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Strengthening Teachers in Classroom Assessment Processes in Lower Secondary Education

LOWER SECONDARY EDUCATION YEAR 5

ENGLISH

CLASSROOM ASSESSMENT ACTIVITIES GUIDEBOOK

GENERAL DIRECTORATE OF MEASUREMENT, EVALUATION AND EXAMINATION SERVICES

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Foreword

English language education enables learners to understand and express meaning in a foreign language; communicate accurately, appropriately, and confidently in school, personal, and social contexts; and engage with different cultures while maintaining awareness of their own cultural identity. Within the Century of Türkiye Education Model, the English Language Curriculum is based on four field language skills-listening/watching-comprehension, reading-comprehension, speaking-expression, and writing-expression-and three supportive language skills-grammaring: selection and use, vocabulary: selection and use, and pronunciation: selection and use. These skills are integrated with conceptual skills, social-emotional learning skills, literacy skills, dispositions, and values. Through action-oriented, communicative, and socio-cultural approaches, learners use English in meaningful and authentic contexts.

For Year 5, the curriculum is set at A2.1, an adaptation of CEFR level A2, and organised around eight basic themes: School Life; Classroom Life; Personal Life; Family Life; Life in the Neighbourhood & City; Life in the World; Life in Nature; Life in the Universe & Future. The Year 5 curriculum adopts a semi-holistic/semi-inductive approach. Learners are expected to make meaning from spoken, audio-visual, and written input; select and use target vocabulary, grammatical language chunks, and pronunciation features appropriately; and construct meaningful oral and written content in age-appropriate communicative contexts. In this process, attention is given not only to the resulting response or product but also to evidence showing how learners understand content; classify, compare, and infer; organise and express meaning; make language choices; and review and improve their own work.

Within this framework, assessment and evaluation are treated as integral, ongoing processes that support and enhance learning. The activities bring together various forms of learning evidence, including listening/watching and reading responses, classifications, comparisons, inferences, oral and written production, the use of target vocabulary and language chunks, pronunciation, performance tasks, and self- and peer-reflection. This evidence helps teachers identify learners' strengths and areas for development, plan the next instructional step, and provide clear, evidence-based feedback. Learners use feedback to improve a listening or reading response, an oral or written production, a language choice, or another product; the relevant performance is then briefly reassessed to complete the formative assessment cycle.

Strengthening Teachers in Classroom Assessment Processes in Lower Secondary Education

As part of the Strengthening Teachers in Classroom Assessment Processes in Lower Secondary Education Project, jointly implemented by the Ministry of National Education and UNICEF Türkiye, guidebooks have been prepared to support teachers' classroom-based assessment and evaluation practices and translate the curriculum's holistic, skill-based, and formative assessment approach into classroom practice. The Year 5 English Classroom Assessment Activities Guidebook, prepared within this framework, provides English teachers with examples of classroom activities and assessment and evaluation tools.

The 16 activities in the book are based on selected learning outcomes and process components from the Year 5 section of the English Language Curriculum within the Century of Türkiye Education Model. The activities are designed to make learners' processes of comprehension, classification, comparison, inference, oral and written production, the selection and use of vocabulary and grammatical language chunks, pronunciation, interaction, and reflection observable. Assessment therefore considers both the product and the thinking, communication, and language-use processes through which the learner produces it. For the book to be used effectively and purposefully, the following points should be considered:

- Activities should be implemented within the theme in which the relevant learning outcomes and process components are addressed. Assessment should consider not only accuracy and task completion but also how the learner makes meaning from listening/watching or reading; uses details and clues; classifies, compares, and infers; selects and uses target vocabulary, language chunks, and pronunciation features; constructs oral or written content; communicates meaning; and explains or revises a response. These processes should also be treated as learning evidence.
- During implementation, learners' readiness levels, learning pace, interests, needs, and learning profiles, as well as classroom and school conditions, should be taken into account. When necessary, the way the activity is presented, the materials used, the support provided, and the implementation arrangements may be adapted while preserving the targeted learning outcome and process components. Supporting and Expansion activities may be planned on the basis of the learning evidence obtained.
- Implementation time may vary according to learners' readiness levels and learning pace, the scope and cognitive and linguistic demands of the task, and classroom conditions. Tasks and instructions should be clear, comprehensible, and appropriate to learners' language level. Where the activity requires them, listening/watching materials, reading texts, visuals, word and phrase banks, audio and video content, real-life materials, and digital technologies should be used to support implementation.
- Worksheets, answer keys and/or acceptance criteria, analytic scoring rubrics, observation forms or checklists, performance tasks, self-assessment and peer-feedback forms, and other

assessment and evaluation tools should be selected and used together as appropriate to the purpose of the activity. In addition to scores and correct-answer information, assessment should consider learners' comprehension; use of details and clues; classifications, comparisons, and inferences; oral and written content; use of target vocabulary and language chunks; pronunciation and intelligibility; interaction; justification; and review of their own work. The findings should inform feedback and the planning of the next instructional step.

- The feedback examples in the book should be used as a framework to guide teachers. Feedback should be based on concrete learning evidence produced by the learner and should clearly identify a strength, an area for improvement, and one next step that can be applied immediately. Learners should be given an opportunity to use the feedback to revise a listening or reading response, an oral or written production, a language choice, or another product and demonstrate their progress; the relevant performance should then be reassessed briefly.
- The results obtained from the activities should be used to identify learners' strengths, learning needs, language development, use of English, and communication skills. Based on this evidence, instruction can be adjusted, appropriate Supporting or Expansion activities can be planned, and learners' development can be monitored in subsequent activities.

