learner Material Section 10 for more assessment tasks

À noter

- i. *Faire faire un exercice bref de grammaire et/ou de lexique si nécessaire.*
- ii. *Centrer l'exercice sur la thématique du sub-strand*

**Note**

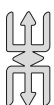
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

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.

- | | |
|----------------------------------|-------------------|
| a) <i>Respect de la consigne</i> | - 2 points |
| b) <i>Créativité</i> | - 2 points |
| c) <i>Contenu (lexique)</i> | - 4 points |
| d) <i>Morphosyntaxe</i> | - 2 points |

Total – 10 points

**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 3k – 3p)

E.g.

- a) *Expliquer clairement les règles du jeu. Ex. choisir une carte, un mot ou une image et répondre, parler du moyen de transport, ou dire ce qu'on peut faire avec cette image*
- b) *Poser des questions de guide Ex C'est quoi? Qu'est-ce que tu as choisi?*
- c) *Dire ce que tu peux faire avec l'image sur la carte, etc.*

Refer to Teacher Assessment Manual and Toolkit (TAMT) page 106 for more information

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) *Demander aux apprenants de noter leurs commentaires*
- b) *Donner de note à chaque apprenant en tenant compte de la grille de notation*
- c) *Faire des commentaires pour corriger et améliorer le travail, etc.*

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 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 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 : *Les moyens de communication et de déplacement (Parler du déplacement – Identifier et parler des moyens de déplacement et de son itinéraire – Compréhension des écrits et Production écrite)*

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, 2a – 2e)
- b) you found challenging (NTS 1a, 1b, 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.

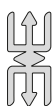
Learning Outcome

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)

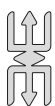
E.g.

Sur WhatsApp, participez à une discussion sur les meilleurs moyens de déplacement dans votre ville ou village.

Refer to Teacher Manual Book 2 Section Week 10 pages 60 and 61 and Learner Material Section 10 for more assessment tasks

À noter

- i. *Faire faire un exercice bref de grammaire et/ou de lexique si nécessaire.*
- ii. *Centrer l'exercice sur la thématique du sub-strand*

**Note**

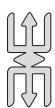
- i. *The assessment tasks/items may cover levels 1 to 4 where appropriate to ensure that assessment is differentiated for all.*
- ii. *The selected activities should be included in the 'Assessment DoK aligned to Curriculum and TM' section below teacher/learner activities of the learning plan.*

- 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.

- a) *Chaque réponse de compréhension mérite 2 points = 10 points*
- b) *Organisation de la composition (l'introduction, le corps, la conclusion) – 2 points*
- c) *Contenu – 6 points*
- d) *Morphosyntaxe, orthographe – 4 points*
- e) *Impression générale – 3 points*

Total – 15 points

**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 3k – 3p)

E.g.

- a) *Expliquer les parties du devoir – la compréhension et la composition*
- b) *Prévenir qu'il faut une introduction, le corps et une conclusion pour la composition*
- c) *Indiquer la longueur de la composition*

Refer to Teacher Assessment Manual and Toolkit (TAMT) pages 67–68 for more information.

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) *Corriger et noter les devoirs*
- b) *Partager les notes avec les apprenants et faire des commentaires pour améliorer les performances*

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 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 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 (20 minutes)

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

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

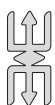
Learning Outcome

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)

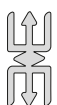
E.g.

À noter



L'examen de fin du semestre doit prendre en compte le travail de toute l'année scolaire.

- a) *Compréhension de l'oral (Deux textes de compréhension)*
- b) *Production orale (Lecture, Entretien dirigé, Monologue suivi, Exercice en interaction)*
- c) *Compréhension des écrits (2 textes, 10 questions QCM)*
- d) *Production écrite (deux rédactions)*



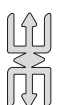
Note

- 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.

- a) *Compréhension de l'oral (10 points)*
- b) *Production orale (30 points)*
- c) *Compréhension des écrits (10 points)*
- d) *Production écrite (25 points)*



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 3k – 3p)

E.g.

a) **Compréhension de l'oral**

- i. *Faire écouter, au moins, trois fois le texte*
- ii. *Avant la deuxième écoute, faire étudier les questions*
- iii. *Faire répondre aux questions après la troisième écoute*

b) **Production orale**

- i. *Chaque apprenant lit un texte*
- ii. *Chaque apprenant se présente*
- iii. *Puis, l'apprenant tire au sort un sujet.*
- iv. *Laisser l'apprenant préparer sa présentation pendant cinq minutes et noter*

c) **Compréhension des écrits**

- i. *Deux textes, cinq questions chacun*
- ii. *La réponse à chacune des questions à choix multiples comporte 1 point*

d) **Production écrite**

Deux sujets à composer :

- i. **Exercice 1** : Décrire un événement ou raconter une expérience personnelle (60–80 mots)
- ii. **Exercice 2** : Répondre à un message à un ami pour inviter, remercier, s'excuser, demander, informer, féliciter, etc (60–80 mots)

À noter



Référez-vous à l'Appendice H et I

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) *Corriger les copies, noter et partager les scores avec les apprenants*
- b) *Discuter et faire des commentaires pour améliorer les performances des apprenants*

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 – 3n)



Appendice F: Sample Table of Specification for the End of Semester Examination

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
13	Parler des activités agricoles (Compréhension des écrits et Production écrite)	Multiple Choice	1	1		-	2
		Written comprehension		1	1	-	2
		Written production (Essay)			1		1
14	Parler de son état de santé (Compréhension des écrits et Production écrite)	Multiple Choice		1	1	-	2
		Written comprehension		2	1		3
		Written production (Essay)			1		1
15	Parler des faits habituels dans le temps présent (Compréhension des écrits et Production écrite)	Multiple Choice	1	1			2
		Written comprehension		2			2
		Written production (Essay)			1		1
16	Parler de ce que l'on fait à un moment donné (Compréhension des écrits et Production écrite)	Multiple Choice	1	1		-	2
		Written production (Essay)			2		2
17	Parler de ses loisirs et ses passe-temps (Compréhension des écrits et Production écrite)	Multiple Choice	1	1	-	-	2
		Written production (Essay)		1	1	1	3
18	Faire une présentation ou une conversation sur ce que l'on fait à un moment donné comme loisirs	Multiple Choice	1	1			2
19		Written production (Essay)			1		1
20	Une présentation ou une conversation sur des événements historiques de son pays	Multiple Choice		2			2
		Written comprehension			1		1

Weeks	Focal Area(s)	Type of Questions	DoK Levels				Total
			1	2	3	4	
21	Une présentation et discussion sur les genres de la littérature	Multiple choice	1	1			2
		Written production (Essay)			1		1
22	Éléments linguistiques sur les éléments de la littérature	Multiple Choice		1	1		2
23	Parler des moyens de déplacement et l'itinéraire	Multiple Choice		1	1		2
24	Parler des types de médias	Multiple Choice			2		2
	Total		6	16	16		38

Appendice G: Échantillons de Questions

a) Compréhension orale

1. Écoutez bien le texte et répondez aux questions.

