NCDC
NATIONAL CURRICULUM DEVELOPMENT CENTRE

End of Year Sample

ASSESSMENT ITEMS FOR S.1 AND S.2

ENGLISH LANGUAGE

UPDATED VERSION

2022

SENIOR ONE ENGLISH LANGUAGE SAMPLE ASSESSMENT ITEMS

Guidance to the Teacher

The purpose of providing these sample items is to guide you on setting end-of-year assessment items for learners of Senior One. Please note that:

1. *There are two papers in a standard English Language examination. Paper One assesses both functional and creative writing, while Paper Two assesses grammar, comprehension and summary. You should ensure that the paper set for learners at this level is an integrated one: having a blend of both papers. Please note that the skills and learning outcomes per section have been integrated.*
2. *This document gives you samples of short and an extended response items, plus guidelines on how to score them.*
3. *A learner is expected to spend a maximum of three minutes on each short response item and 40 minutes on the extended response item.*
4. *Total time allocated to this paper is 2hours.*

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

1. SHORT RESPONSE ITEM

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

- But for Mary's <u>bravery,</u> I would have been robbed of my wallet.
  (Give the antonym for the underlined word) **Refer to the syllabus book page 28 Learning Outcome (g).**

  ……

  teacher joseph is coming to teach us english language sarah informed the class
  (Punctuate the above sentence correctly) **Refer to the Syllabus book page 28 Learning Outcome (i).**

  ……
  ……

2. EXTENDED RESPONSE ITEM

1.(**Functional writing**)
You are a Senior One student who was admitted to Kaso High School on merit. Kaso is a purely day school and you have unfortunately failed to settle in, due to the long distance to and from school every day. There is a very good school in your neighbourhood which you would like to join next year, in order to reduce on your travel time. You are the student in the above context; write a letter to the Head teacher of your preferred school. **Refer to the syllabus book page 37 Learning Outcomes (q, r, s), 38 (a-g).**

ASSESSMENT GUIDE

SHORT RESPONSE ITEMS

1. But for Mary's <u>bravery,</u> I would have been robbed of my wallet.
   (Give the antonym for the underlined word)

……

2. teacher joseph is coming to teach us english language sarah informed the class
   (Punctuate the above sentence correctly)

……

Guide

For each item, score 1 if a learner gives the correct response without changing the meaning of the sentences.

1 score x number of items = 2 scores.

EXTENDED RESPONSE ITEM

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

Output	**Basis of evaluation**	**Relevance**	**Accuracy**	**Coherency**
A formal/letter of application	Format	A learner scores: **3** for **5-6** or **2** for **3-4** or **1** for **1-2** for relevantly (in relation to the given task) placing/using the following; addresses, date, salutation, subject, at least three paragraphs, signing off.	A learner scores: **3** for **5-6** or **2** for **3-4** or **1** for **1-2** for correctly placing/using the following; addresses, date, salutation, subject, at least three paragraphs, signing off.	A learner scores: **3** for **5-6** or **2** for **3-4** or **1** for **1-2** for logically using/placing the following; addresses, date, salutation, subject, at least three paragraphs, signing off.
	Content	A learner scores: **3** for **all the 3** or **2** for **2** or	A learner scores:	A learner scores: **3** for **all the 3** or **2** for **2,** or

Output	Basis of evaluation	Relevance	Accuracy	Coherency
	Language	**1** for **1,** for relevantly using/placing content in: *Introduction* (1st paragraph) Stating the purpose of writing, *Body* (2nd paragraph) broaden the reasons for the need to change school *Conclusion* (concluding remarks). A learner scores: **A learner scores:** **3** for **5-6** or **2** for **3-4** or **1** for **1-2** for relevantly placing/using the following aspects; formal/official English language, sentence structures, punctuation, other parts of speech, spellings, handwriting.	**3** for **all the 3,** or **2** for **2,** or **1** for **1**, for correctly using/placing content in: *Introduction* (1st paragraph) Stating the purpose of writing, *Body* (2nd paragraph) broaden the reasons for the need to change school *Conclusion* (concluding remarks). A learner scores: **3** for **5-6** or **2** for **3-4** or **1** for **1-2** for correctly placing/using the following aspects; formal/official English language, sentence structures, punctuation, other parts of speech, spellings, handwriting.	**1** for **1,** for logically using/placing content in: *Introduction* (1st paragraph) Stating the purpose of writing, *Body* (2nd paragraph) broaden the reasons for the need to change school *Conclusion* (concluding remarks). A learner scores: **3** for **5-6** or **2** for **3-4** or **1** for **1-2** for logically placing/using the following aspects; formal/official English language, sentence structures, punctuation, other parts of speech, spellings, handwriting.

Total Score= 27 (add one for excellence if it is well deserved)

SENIOR TWO ENGLISH LANGUAGE SAMPLE ASSESSMENT ITEMS

Guidance to the Teacher

The purpose of providing these sample items is to guide you on setting end-of-year assessment items for learners of Senior Two. Please note that:

1. *There are two papers in a standard English language examination. Paper One assesses both functional and creative writing, while Paper Two assesses grammar, comprehension and summary.*
2. *You should ensure that the paper set for learners at this level is an integrated one; having a blend of both papers. Please note that the skills and learning outcomes per section have been integrated.*
3. *This document gives you samples of short and extended response items, plus guidelines on how to score them.*
4. *A learner is expected to spend a maximum of three minutes on each short response item and 40 minutes on the extended response item.*
5. *Total time allocated to this paper is 2hours.*

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

SHORT RESPONSE ITEMS

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

- Maggie likes teaching. Fortunate likes teaching.