We hope that this book will serve as a practical resource to support English teachers in planning classroom-based assessment and evaluation and help learners develop their ability to make meaning, communicate, use English accurately and appropriately, respond to feedback, and improve their own learning.

Explanations of the Subheadings Used in the Activities

Theme and Learning Area: Indicates the theme and language-skill learning area in which the activity is situated within the curriculum. The theme integrates related communicative content, sub-themes, target vocabulary, grammatical language chunks, pronunciation, social language content, and language skills. Within this framework, the theme determines the context of the activity, the learning evidence to be elicited, and the field and supportive skills to be observed.

Learning Outcomes and Process Components: Explain the performance learners are expected to demonstrate by applying their English knowledge and skills within the theme. The learning outcomes and process components are reproduced as stated in the curriculum. Tasks, learning evidence, and assessment criteria are aligned to make both the expected performance and the observable steps in the skill process visible.

Activity Name: Gives a brief, clear name that reflects the activity's main English-language task, content, or real-life communicative context. It helps learners recognise the focus of the activity at a glance.

Materials: Lists the materials and resources learners use to complete the task, including listening/watching or reading texts, visuals, audio or video resources, word and phrase banks, cue cards, worksheets, real-life materials, and digital content. Tools used to record, score, or evaluate performance against criteria are listed under Assessment and Evaluation Tools.

Assessment and Evaluation Tools: Lists the tools used to elicit evidence of the learner's performance in relation to the learning outcomes and process components, record that evidence, and evaluate it against criteria. These may include worksheets, answer keys and/or acceptance criteria, observation forms or checklists, analytic scoring rubrics, performance tasks, self-assessment forms, peer-feedback forms, and similar tools.

Activity Implementation Guidelines and Stages: Explain how the activity is implemented and the sequence of classroom procedures. The process is organised in a sequence appropriate to the activity and may include sharing the activity's purpose and assessment criteria, implementing the task, collecting learning evidence, enabling learners to review their work, providing feedback, making necessary revisions, and reassessing progress.

Refers to the process of guiding learners to improve their English performance on the basis of concrete learning evidence, such as a listening or reading response, vocabulary or language-chunk use, pronunciation, oral or written production, classification, comparison, inference,

interaction, or justification. Feedback identifies an evidence-based strength, an area for improvement, and one clear next step that the learner can apply immediately. The learner is then given an opportunity to use this guidance to revise or retry the work and demonstrate progress.

Level: Indicates the quality of the learner's observed performance against a specific criterion in an analytic scoring rubric. The following levels are used in the activities: Proficient, Developing, Beginning, and Performance Not Observed.

Differentiation: Refers to adapting the teaching and assessment process to learners' readiness levels, learning pace, interests, needs, and learning profiles while preserving the targeted learning outcome and the core assessment focus. Adaptations are organised under Supporting and Expansion.

Supporting: Includes learning-teaching practices adapted in terms of environment, content, process, or product for learners who need more time, repetition, or other assistance to access the same learning outcome. Such support may include visual or contextual aids, reduced input, word or phrase banks, models, cue cards, sentence starters, replay or rereading, guiding questions, structured steps, peer support, or brief opportunities to retry. Alternative representations, additional examples, digital technologies, and short, focused practice may also be used according to learners' needs.

Expansion: Includes practices that provide learners who demonstrate the expected performance with expanded and in-depth learning opportunities. These practices enable learners to apply their English knowledge and skills in deeper, more complex, or different communicative contexts and may include adding relevant details, working with new prompts, comparing content, transferring target vocabulary or language chunks to new contexts, responding to follow-up questions, creating additional oral or written content, making interdisciplinary connections, and producing original or digital products.

Strengthening Teachers in Classroom Assessment Processes in Lower Secondary Education

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	Activity Name	Theme and Learning Area	Learning Outcomes and Process Components	Page
1	**Listening Challenge; Favourite Club**	**Theme 1- School Life**	ENG.5.1.L3. Students can make meaning of/derive meaning from the current content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations" through significant details by listening/watching it carefully. *b) Students make important and necessary classifications in the current content that help them to understand it better with details.* ENG.5.1.S2. Students can use the model/example for producing verbal content about the current content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations". *a) Students listen (to)/watch/read the model/ example for the current content with the help of audio/visual/written elements.*	**20**
2	**Mind Mapping; Dice Roll**	**Theme 1- School Life**	ENG.5.1.R3. Students can make meaning of / derive meaning from the current content about "school life with people, places and rules at school; school clubs; countries; national days and celebrations" by reading it carefully. *d) Students recognise significant horizontal/ vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.* ENG.5.1.W4. Students can individually construct/ form content for the assigned writing task on the current content "school life with people, places and rules at school; school clubs; countries; national days and celebrations". *c) Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*	**28**

3	**Example Hunt; How to Say It?; My School Day**	**Theme 2 - Classroom Life**	ENG.5.2.L3. Students can make meaning of/derive meaning from the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" through significant details by listening/watching it carefully. *b) Students make important and necessary classifications in the current content that help them to understand it better with details.* ENG.5.2.P1. Students can select and use the target phonological elements of the current content about "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. *a) Students listen to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.* ENG.5.2.S4. Students can construct a new verbal content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" by speaking accurately, efficiently, and authentically. *b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*	**38**