Ma petite famille

Ma famille n'est pas très grande, nous ne sommes que quatre personnes : mon père, ma mère, ma sœur et moi. Nous avons aussi un chien.

Je suis plus âgée que ma sœur, mais elle est plus grande. J'ai douze ans et elle en a onze. Mes parents s'appellent Javier et María, ma sœur s'appelle Sara et je m'appelle Luis. Nous vivons tous ensemble dans une très belle maison.

Mon père est banquier et ma mère est femme au foyer. Le matin, nous prenons le petit déjeuner ensemble dans la cuisine. J'aime prendre le petit déjeuner avec ma famille. L'après-midi, ma mère passe du temps avec ses amis et mon père joue au tennis. Ma sœur et moi faisons nos devoirs, puis nous regardons la télévision.

Mon père est grand et blond et ma mère est brune et mince. Ma sœur aime rencontrer ses amis dans le parc. Je m'amuse beaucoup plus à jouer aux jeux vidéo à la maison.

(TO BE RECORDED OR READ BY THE TEACHER)

1. Combien de personnes y a-t-il dans la famille?
 - A. 1
 - B. 2
 - C. 3
 - D. 4
2. Combien y a-t-il de frères?
 - A. 1
 - B. 2
 - C. 3
 - D. 4
3. Comment est la maison familiale?
 - A. trop gros
 - B. moche
 - C. jolie
 - D. spacieux

4. Où travaille le père?
 - A. Dans une boulangerie
 - B. De chez moi
 - C. À l'étranger
 - D. Dans une banque
5. Quel animal de compagnie possède la famille?
 - A. un oiseau
 2. B. un chat
 - C. un chien
 - D. aucun

2. **Écoutez bien le texte et répondez aux questions.**

La journée avec Alice

Chaque jour, Aya se lève vers six heures et prend un petit-déjeuner composé de pain, d'œufs et d'une pomme. Ensuite, elle prend sa douche et se prépare pour partir en dix minutes vers l'arrêt de bus.

Le bus qui l'emmène en ville est souvent bondé, les gens passent le temps à consultant leurs smartphones durant le trajet de quinze minutes, les écouteurs vissés aux oreilles. Aya est toujours content de descendre du bus. Ensuite, il faut marcher durant vingt minutes avant d'arriver à l'école.

Pendant de longues heures, Aya et ses camarades apprennent de nouvelles choses. L'après-midi, Aya va nager à la piscine.

Le soir venu, il faut rentrer en prenant le même chemin que le matin. Elle fait ses devoirs puis prépare le dîner et finalement, elle regarde un film avant d'aller se coucher.

(TO BE RECORDED OR READ BY THE TEACHER)

1. Qu'est-ce qu'Aya aime faire après l'école?
 - a) Aller nager à la piscine.
 - b) Aller manger une glace.
 - c) Marcher dans les rues.
 - d) Prendre le bus.
2. Qu'est-ce qu'Aya mange pour le petit-déjeuner?
 - a) Du beurre et du beurre.
 - b) Du pain et de la confiture.
 - c) Des céréales.
 - d) Du pain et des œufs.

3. Pourquoi Aya se lève-t-elle tôt?
 - a) Pour faire du sport.
 - b) Pour manger un yaourt.
 - c) Pour attendre le bus.
 - d) Pour se préparer pour l'école.
4. Combien de temps met Aya pour arriver à l'école?
 - a) Quarante-cinq minutes.
 - b) Trente-cinq minutes.
 - c) Une heure.
 - d) Une heure trente.
5. Que fait Aya avant d'aller se coucher?
 - a) Elle regarde un film.
 - b) Elle fait du sport.
 - c) Elle fait ses devoirs.
 - d) Elle mange du chocolat.

b) Production orale

i. Lecture

Je m'appelle Amanua. Je suis une fillle, je suis ghanéenne et j'ai treize ans. Mon papa est ghanéen mais mère est française. Nous habitons à Nice, en France. J'ai deux frères. Le premier s'appelle Amanor, il a quatorze ans. Le second s'appelle Djojo et il a neuf ans. Nous avons une grande maison avec un chien, un poisson et deux chats.

Aujourd'hui, on est samedi, nous rendons visite à notre grand-mère. Elle a 84 ans et elle est allemande. J'adore ma grand-mère, elle est très gentille. Elle fait des bons gâteaux.

A noter : Les mots à évaluer sont soulignés.

ghanéenne: \ga.ne.ɛn\

française: \fʁɑ̃.sɛz\

frère: \fʁɛʁ\

quatorze: \ka.tɔʁzɑ̃\

neuf: \nœf\

Nous avons: \nuza.vɔ̃\

poisson: \pwa.sɔ̃\

85: \ka.tʁø.vɛ̃.katʁ\

ii. **Entretien dirigé**

L'examineur vous invite à vous présenter et à parler de votre environnement familial comme : votre famille, vos goûts, votre travail ou vos activités.

Exemples de questions de l'examineur :

- Pouvez-vous vous présenter?
- Comment vous appelez-vous?
- Quelle est votre nationalité?
- Quels sont vos loisirs?
- Parlez-moi de votre famille / de vos études / de vos vacances...
- etc.

Exemple de présentation :

Bonjour monsieur. Je vais me présenter. Je m'appelle Afi Atsu. Je suis ghanéenne. J'habite à Amedzofe, mais je suis née à James Town, Accra. J'ai 15 ans et

iii. **Monologue suivi**

Sujet à tirer au sort.

Sujet : Allez-vous souvent au stade? Pourquoi? Avec qui y allez-vous en général? Décrivez votre sport préféré.