(Join into one sentence using …. as well as…) **Refer to the syllabus book page 28 Learning Outcome (k).**

……

- Jonan used to eat meat every day. Jonan is used to eating meat every day.

  (*State the difference in meaning between the two statements*) **Refer to the Syllabus book page 41 Learning Outcome (q).**

  ……
  ……

EXTENDED RESPONSE ITEM

Creative Writing

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

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

ASSESSMENT GUIDE

1.SHORT RESPONSE ITEM

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

- Maggie likes teaching. Fortunate likes teaching.
  (Join into one sentence using …. as well as…)
- …… Jonan used to eat meat every day. Jonan is used to eating meat every day.
  (*State the difference in meaning between the two statements*)
  ……

Guide

A learner:

scores 2 if he/she correctly writes all the two responses following the given instructions.

scores 1 if he/she correctly writes only one of the definite responses following the given instructions.

Total 2 points x1 = **2 scores**)

EXTENDED RESPONSE ITEM

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

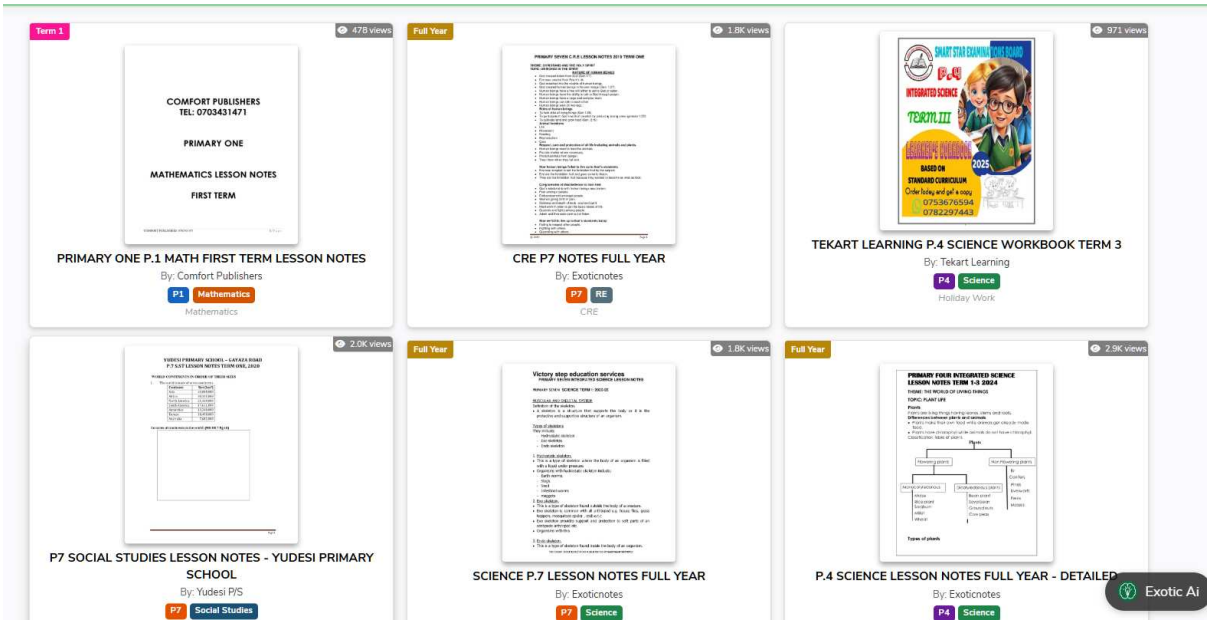
Output	Basis of evaluation	Relevance	Accuracy	Coherency
A written composition	**Content**	A learner scores: **3 for 5-7, 2 for 3-4, 1 for 1-2**, for relevantly (in relation to the set task) using/writing: the given title, a narrative composition piece, an original piece with an introduction, rising action, climax, falling action and conclusion.	A learner scores: **3 for 5-7, 2 for 3-4, 1 for 1-2**, for correctly writing/using: the given title, a narrative composition piece, an original piece with an introduction, rising action, climax, falling action and conclusion.	A learner scores: **3 for 5-7, 2 for 3-4, 1 for 1-2**, for logically using/writing: the given title, a narrative composition piece, an original piece with an introduction, rising action, climax, falling action and conclusion.
	Language	A learner scores: **3** for **7-10,** or **2** for **4-6,** or **1** for **1-3**, for relevantly using these language aspects: use of the 1st person, use of the past tense, parts of speech, sentence structures, spellings, use of	A learner scores: **3** for **7-10,** or **2** for **4-6,** or **1** for **1-3**, for correctly using the following language aspects: use of the 1st person, use of the past tense, parts of speech, sentence structures, spellings, use of figures of speech, use of direct	A learner scores: **3** for **7-10,** or **2** for **4-6,** or **1** for **1-3**, for logically using the following language aspects: use of the 1st person, use of the past tense, parts of speech, sentence structures,

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

Total score = 18(add one for excellence if it is well deserved)

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