4	**Star Student; Subject, Object, or a Rule?; My Classroom**	**Theme 2 - Classroom Life**	ENG.5.2.R3. Students can make meaning of / derive meaning from the current content about "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" by reading it carefully. *e) Students make meaningful inferences from the information in the current content by examining it carefully.* ENG.5.2.V1. Students can select and use the target vocabulary of the current content about "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. *c) Students recognise the target words related to the main components of the current content with the help of the audio/visual/written elements and other clues.* ENG.5.2.W2. Students can understand the model/ example for the writing task about the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time". a*) Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*	**50**

5	**Meet Zoggy; Design Your Alien Friend**	**Theme 3 - Personal Life**	ENG.5.3.L3. Students can make meaning of/derive meaning from the current content on "personal life with basic body parts and physical features; clothes; daily routines and activities" through significant details by listening/watching it carefully. *b) Students make important and necessary classifications in the current content that help them to understand it better with details.* ENG.5.3.W3. Students can organise a content for the assigned writing task on the current content "personal life with basic body parts and physical features; clothes; daily routines and activities" based on the model/example provided. *c) Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.* ENG.5.3.V1. Students can select and use the target vocabulary of the current content about "personal life with basic body parts and physical features; clothes; daily routines and activities" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. *f) Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.*	**60**

6	**The Fantastic School Photo; Character Profile**	**Theme 3 - Personal Life**	ENG.5.3.R3. Students can make meaning of / derive meaning from the current content about "personal life with basic body parts and physical features; clothes; daily routines and activities" by reading it carefully. *d) Students recognise significant horizontal/ vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.* ENG.5.3.S4. Students can construct a new verbal content on "personal life with basic body parts and physical features; clothes; daily routines and activities" by speaking accurately, efficiently, and authentically. *c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*	**69**
7	**Family Life and Hobbies; My Family**	**Theme 4 - Family Life**	ENG.5.4.L3. Students can make meaning of/derive meaning from the current content on "family life with family members' routines; family members' hobbies and activities" through significant details by listening/watching it carefully. *b) Students make important and necessary classifications in the current content that help them to understand it better with details.* *f) Students construct the meaning of the current content in detail through the classifications/ comparisons/inferences made earlier in relation to it.* ENG.5.4.S3. Students can organise a new verbal content on "family life with family members' routines; family members' hobbies and activities" by speaking accurately, efficiently, and authentically. *b) Students organise the content for prepared/ unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*	**78**

8	**Our Sunday Plan**	**Theme 4 - Family Life**	ENG.5.4.R3. Students can make meaning of / derive meaning from the current content about "family life with family members' routines; family members' hobbies and activities" by reading it carefully. *d) Students recognise significant horizontal/ vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.* ENG.5.4.W3. Students can organise a content for the assigned writing task on the current content "family life with family members' routines; family members' hobbies and activities" based on the model/example provided. *c) Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*	**86**
9	**Welcome to My Holiday House!; Dream House**	**Theme 5 - Life in the Neighbourhood & City**	ENG.5.5.L3. Students can make meaning of/derive meaning from the current content on "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" through significant details by listening/ watching it carefully. *e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.* ENG.5.5.S2. Students can use the model/example for producing verbal content about the current content on "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses". *a) Students listen (to)/watch/read the model/ example for the current content with the help of audio/visual/written elements.*	**94**

10	**Two Towns, Two Lives; The Intergalactic Neighbourhood Guide**	**Theme 5 - Life in the Neighbourhood & City**	ENG.5.5.R3. Students can make meaning of / derive meaning from the current content about "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" by reading it carefully. *b) Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way.* ENG.5.5.G1. Students can select and use the target grammatical elements of the current content about "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. *h) Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules.* ENG.5.5.W4. Students can individually construct/ form content for the assigned writing task on the current content "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses". c*) Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*	**105**

11	**Tuna Salad; Garden Cafe - A World of Flavours**	**Theme 6 - Life in the World**	ENG.5.6.L3. Students can make meaning of/ derive meaning from the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city" through significant details by listening/watching it carefully. *b) Students make important and necessary classifications in the current content that help them to understand it better with details.* ENG.5.6.W3. Students can organise a content for the assigned writing task on the current content "life in the world with basic food types; ordering in a restaurant; food events in the city" based on the model/example provided. *c) Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*	**114**
12	**At the Restaurant; Garden Cafe**	**Theme 6 - Life in the World**	ENG.5.6.R2. Students can bring information about the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. *c) Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.* ENG.5.6.V1. Students can select and use the target vocabulary of the current content about "life in the world with basic food types; ordering in a restaurant; food events in the city" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. *g) Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.* ENG.5.6.S3. Students can organise a new verbal content on "life in the world with basic food types; ordering in a restaurant; food events in the city" by speaking accurately, efficiently, and authentically. *b) Students organise the content for prepared/ unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*	**124**

13	**Animals on the Stage; What Is It?**	**Theme 7 - Life in Nature**	ENG.5.7.L3. Students can make meaning of/ derive meaning from the current content on "life in nature with types of animals in nature; wild animals in nature; their habitats" through significant details by listening/watching it carefully. *b) Students make important and necessary classifications in the current content that help them to understand it better with details.* *e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.* ENG.5.7.S3. Students can organise a new verbal content on "life in nature with types of animals in nature; wild animals in nature; their habitats" by speaking accurately, efficiently, and authentically. *d) Students organise supplementary audio/ visual/written materials for prepared/ unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*	**136**