Candidat J'adore aller au stade. Généralement j'y vais les dimanches quand il y a un match de foot, mais je n'y vais pas tous les week-ends. Je ne joue pas au foot mais j'aime regarder les matchs.

Examineur : Est-ce que vous pratiquez un sport?

Candidat : Oui. Je marche beaucoup, surtout le soir.

Examineur : etc.

iv. **Exercice en interaction**

Sujet à tirer au sort

- L'examineur : Bonjour monsieur.
- Le candidat : Bonjour monsieur.
- Je peux vous aider?
- Oui, je recherche un appartement.
- Très bien, quel est votre budget?
- Environ 900 euros, mais pas plus de 1000 par mois.
- D'accord. Vous avez des quartiers préférés?
- Oui, comme mes enfants iront à l'école près de Bastille, j'aimerais un appartement situé dans le 4^e arrondissement ou à proximité.

- Je vois... c'est un quartier très demandé et donc très cher. Vous cherchez combien de pièces?
- Un appartement avec deux chambres, un salon, une cuisine et une salle de bains.
- Attendez, je regarde ce que j'ai... Alors, j'ai un deux pièces, boulevard Beaumarchais avec deux chambres à 1100 euros.
- C'est trop cher pour moi.
- etc.

c) Compréhension des écrits

1. Lisez le texte et répondez aux questions.

Ma chambre

L'un de mes endroits préférés dans ma maison est ma chambre. Chaque fois que je rentre à la maison, je vais directement dans ma chambre pour me reposer et m'amuser. J'y passe la plupart de mon temps libre, à écouter de la musique, à lire des livres intéressants ou à dessiner tout ce que je peux imaginer.

Je me sens très à l'aise dans ma chambre. Dès que vous entrez, vous apercevez la fenêtre en arrière-plan qui laisse entrer une agréable lumière. Les murs sont peints dans un ton clair et le plafonnier et le tapis ont la même couleur.

Le lit est très confortable et c'est là que j'ai placé des jouets qui me rappellent mon enfance. Au-dessus du lit se trouve le meilleur endroit pour lire mes romans préférés. J'aime beaucoup m'allonger sur le lit et regarder les peintures sur les murs de ma chambre.

Dans un coin de la pièce, j'ai placé un bureau avec une chaise, c'est l'endroit où j'étudie ou où j'utilise mon cahier pour mieux apprendre l'espagnol. Le bureau est grand, j'ai de la place pour toutes mes affaires. Au-dessus du bureau j'ai une étagère où je range tous mes livres mais aussi d'autres objets que j'aime et qui décore la pièce comme un tableau ou une fleur en tissu joliment colorée. C'est sur cette étagère que je range également mon stylo préféré.

Sous le bureau, je vois des jouets que j'avais rangés il y a quelques temps.

Le placard est situé à droite du bureau et dispose de suffisamment d'espace pour ranger les vêtements. J'aime qu'il soit bien plié et organisé.

1. Que voyez-vous au fond de la pièce dès que vous franchissez la porte?

a) Une lampe	b) Un lit
c) Un placard	d) La fenêtre
2. Où puis-je lire mes romans?

a) Sur le bureau	b) Sur la chaise
c) Par terre	d) Au lit

3. Où est placé le bureau?
 - a) À gauche
 - b) À droite
 - c) Au milieu de la pièce
 - d) Dans un coin
4. Où est la fleur en tissu?
 - a) Au plafond
 - b) Au sol
 - c) Au mur
 - d) Sur l'étagère au-dessus du bureau
5. Où dois-je ranger les vêtements?
 - a) Sur la chaise
 - b) Sur le lit
 - c) Sous le bureau
 - d) Dans le placard

2. **Lisez le texte et répondez aux questions.**

Le temps libre

En vacances, le week-end ou après le travail, vous avez du temps libre pour faire de l'exercice, pratiquer un passe-temps ou sortir et vous amuser.

Si vous êtes sportif et aimez l'eau, vous savez nager, si vous aimez la neige, vous pouvez skier. Si vous n'avez pas beaucoup de temps, vous pouvez courir ou faire du vélo.

Il y a ceux qui préfèrent rester chez eux pour regarder la télévision, jouer à des jeux vidéo ou surfer sur Internet. D'autres activités à faire à l'intérieur lorsqu'il pleut ou qu'il fait très froid sont d'écouter votre musique préférée, de lire un bon livre ou d'apprendre à jouer d'un instrument. Vous pouvez profiter de votre temps libre pour étudier.

S'il fait beau, vous voudrez peut-être faire du shopping, sortir avec des amis pour vous amuser ou passer du temps avec votre famille dans un endroit amusant pour tout le monde, comme un parc d'attractions, un théâtre ou une salle de cinéma. Profiter du temps libre est important pour avoir une vie heureuse.

1. D'après ce que vous lisez, que pouvez-vous faire si vous aimez faire de l'exercice mais que vous n'avez pas beaucoup de temps?
 - a) Écoutez votre musique préférée.
 - b) Lisez un livre.
 - c) Courez ou faites un cycle.
 - d) Skier dans la neige.
2. Que faire à la maison quand il pleut ou qu'il fait froid?
 - a) Lisez un livre, écoutez de la musique ou jouez d'un instrument.
 - b) Skier dans la neige.
 - c) Faites du shopping ou sortez avec des amis.
 - d) Nager.

- 3 . Que faire quand il fait beau?
- Faire du shopping ou sortir avec des amis.
 - Lisez un livre, écoutez de la musique ou jouez d'un instrument.
 - Jouez à des jeux vidéo.
 - Naviguez sur Internet.
4. Quels endroits peut-on aller en famille?
- Pour jouer à des jeux vidéo.
 - Écoutez de la musique.
 - Étude.
 - Au parc d'attractions, au théâtre ou au cinéma.
5. Pourquoi est-il important de profiter du temps libre?
- Avoir un passe-temps.
 - Étudier.
 - Pour avoir une vie heureuse.
 - Pour ne pas s'ennuyer.

d) Production écrite

Exercice 1

- Vous participez à un forum en français sur internet sur le thème des fêtes de famille. Vous racontez comment se passent les fêtes de famille chez vous et vous donnez vos impressions sur ce thème (60 mots minimum)
- Vous venez de passer trois jours dans un hôtel à la montagne avec des collègues. Matinées : réunions et conférences. Après-midi : temps libre. Soirées : avec les collègues. Vous racontez cette expérience pour le journal de l'entreprise. Vous pouvez vous aider des dessins ci-dessous) Ecrivez un texte de 60 à 80 mots.