14	**Amazing Animals and Their Habitats; My Wild Animal Report**	**Theme 7 - Life in Nature**	ENG.5.7.R3. Students can make meaning of / derive meaning from the current content about "life in nature with types of animals in nature; wild animals in nature; their habitats" by reading it carefully. *a) Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.* ENG.5.7.W2. Students can understand the model/example for the writing task about the current content on "life in nature with types of animals in nature; wild animals in nature; their habitats". *a) Students understand the components and details of the content in the provided model/ sample which is displayed as a guide by examining it carefully.*	**146**
15	**Discover TÜRKİYE; Destination: Unknown**	**Theme 8 - Life in the Universe & Future**	ENG.5.8.L3. Students can make meaning of/ derive meaning from the current content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" through significant details by listening/watching it carefully. *b) Students make important and necessary classifications in the current content that help them to understand it better with details.* ENG.5.8.W2. Students can understand the model/example for the writing task about the current content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays". *a) Students understand the components and details of the content in the provided model/ sample which is displayed as a guide by examining it carefully.*	**155**

16	**My Future Holiday: Destination - Guess Where I Am!**	**Theme 8 - Life in The Universe & Future**	ENG.5.8.R3. Students are expected to be able to make meaning of / derive meaning from the current content about "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" by reading it carefully. *b) Students classify the significant elements of the current content that contribute to the perception of the con-tent in a meaningful way.* ENG.5.8.S4. Students can construct a new verbal content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" by speaking accurately, efficiently, and au-thentically. *a) Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/ unprepared speaking situations.*	**164**

ACTIVITIES

Strengthening Teachers in Classroom Assessment Processes in Lower Secondary Education

ACTIVITY 1

ENGLISH / YEAR 5

Theme and Learning Area	**Theme 1 - School Life** Sub-themes: People, places and rules at school; school clubs; countries; national days and celebrations.
Learning Outcomes and Process Components	ENG.5.1.L3. Students can make meaning of/derive meaning from the current content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations" through significant details by listening/watching it carefully. *b) Students make important and necessary classifications in the current content that help them to understand it better with details.* ENG.5.1.S2. Students can use the model/example for producing verbal content about the current content on "school life with people, places and rules at school; school clubs; countries; national days and celebrations". *a) Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

Activity Name: Listening Challenge; Favourite Club

Materials	Assessment and Evaluation Tools
Theme 1 Digital Story from the TYMM Grade 5 English Coursebook; Student Listening Worksheet (Appendix 1); School Club Flashcards and Favourite Club Model (Appendix 2); Board / smartboard	Answer Key (Appendix 3); Analytic Scoring Rubric for Activity B (Appendix 4)

Activity Implementation Guidelines and Stages

Activity A - Listening Challenge

The teacher...

- briefly activates familiar school-club knowledge with two or three flashcards and tells students that they will listen for each character's club and interest.
- hands out Appendix 1 and explains that students will place the club and interest details they hear in the correct student row.
- plays the Theme 1 Digital Story once without pausing so students can focus on the general school-club context.
- plays the relevant part again, pausing after each character, and asks students to complete the chart with short keywords rather than full sentences.
- asks students to compare their chart briefly with a partner, then checks the answers with Appendix 3.
- replays only the relevant part when an answer is incomplete or incorrect and gives students a chance to correct the classification before confirming the answer.

Activity B - Favourite Club

The teacher...

- shows the school-club flashcards in Appendix 2 and reads the model sentence: "I want to join the Art Club because I like drawing pictures."
- asks students to notice the two parts of the model: the club choice and the matching reason.
- shares the success criteria in Appendix 4 before students speak and explains the meaning of the performance levels.
- asks each student to choose one familiar club and one matching reason from Appendix 2 and complete the model sentence.
- gives students one short pair rehearsal, then collects one individual sentence from each student.
- uses Appendix 4 to note the student's evidence, gives one focused oral feedback cue when needed, and asks the student to repeat one improved sentence.

Feedback and Guidance

Feedback is adapted to evidence from each student's listening or model-based oral response rather than delivered as fixed sentences. Each feedback message includes a strength supported by evidence, one development need linked to a criterion, and one clear next step that the student can apply immediately.

Activity A

Correct classifications are acknowledged briefly. For an incomplete or incorrect row, the relevant part of the digital story is replayed and the student is prompted to identify the keyword that signals the club or interest before making a correction.

Activity B

Feedback focuses on the two-part model, the match between the club and reason, and the student's guided oral completion. One criterion is prioritised at a time so that the student can immediately repeat an improved sentence. 0 - Performance Not Observed is used only when no assessable evidence is available; appropriate support is provided first and the student is given another opportunity to respond.

Level	Task-Specific Feedback Example
3 - Proficient	Your sentence follows both parts of the model, and the reason matches the club. You can say the same model once more with a different familiar club if time allows.
2 - Developing	Your club choice is clear and you used the model. The reason needs a small adjustment to match the club. You can check the picture or reason bank and repeat the sentence.
1 - Beginning	You named a suitable club with support. The reason is not complete yet. You can use "because I like…" and choose one activity from the reason bank.
0 - Performance Not Observed	There is not enough spoken evidence for assessment. After one club card and the first half of the model are reviewed together, the student can choose a reason and try the sentence again.