Exercice 2

Paris, le 10 février 2005 Bonjour à tous,
 Depuis le 6 Février 2005, il y a un nouveau membre. Il s'appelle Arthur. Il pèse 3kg8 et mesure 53cm et il se porte bien. Nous allons bientôt organiser une petite fête pour le présenter au reste de la famille, aux amis et son nouveau monde. Nous vous embrassons tous.
 Paul et Jeanne

- Vous avez reçu cette lettre. Vous répondez à vos amis pour les féliciter. Vous leur demandez des conseils pour un cadeau. Vous leur posez aussi des questions sur la fête (60 à 80 mots)

- b) Vous devez passer trois jours dans un hôtel à Ouagadougou. Envoyez un email à votre ami(e) burkinabè lui demandant de vous réserver une chambre d'hôtel : Précisez le type d'hôtel, la durée du séjour, etc. Ecrivez un texte de 60 à 80 mots.

Appendice H: Déroulement et Bareme D'évaluation

(Selon la Grille d'évaluation Delf)

a) Pour la compréhension de l'oral (10 points)

- i. Deux textes, cinq questions chacun
- ii. La réponse à chacune des questions à choix multiples comporte un point.

Déroulement :

- Première écoute (audio ou vidéo d'1 minute 30 maximum)
- 1 minute de pause pour étudier les questions
- Deuxième écoute
- 5 pour répondre aux questions.

b) Pour la production orale (Total = 30 points)

iii. La lecture (5 points)

- La fluidité (1 points)
- La prononciation (4 points)

iv. Entretien dirigé (4 points)

- L'examineur teste la capacité de l'apprenant à parler de lui/elle-même, ses intérêts et son environnement immédiat.
- L'apprenant tire au sort deux sujets et en choisit un.
- L'entretien dirigé se fait sans préparation. Il est destiné à mettre l'apprenant à l'aise.
- Les principaux thèmes sont :
 - La présentation – Pouvez-vous vous présenter?
 - La famille – Parlez-moi de votre famille.
 - Les loisirs – Que faites-vous pendant votre temps libre?
 - Les études – Que faites-vous dans la vie?
 - L'étude du français – Pour quelle(s) raison(s) étudiez-vous le français?

v) Monologue suivi (5 points)

- Parler de soi en continu
- Laisser l'apprenant s'exprimer sur un sujet avant de lui poser éventuellement deux ou trois questions complémentaires.

vi. Exercice en interaction (avec préparation) 3 à 4 minutes (6 points)

- L'apprenant tire au sort deux sujets et il en choisit un.

- L'apprenant doit dialoguer avec vous afin de résoudre une situation de la vie quotidienne. Il doit aussi montrer qu'il est capable de saluer et d'utiliser les règles de politesse de base.

Pour a), b) et c) (10 points)

- Lexique (3 points)
- Morphosyntaxe (4 points)
- Maîtrise du système phonologique (3 points)

d) **Compréhension des écrits (10 points)**

- Deux textes, cinq questions chacun
- La réponse à chacune des questions à choix multiples comporte un point

e) **Production écrite (2 exercices) 25 points**

Deux exercices à faire

i. **Exercice 1 (13 points): Décrire un événement ou raconter une expérience personnelle (60-80 mots)**

- Respect de la consigne **1 point**
- Capacité à raconter et à décrire **4 points**
- Capacité à donner ses impressions **2 points**
- Lexique/orthographe lexicale **2 points**
- Morphosyntaxe/orthographe grammaticale **2,5 points**
- Cohérence et cohésion **1,5 points**

ii. **Exercice 2 (12 points): Répondre à un message à un ami pour inviter, remercier, s'excuser, demander, informer, féliciter, etc (60-80 mots)**

- Respect de la consigne **1 point**
- Correction sociolinguistique **1 points**
- Capacité à interagir **4 points**
- Lexique/orthographe lexicale **2 points**
- Morphosyntaxe/orthographe grammaticale **2,5 points**
- Cohérence et cohésion **1,5 points**

A noter:



- Pour une rédaction, classer les informations par ordre, employer un vocabulaire clair et concis, préférer les phrases courtes, donner assez d'information, etc.
- Demander aux apprenants de bien réfléchir sur le sujet, lister toutes les idées, rédiger un plan détaillé, écrire un brouillon, corriger le brouillon, rédiger le propre, relire le texte une dernière fois

Appendice H: Grilles D'évaluation

Production orale

1 ENTRETIEN DIRIGÉ (1 minute 30 environ)

Peut établir un contact social, se présenter et décrire son environnement familial.	0	0.5	1	1.5	2	2.5	3
Peut répondre et réagir à des questions simples. Peut gérer une interaction simple.	0	0.5	1				

2 MONOLOGUE SUIVI (2 minutes environ)

Peut présenter de manière simple un événement, une activité, un projet, un lieu etc. liés à un contexte familial.	0	0.5	1	1.5	2	2.5	3
Peut relier entre elles les informations apportées de manière simple et claire.	0	0.5	1	1.5	2		

3 EXERCICE EN INTERACTION (3 ou 4 minutes environ)

Peut demander et donner des informations dans des transactions simples de la vie quotidienne. Peut faire, accepter ou refuser des propositions.	0	0.5	1	1.5	2	2.5	3	3.5	4
Peut entrer dans des relations sociales simplement mais efficacement, en utilisant les expressions courantes et en suivant les usages de base.	0	0.5	1	1.5	2				

POUR L'ENSEMBLE DES 3 PARTIES DE L'ÉPREUVE

Lexique (étendue et maîtrise) Peut utiliser un répertoire limité mais adéquat pour gérer des situations courantes de la vie quotidienne.	0	0.5	1	1.5	2	2.5	3		
Morphosyntaxe Peut utiliser des structures et des formes grammaticales simples. Le sens général reste clair malgré la présence systématique d'erreurs élémentaires.	0	0.5	1	1.5	2	2.5	3	3.5	4
Maîtrise du système phonologique Peut s'exprimer de façon suffisamment claire. L'interlocuteur devra parfois faire répéter.	0	0.5	1	1.5	2	2.5	3		

Production écrite

1 EXERCICE 1

13 points

Respect de la consigne Peut mettre en adéquation sa production avec la situation proposée. Peut respecter la consigne de longueur minimale indiquée.*	0	0,5	1							
Capacité à raconter et à décrire Peut décrire de manière simple des aspects quotidiens de son environnement (gens, choses, lieux) et des événements, des activités passées, des expériences personnelles.	0	0,5	1	1,5	2	2,5	3	3,5	4	
Capacité à donner ses impressions Peut communiquer sommairement ses impressions, expliquer pourquoi une chose plaît ou déplaît.	0	0,5	1	1,5	2					
Lexique / orthographe lexicale Peut utiliser un répertoire élémentaire de mots et d'expressions relatifs à la situation proposée. Peut écrire avec une relative exactitude phonétique mais pas forcément orthographique.	0	0,5	1	1,5	2					
Morphosyntaxe / orthographe grammaticale Peut utiliser des structures et des formes grammaticales simples relatives à la situation donnée mais commet encore systématiquement des erreurs élémentaires.	0	0,5	1	1,5	2	2,5				
Cohérence et cohésion Peut produire un texte simple et cohérent. Peut relier des énoncés avec les articulations les plus fréquentes.	0	0,5	1	1,5						

2 EXERCICE 2

12 points

Respect de la consigne Peut mettre en adéquation sa production avec la situation proposée. Peut respecter la consigne de longueur minimale indiquée.*	0	0,5	1							
Correction sociolinguistique Peut utiliser les registres de langue en adéquation avec le destinataire et le contexte. Peut utiliser les formes courantes de l'accueil et de la prise de congé.	0	0,5	1							
Capacité à interagir Peut écrire une lettre personnelle simple pour exprimer remerciements, excuses, propositions, etc.	0	0,5	1	1,5	2	2,5	3	3,5	4	
Lexique / orthographe lexicale Peut utiliser un répertoire élémentaire de mots et d'expressions relatifs à la situation proposée. Peut écrire avec une relative exactitude phonétique mais pas forcément orthographique.	0	0,5	1	1,5	2					
Morphosyntaxe / orthographe grammaticale Peut utiliser des structures et des formes grammaticales simples relatives à la situation donnée mais commet encore systématiquement des erreurs élémentaires.	0	0,5	1	1,5	2	2,5				
Cohérence et cohésion Peut produire un texte simple et cohérent. Peut relier des énoncés avec les articulations les plus fréquentes.	0	0,5	1	1,5						

Appendice I: Les Descripteurs

DESCRIPTEURS DE PERFORMANCE DE LA PRODUCTION ORALE

Critères	Niveau de performance		
	En dessous du niveau ciblé	Au niveau ciblé	
		A2	A2+
Réalisation de la tâche 1 : entretien dirigé	Peut se présenter et donner quelques informations simples sur son identité et son environnement immédiat. À besoin d'être relancé par l'examinateur pour préciser ses réponses en donnant quelques détails simples et brefs.	Peut se présenter et parler de son environnement proche sous forme de courts énoncés simples et juxtaposés. Peut répondre en termes simples aux questions de l'examinateur et compléter ses réponses en donnant des détails et des exemples.	Peut se présenter et décrire les aspects de son environnement quotidien ainsi que raconter des projets ou des activités passées en donnant quelques justifications ou explications brèves. Peut répondre aux questions de l'examinateur et échanger sans difficulté apparente sur des sujets familiers.
Réalisation de la tâche 2 : monologue suivi	Peut parler de son environnement proche et de sujets liés à ses activités quotidiennes en utilisant des phrases simples juxtaposées. Des ruptures de sens se produisent encore souvent. À besoin d'être relancé par l'examinateur pour étoffer sa production.	Peut s'exprimer sur le sujet de la tâche en utilisant des phrases simples juxtaposées et expliquer brièvement pourquoi il / elle aime ou n'aime pas quelque chose. La production est globalement cohérente lorsque les sujets abordés se rapportent à la sphère personnelle ou aux activités quotidiennes. Peut avoir besoin d'être relancé ponctuellement par l'examinateur pour étoffer sa production.	Peut faire une présentation brève sur le sujet de la tâche, expliquer pourquoi il / elle aime ou n'aime pas quelque chose et indiquer ses préférences simplement. La production est cohérente, même si les idées ne sont pas toujours reliées par des articulateurs.
Réalisation de la tâche 3 : exercice en interaction	Peut globalement effectuer la tâche mais a souvent besoin d'être guidé par l'examinateur. Peut établir la plupart du temps un contact social de base en utilisant les formes de politesse élémentaires.	Peut mener à bien la tâche, en utilisant les actes de parole adéquats et en participant activement à l'interaction. Peut établir et gérer un échange social court en utilisant les formes de politesse les plus fréquentes.	Peut mener à bien la tâche en utilisant les actes de parole adéquats et interagir dans des situations prévisibles de la vie quotidienne sans effort apparent, voire en prenant des initiatives. Peut s'exprimer dans un registre globalement approprié, en respectant les règles de politesse de la situation de communication.
Lexique	Peut utiliser un répertoire de mots et d'expressions élémentaires mais ces éléments ne lui permettent pas de répondre totalement aux tâches.	Peut utiliser un répertoire de mots et d'expressions adéquats pour satisfaire globalement les besoins communicatifs des tâches.	Peut utiliser un vocabulaire varié pour s'exprimer sans difficulté sur des sujets familiers et courants.
Morphosyntaxe	Peut utiliser des structures syntaxiques et des formes grammaticales simples mais avec un contrôle limité.	Peut utiliser des structures syntaxiques et des formes grammaticales simples mais peut encore commettre des erreurs élémentaires, notamment dans les tentatives d'emploi de structures plus complexes.	Peut utiliser correctement la plupart des structures syntaxiques et des formes grammaticales simples ainsi que quelques structures complexes courantes.
Maîtrise du système phonologique	Prononce correctement un répertoire limité d'expressions et de mots élémentaires. L'examinateur peut encore avoir besoin de faire répéter certains mots.	Prononce correctement un répertoire d'expressions simples et de mots familiers et se fait comprendre dans la plupart des situations. L'examinateur peut avoir besoin de faire répéter certains mots mais l'intervention reste compréhensible tout du long.	A une prononciation généralement correcte, mais des difficultés ponctuelles peuvent encore survenir, notamment sur des mots plus complexes.