Differentiation

Supporting

- **Activity A:** The digital story can be replayed for only two characters first. Club flashcards or a short word bank can remain visible while students place each club and interest in the correct row.
- **Activity B:** Students can choose from two familiar clubs, keep the two-part model visible, and use a small reason bank such as drawing pictures, playing football, doing experiments, or playing chess. A partner rehearsal can be used before the individual sentence is collected.

Expansion

- **Activity A:** Students can sort two additional club flashcards as "heard in the story / not heard in the story" and explain their choice with one keyword from the listening.
- **Activity B:** Students can use the same model to produce one second sentence with a different familiar club and a matching reason.

APPENDIX 1

Listening Challenge; Favourite Club

Student Listening Worksheet - Activity A: Listening Challenge

Listen carefully. Put each character's club and interest in the correct row. Use short words or phrases.

Student Name	Club	Interest / Likes
Harris	Art Club	Drawing pictures
Eva	.....	.....
Pierre	.....	.....
Roberto	.....	.....

Partner check: Compare the three unfinished rows. If your answers are different, listen again before changing your work.

APPENDIX 2

School Club Flashcards and Favourite Club Model - Activity B

Look at the club pictures. Read the model. Notice the club choice and the reason.



Model part	Example
Club choice	I want to join the Art Club
Reason	because I like drawing pictures.

Reason bank: Art Club - drawing pictures • Music Club - singing songs • Sports Club - playing football • Science Club - doing experiments • Environment Club - being in nature

• Chess Club - playing chess

My sentence: I want to join the ..... Club because I like .....
..... .

Say your sentence to your partner once. After feedback, say the improved sentence one more time.

APPENDIX 3 - ANSWER KEY

Activity A

Expected classifications from the Theme 1 Digital Story

Student Name	Club	Interest / Likes
Harris	Art Club	Drawing pictures
Eva	Science Club	Learning new things
Pierre	Environment Club	Being in nature
Roberto	Chess Club	Playing chess

Checking note: If a student has an incomplete row, replay the relevant character segment before confirming the answer. The purpose is to use listening evidence to correct the classification.

APPENDIX 4 - ANALYTIC SCORING RUBRIC FOR ACTIVITY B

Purpose: To assess how well the student uses the provided school-club model to connect a club choice with a relevant reason and complete one short guided oral response.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
Following the two-part model	Uses the model clearly in the expected order: a club choice followed by a reason.	Uses both parts of the model; one small form issue may occur, but the club choice and reason remain clear.	With a prompt, gives one complete model part and begins the other; a meaningful club preference is evident.	No assessable model-based response is provided.
Club vocabulary and reason match	Selects a familiar school club and a related activity/ reason that clearly match each other.	Selects a clear club and a relevant reason; one word may be general or need a cue.	With visual or word-bank support, gives at least one meaningful club/ activity detail; the match is still incomplete.	No assessable school-club vocabulary or reason is provided.
Guided oral completion	Says one short complete model-based sentence understandably and keeps the intended meaning clear.	Says an understandable model-based sentence; one brief prompt or repetition may be needed.	With the sentence starter, says a limited but meaningful part of the response and needs support to complete it.	No assessable spoken response is provided.

Total Score	..... / 9
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	7-9 Proficient | 4-6 Developing | 1-3 Beginning | 0 Performance Not Observed (only when no assessable evidence is available for any criterion)
Use Note	The total score provides a general overview. Feedback, support, re-attempt, and follow-up decisions are based primarily on the criterion profile rather than the total score.

Strengthening Teachers in Classroom Assessment Processes in Lower Secondary Education

ACTIVITY 2

ENGLISH / YEAR 5

Theme and Learning Area	**Theme 1 - School Life** Sub-themes: People, places and rules at school; school clubs; countries; national days and celebrations.
Learning Outcomes and Process Components	ENG.5.1.R3. Students can make meaning of / derive meaning from the current content about "school life with people, places and rules at school; school clubs; countries; national days and celebrations" by reading it carefully. *d) Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.* ENG.5.1.W4. Students can individually construct/form content for the assigned writing task on the current content "school life with people, places and rules at school; school clubs; countries; national days and celebrations". *c) Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.*

Activity Name: Mind Mapping; Dice Roll

Materials	Assessment and Evaluation Tools
Reading text and Student Reading Worksheet (Appendix 1); Category Dice (Appendix 2); Student Writing Sheet and Word Bank (Appendix 3); board / smartboard; pencils	Answer Key (Appendix 4); Analytic Scoring Rubric for Activity B (Appendix 5)

Activity Implementation Guidelines and Stages

Activity A - Mind Mapping

The teacher...

- briefly activates familiar school-life vocabulary with the title and school visual, then shares the purpose of the activity and the success criteria in Appendix 5 before students begin.
- distributes Appendix 1 and asks students to skim the title and visual first, then read "Welcome to My School" silently and carefully.
- asks students to complete the three-part mind map with school rules, countries, and school clubs found in the text.
- asks students to complete the relationship chart by connecting each student with the correct country, school club, and activity. Students point to the sentence in the text that supports each connection.
- checks the responses with Appendix 4. Students correct any incomplete or incorrect relationship by returning to the relevant sentence in the text.