DESCRIPTEURS DE PERFORMANCE DE LA PRODUCTION ÉCRITE EXERCICES 1 ET 2

Critères	Niveau de performance		
	En dessous du niveau ciblé	Au niveau ciblé	
		A2	A2+
EXERCICE 1 Réalisation de la tâche	Peut écrire des phrases courtes et simples mais insuffisantes pour répondre efficacement à la tâche.	Peut écrire une suite de phrases simples pour décrire brièvement un événement ou raconter une expérience personnelle ou professionnelle en adéquation avec la tâche. Peut exprimer ses impressions en termes simples.	Peut écrire un texte court en adéquation avec la tâche. Peut raconter un événement, des activités passées ou une expérience personnelle en apportant des détails et des exemples et en décrivant ses sentiments et ses réactions.
EXERCICE 2 Réalisation de la tâche	Peut écrire des phrases courtes et simples mais avec certains actes de parole requis par la tâche.	Peut écrire une suite de phrases simples pour répondre globalement à la tâche en utilisant les actes de parole requis.	Peut écrire un texte court qui satisfait entièrement les exigences de la tâche. Peut apporter des détails supplémentaires pour enrichir sa production.
Cohérence et cohésion	Peut relier des groupes de mots pour former des phrases simples et les juxtaposer. La production est globalement cohérente mais certains mots ou passages peuvent provoquer une rupture de sens.	Peut produire des phrases simples et les relier avec des connecteurs élémentaires, ou en suivant une logique thématique ou chronologique. Les ruptures de sens sont rares.	Peut relier des énoncés en utilisant les articulations les plus fréquentes afin d'obtenir un texte court globalement cohérent.
Adéquation sociolinguistique	Peut utiliser les formules de politesse les plus élémentaires mais certains mots ou expressions peuvent ne pas être en totale adéquation avec la situation et / ou le destinataire.	Peut utiliser les formules de politesse de base et choisir un registre globalement adapté à la situation et au destinataire.	Peut s'exprimer en utilisant les formules de politesse les plus courantes et dans un registre adapté à la situation et / ou au destinataire.
Lexique	Peut utiliser un répertoire de mots et d'expressions élémentaires mais ces éléments ne lui permettent pas de répondre totalement à la tâche. L'orthographe est correcte sur un nombre limité de mots du répertoire élémentaire, les autres mots sont écrits phonétiquement.	Peut utiliser un répertoire de mots et d'expressions adéquats pour satisfaire globalement les besoins communicatifs de la tâche. L'orthographe est correcte sur les mots du répertoire élémentaire, les mots qui n'en font pas partie sont écrits phonétiquement.	Peut utiliser un vocabulaire varié pour s'exprimer sans difficulté sur des sujets familiers et courants. L'orthographe lexicale est le plus souvent correcte.
Morphosyntaxe	Peut utiliser des structures syntaxiques et des formes grammaticales simples mais avec un contrôle limité.	Peut utiliser des structures syntaxiques et des formes grammaticales simples mais peut encore commettre des erreurs élémentaires, notamment dans les tentatives d'emploi de structures plus complexes.	Peut utiliser correctement la plupart des structures syntaxiques et des formes grammaticales simples ainsi que quelques structures complexes courantes.

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)

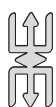
Summative Assessment

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.

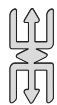
In providing feedback, use the sandwich method (CCC), which starts with a positive aspect of the work (*compliment*), followed by constructive criticism (*correction*), and concludes with another positive note (*compliment*). To set the stage for effective feedback, clearly communicate the learning objectives, 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) allocated to the items and use it consistently.
- v. 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.

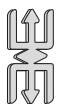
Case Study As An Assessment Strategy

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,
- 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

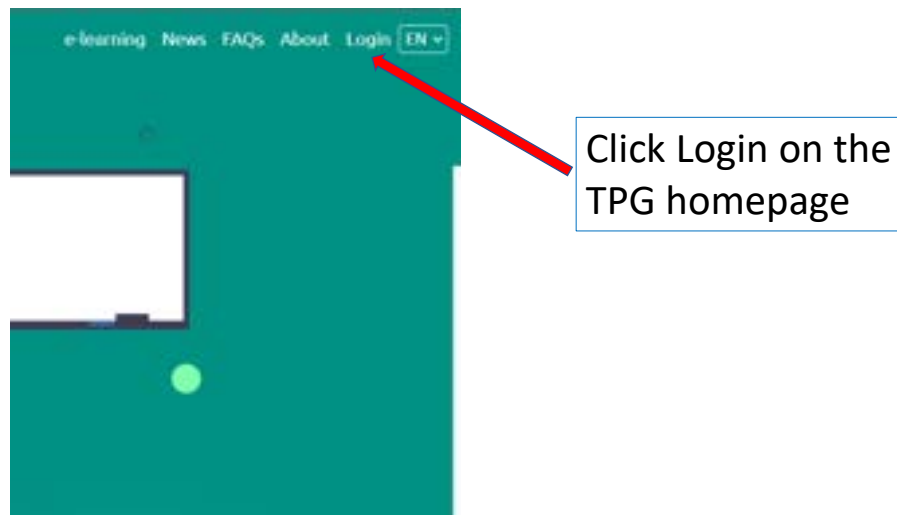
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24. Additional Notes (on teacher's actions, the flow of activities, etc.)

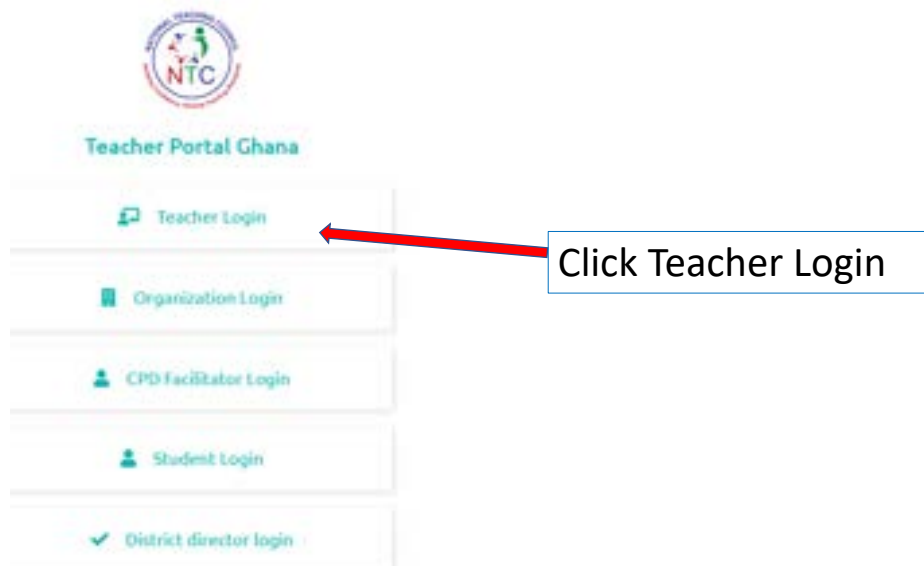
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Appendix 4: How to Check CPD Points and Training Records on Teacher Portal Ghana