Activity B - Dice Roll

The teacher...

- shows the category die in Appendix 2 and models one roll. The six faces are People at School, Places at School, School Rules, School Clubs, Countries, and National Days.
- distributes Appendix 3. Students roll the die twice and write the two categories they get. If the same category appears twice, they roll once more.
- asks students to choose one suitable word or phrase from the word bank for each category and read the matching model sentence.
- asks students to write one short, meaningful sentence for each selected word or phrase. The task remains limited to two sentences so that students can focus on accurate and appropriate use of Theme 1 vocabulary and language chunks.
- monitors the first attempt and gives brief oral feedback on one priority criterion. Students revise one sentence and submit the improved version for assessment with Appendix 5.

Feedback and Guidance

Feedback is adapted to evidence from each student's reading or writing rather than given as fixed sentences. Each feedback message includes a strength supported by evidence, one development need linked to a criterion, and one clear next step that the student can apply immediately.

Activity A
The teacher refers students to the exact sentence that links a person, country, club, or activity. When a relationship is incorrect, the student is asked to return to the relevant line and correct only that entry before the answer is confirmed.

Activity B
The teacher gives brief oral feedback on one priority criterion after the first two-sentence draft. The student revises one sentence immediately and the teacher checks only the criterion that received feedback rather than re-scoring the entire task in detail.

For students at 0 - Performance Not Observed, appropriate support is provided to help the student complete the first step of the task; the student is then given another opportunity to show the performance.

The examples below are not scripts to be repeated word for word. They are adapted to the evidence in the student's work and individual needs.

Level	Task-Specific Feedback Example
3 - Proficient	Your two sentences include the selected school-life words clearly and the language chunks fit the categories. You can keep the revised version and, if time allows, try one new category.
2 - Developing	Your selected words match the categories and the meaning is clear. One sentence needs a small language adjustment. You can use the model line for that category and revise only that sentence.
1 - Beginning	You selected a suitable Theme 1 word with support. One complete sentence is not clear yet. You can use the sentence starter for that category and complete one meaningful sentence first.
0 - Performance Not Observed	There is not enough written evidence for assessment. After one category and its model sentence are reviewed together, the student can choose one word and write the first sentence, then try the task again.

Differentiation

Supporting

- **Activity A:** Key names can be lightly highlighted and the relationship chart can be provided with one completed model row. Students can complete two relationships first and then continue if ready.
- **Activity B:** The word bank and matching sentence starters can remain visible. Students can work with one category first, write one sentence, receive feedback, and then complete the second category.

Expansion

- **Activity A:** Students can add one extra relationship from the text and explain it in one short sentence, for example, "Sarah is from England and she joins the drama club."
- **Activity B:** Students can roll a third category and write one additional short sentence, or connect two categories in a two-sentence mini school description without introducing a new language target.

APPENDIX 1

Student Reading Worksheet - Activity A: Mind Mapping

Read the text carefully. Then complete Tasks 1 and 2.



Welcome to My School

Hello! My name is Kenji, and I am in Year 5. Our school is a lot of fun, and we have five key classroom rules. We come to school on time, listen to our teacher, raise our hands before speaking, keep our classroom clean, and are kind to everyone.

My classmates come from different countries. Sarah is from England, Carlos is from Mexico, Amit is from India, Chloe is from France, and Leyla is from Türkiye.

After lessons, our school clubs start. I enjoy making games in the coding club. Sarah loves acting in the drama club. Carlos plays football in the sports club. Amit practises the guitar in the music club. Chloe and Leyla attend the art club and paint pictures. School is a great place when we follow the rules and enjoy time with our friends.

Task 1 - Complete the mind map. Write three examples in each group.

School Rules	Countries	School Clubs
.....	.....	.....
.....	.....	.....
.....	.....	.....

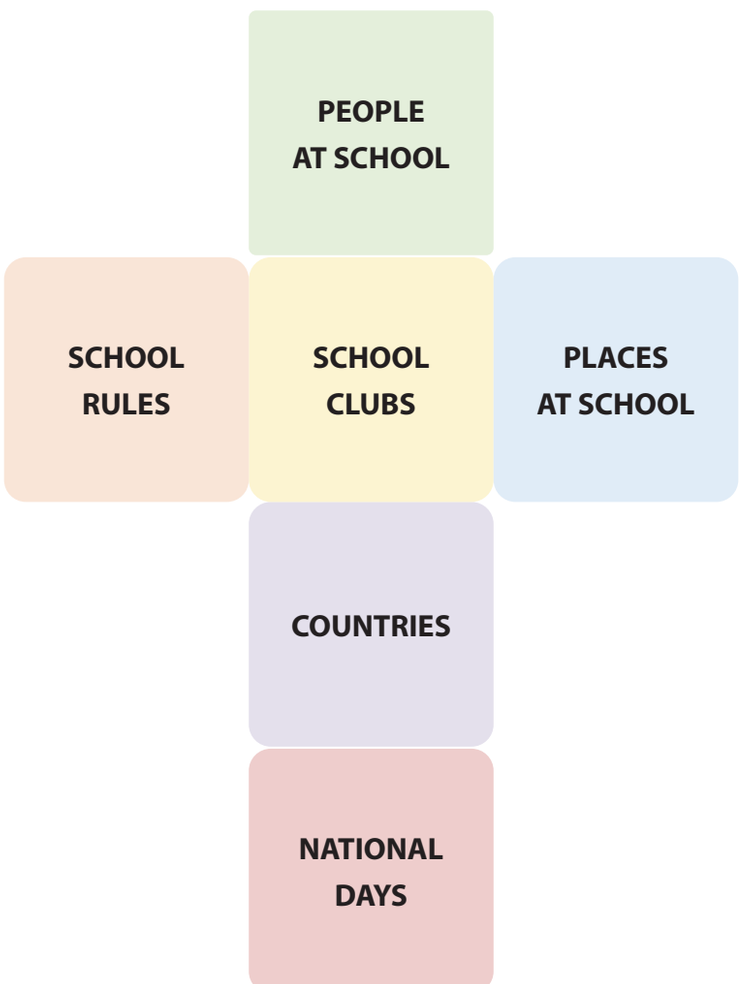
Task 2 - Connect the details from the text.