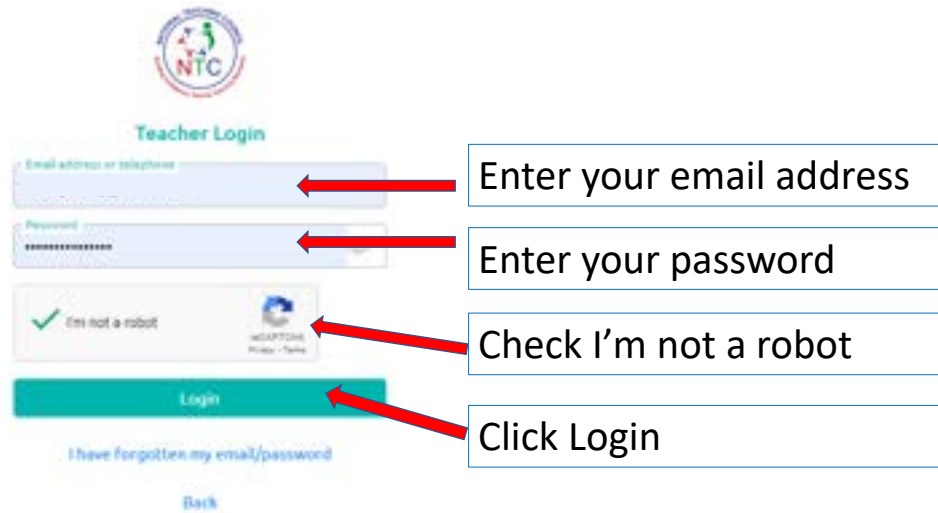
1. Visit tpg.ntc.gov.gh and click Login



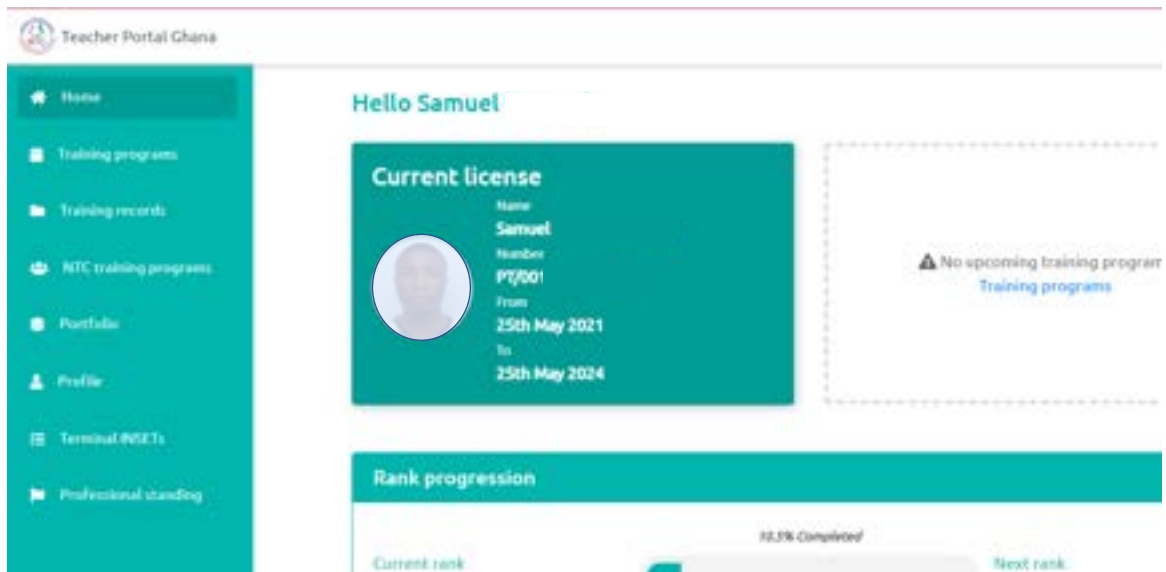
2. On the Login page, click Teacher Login



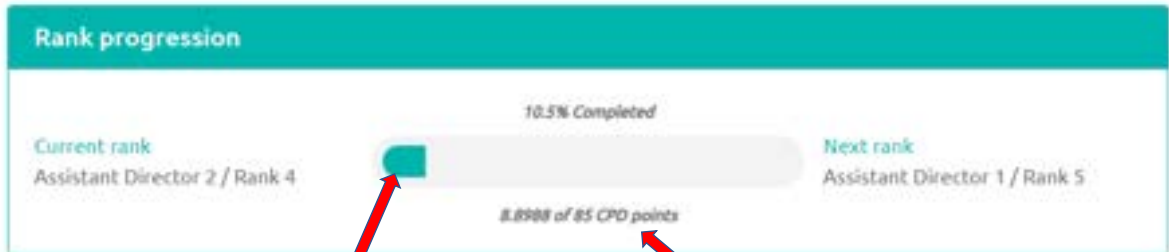
3. On the **Teacher Login** page enter your email address and password and then click **Login**