Student	Country	School Club	Activity
Sarah	England	Drama Club	acting
Carlos	.....	.....	.....
Amit	.....	.....	.....
Chloe	.....	.....	.....
Leyla	.....	.....	.....

APPENDIX 2

Category Dice - Activity B: Dice Roll

Cut out the net, fold the sides, and make one category die.



APPENDIX 3

Student Writing Sheet and Word Bank - Activity B: Dice Roll

Roll the die twice. Choose one word or phrase for each category. Write two short sentences.

Category	Word / phrase bank	Model sentence
People at School	teacher • coach • secretary	He/She is a ..... at school.
Places at School	library • canteen • lab	The ..... is at my school.
School Rules	run • fight • shout	We mustn't ..... at school.
School Clubs	art club • music club • science club	I like the ..... because I like ..... .
Countries	Türkiye • France • Japan	..... is a country.
National Days	Republic Day • National Sovereignty and Children's Day • Victory Day	..... is an important national day.

Roll 1 category: .....

My word / phrase: .....

My sentence: .....

.....

Roll 2 category: .....

My word / phrase: .....

My sentence: .....

.....

After feedback, revise one sentence here:

.....

.....

APPENDIX 4 - ANSWER KEY - ACTIVITY A

Task 1 - Possible mind-map answers

School Rules	Countries	School Clubs
Come to school on time	England	Coding Club
Listen to the teacher	Mexico	Drama Club
Raise your hand before speaking	India	Sports Club
Keep the classroom clean	France	Music Club
Be kind to everyone	Türkiye	Art Club

Task 2 - Connect the details from the text.

Student	Country	School Club	Activity
Sarah	England	Drama Club	acting
Carlos	Mexico	Sports Club	playing football
Amit	India	Music Club	playing the guitar
Chloe	France	Art Club	painting pictures
Leyla	Türkiye	Art Club	painting pictures

APPENDIX 5 - ANALYTIC SCORING RUBRIC FOR ACTIVITY B

Purpose: To assess how accurately and appropriately the student selects Theme 1 vocabulary and uses model-based language chunks in two short written sentences.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
Target vocabulary selection	Selects school-life words or phrases that clearly match both rolled categories and uses them appropriately in context.	Selects suitable words or phrases for both categories; one choice may be general or need a small cue, but the intended meaning is clear.	With the word bank or a prompt, selects at least one meaningful Theme 1 word or phrase; the second selection is incomplete or mismatched.	No assessable Theme 1 vocabulary selection is provided.
Language chunks and sentence meaning	Writes two complete, meaningful sentences using the matching model-based language chunks accurately and appropriately.	Writes two understandable sentences using the model-based chunks; one small language error may occur without obscuring the intended meaning.	With a sentence starter, writes one limited but meaningful sentence or two partial sentences that show an emerging use of the target chunk.	No assessable written sentence using the target language chunk is provided.

Total Score	..... / 6
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	5-6 Proficient | 3-4 Developing | 1-2 Beginning | 0 Performance Not Observed (only when no assessable evidence is available for any criterion)
Use Note	The total score provides a general overview. Feedback, support, re-attempt, and follow-up decisions are based primarily on the criterion profile rather than the total score.

Strengthening Teachers in Classroom Assessment Processes in Lower Secondary Education

ACTIVITY 3

ENGLISH / YEAR 5

Theme and Learning Area	**Theme 2 - Classroom Life** Sub-themes: Classroom rules and language; school subjects; timetables; classroom objects; days of the week; time.
Learning Outcomes and Process Components	ENG.5.2.L3. Students can make meaning of/derive meaning from the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" through significant details by listening/watching it carefully. *b) Students make important and necessary classifications in the current content that help them to understand it better with details.* ENG.5.2.P1. Students can select and use the target phonological elements of the current content about "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" accurately, authentically, and naturally through spontaneous decision-making processes and use it in an appropriate and effective way when communicating with others. *a) Students listen to the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances.* ENG.5.2.S4. Students can construct a new verbal content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" by speaking accurately, efficiently, and authentically. *b) Students present individually prepared content in an accurate and efficient way as presented in the model/example for prepared speaking situations clearly, efficiently, and appropriately.*

Activity Name: Example Hunt; How to Say It?; My School Day

Materials

Listening tracks supplied with the source activity package; Student Worksheets (Appendices 1-3); Day, Time, and School Subject cards (Appendix 3); Three labelled boxes; Board

Assessment and Evaluation Tools

Answer Key and Audio Scripts (Appendix 4); Pronunciation Observation Checklist (Appendix 5); Analytic Scoring Rubric for Activity C (Appendix 6); Peer Feedback Card (Appendix 7)

Activity Implementation Guidelines and Stages

Activity A - Example Hunt

The teacher...