4. After a successful login you will get access to your **TPG account (Check image below)**



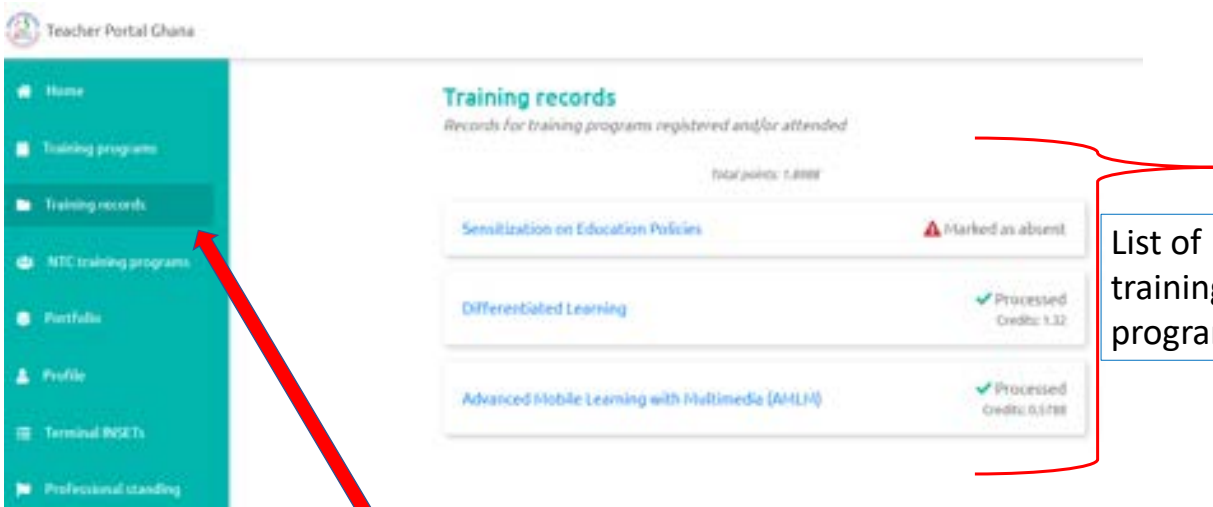
5. To check CPD points, scroll down to **Rank progression**. You will see the CPD points progress bar and actual points accrued (Check image below)



CPD points progress bar

CPD points accrued

6. To view training records, from the side menu tap on **Training records** (Check image below)



Click to view training records

List of training programs

List of Contributors

NaCCA Team	
Name of Staff	Designation
Matthew Owusu	Deputy Director-General, Technical Services
Reginald Quartey	Ag. Director, Curriculum Development Directorate
Nii Boye Tagoe	Senior Curriculum Development Officer (History)
Abigail Birago Owusu	Senior Research, Planning, Monitoring and Evaluation Officer
Sharon Antwi-Baah	Assistant Instructional Resource Officer
Dennis Adjasi	Instructional Resource Officer

No.	Subject	Name of Writer	Institution
1.	Aviation and Aerospace Engineering	David Kofi Oppong	Kwame Nkrumah University of Science and Technology
2.	Agriculture	Dr. Esther Fobi Donkor	University of Energy and Natural Resources, Sunyani
3.	Arabic	Dr. Murtada Mahmoud Muaz	AAMUSTED
4.		Dr Mohammed Almu Mahaman	University for Development Studies
5.	Applied Technology	Michael Korblah Tsorgali	AAMUSTED
6.		Gilbert S. Odjamgba	Ziavi Senior High Technical School
7.		Eng. Dr. Prosper Mensah	CSIR – Forestry Research Institute of Ghana
8.	Home Economics	Rev. Sr. Jusinta Kwakyewaa	St. Francis Senior High Technical School
9.	Performing Arts	Prof. Emmanuel Obed Acquah	University of Education Winneba
10.	French	Maurice Adjetey	
11.	Art and Design Foundation	Angela Owusu-Afriyie	Opoku Ware School
12.	Ghanaian Language	David Sarpei Nunoo	University of Education Winneba, Ajumako Campus

No.	Subject	Name of Writer	Institution
13.	Art and Design Studio	Dzorka Etonam Justice	Kpando SHS
14.	Agricultural Science	Issah Abubakari	Half-Assini SHS
15.	Manufacturing Engineering	Dr. Kofi Owura Amoabeng	Kwame Nkrumah University of Science and Technology
16.		Ali Morrow Fatormah	Mfantshipim School
17.		Benjamin Atribawuni Asaaga	Kwame Nkrumah University of Science and Technology
18.	Design and Communication Technology	Henry Angmor Mensah	Anglican Senior High School, Kumasi
19.	Religious Studies	Anthony Mensah	Abetifi College of Education
20.	Spanish	Franklina Kabio-Danlebo	University of Ghana
21.	Social Studies	Dr. Frank Awuah	Dambai College of Education
22.	Religious and Moral Education	Clement Nsorwineh Atigah	Tamale Senior High School
23.	Literature-in-English	Angela Aninakwah	West African Senior High School
24.		Blessington Dzah	Ziavi Senior High Technical School
25.	Chemistry	Michael Amissah	St. Augustine's College
26.	Biology	Abraham Kabu Otu	Prampram Senior High School
27.	Mathematics	Collins Kofi Annan	Mando Senior High School
28.	Additional Mathematics	Gershon Kwame Mantey	University of Education, Winneba
29.	General Science	Saddik Mohammed	Ghana Education Service
30.	English Language	Perfect Quarshie	Mawuko Girls SHS
31.	Biomedical Science	Jennifer Fafa Adzraku	Université Libre de Bruxelles
32.		Davidson N.K. Addo	Bosomtwi STEM
33.	Robotics	Dr. Nii Longdon Sowah	University of Ghana
34.		Isaac Nzoley	Wesley Girls High School

No.	Subject	Name of Writer	Institution
35.	Engineering	Valentina Osei-Himah	Atebubu College of Education
36.		Daniel Agbogbo	Kwabeng Anglican Senior High School
37.	Physical Education and Health (Core and Elective)	Benedictus Kondoh	St. Thomas Aquinas Senior High School
38.		Bagonluri Kizito Mwinig-Kumo	Wa Technical Institute
39.	Computing	Osei Amankwa Gyampo	Wesley Girls SHS, Kumasi
40.	Information Communication Technology	Raphael Senyo Dordoe	Ziavi Senior High Technical School
41.	Geography	George Boateng	Berekum College of Education
42.	History	Kofi Adjei Akraasi	Opoku Ware School
43.	Economics	Salitsi Freeman Etonam	Anlo Senior High School
44.	Government	Samuel Kofi Adu	Fettehman Senior High School
45.	Business Studies	Theodosia Larteley Oppong	Aburi Girls Senior High School
46.		Ansbert Avole Baba	Bolgatanga Senior High School, Winkogo
47.	Physics	John Tetteh	Benso SHTS
48.	Technical Support	Benjamin Sundeme	St. Ambrose College of Education
49.		Edward Mills Dadson	University for Education, Winneba
50.		Eric Abban	Mt. Mary College of Education
51.		Jennifer Fafa Adzraku	Université Libre de Bruxelles