- briefly activates familiar classroom-life knowledge and shows the four categories in Appendix 1: Classroom Rules, School Subjects, Times, and Classroom Objects.
- hands out Appendix 1 before listening.
- plays the Activity A audio once without pausing so that students can listen for the general school-day context.
- plays the audio again and asks students to classify the listed details under the four headings and then write one listening example for each category.
- checks the answers with Appendix 4; when an item is incomplete or incorrect, replays the relevant part and gives students an opportunity to correct the classification before the answer is confirmed.

Activity B - How to Say It?

The teacher...

- hands out Appendix 2 and explains that the listening focus is the intonation of the three negative statements.

- plays the Activity B audio or the three target sentences and asks students to mark the intonation they hear with a falling (↘) or rising (↗) arrow.
- checks the answers with Appendix 4 and briefly models the falling intonation in the negative statements without turning the activity into rule-based pronunciation teaching.
- asks students to repeat one selected sentence after the model, notes brief evidence with Appendix 5, gives one oral next-step cue when needed, and asks for one improved repetition.

Activity C - My School Day

The teacher...

- shares the purpose of Activity C and the success criteria in Appendix 6 before the task and briefly explains what the performance levels mean.
- prepares three labelled boxes, DAY, TIME, and SCHOOL SUBJECT, using the cut-out cards in Appendix 3.
- models one card combination with the familiar pattern: "My English lesson starts at 8:00 and finishes at 8:40 on Monday."
- asks each student to choose one card from each box, record the selected day, time, and subject on the preparation line, and rehearse the complete sentence once.
- asks the student to present the prepared sentence and records evidence with the Analytic Scoring Rubric in Appendix 6; each student is given an opportunity to produce at least one sentence.
- uses the Peer Feedback Card in Appendix 7 once during paired practice, gives brief oral feedback on one priority criterion, and asks the student to repeat one improved sentence.
- checks the revised sentence only for the feedback focus and records a brief follow-up note when necessary.

Feedback and Guidance

Feedback is adapted to evidence from each student's work or performance rather than delivered as fixed sentences. Each feedback message includes: (1) one strength with evidence, (2) one development need linked to a criterion, and (3) one clear next step the student can apply immediately.

Activity A
Feedback directs students to the exact word or phrase in the audio that belongs under Classroom Rules, School Subjects, Times, or Classroom Objects. For an incomplete or incorrect classification, the relevant segment is replayed, the student listens again, and the item is reclassified before confirmation.

Activity B
Feedback focuses on what the student heard and on one observable feature of the repeated sentence. The model is replayed or repeated when needed, and the student makes one immediate second attempt with the same sentence.

Activity C
Feedback is based on the criterion profile in Appendix 6. One priority criterion is selected, a brief oral comment is given, and the student repeats one improved prepared sentence. The revised sentence is checked only for the feedback focus rather than re-scoring the whole performance.

For students at 0 - Performance Not Observed, appropriate support should be provided to help the student complete the first step of the task, and then the student should be given an opportunity to show the performance again.

Task-Specific Feedback Examples for Activity C

Level	Task-Specific Feedback Example
3 - Proficient	Your sentence includes the school subject, day, starting time, and finishing time in the model order, and the message is clear. A second card combination can be prepared if the same clear structure is maintained.
2 - Developing	Your school-day sentence is understandable and most card information is included. One part, such as the time phrase or the day expression, needs a small adjustment. Check the model and repeat that part.
1 - Beginning	You communicated meaningful school-day information with support. One key part is still missing. Use the sentence starter to add the missing subject, time, or day, and then repeat the complete sentence.
0 - Performance Not Observed	There is not enough assessable spoken evidence yet. Complete the Day-Time-Subject preparation line with support first, and then present the sentence again using the same short task.

Differentiation

Supporting

Activity A

- A reduced word bank can be used first, and one example can be shown under each category heading before students return to the full set.
- After the first uninterrupted listening, the relevant audio can be replayed in short segments and the first classification can be completed together.

Activity B

- A large falling-arrow cue (↘) can remain visible while one negative sentence is modelled and repeated.
- Students who need more support can listen to and repeat one sentence before attempting a second target sentence.

Activity C

- A smaller set of familiar day, time, and school-subject cards can be used, and the sentence frame can remain visible.
- One item on the preparation line can be pre-filled, and students can rehearse the complete sentence once before presenting it.

Expansion

Activity A

- Students can identify and classify one additional detail from the audio that is not included in the word bank and explain why it belongs in that category.
- Students can compare two timetable details from the same audio by stating which lesson starts earlier or later, using familiar language only.

Activity B

- Students can listen to one extra familiar negative classroom sentence and identify whether the intonation follows the same pattern before repeating it.

Activity C

- Students can prepare a second card combination without the sentence frame and present both sentences.
- Students can ask and answer one familiar timetable question, such as "What time does the Science lesson start?", while staying within the same classroom-life content.

Supporting and expansion decisions should be based primarily on the criterion profile rather than the total score alone

APPENDIX 1

Example Hunt; How to Say It?; My School Day

Student Listening Worksheet - Activity A: Example Hunt

Listen carefully. Classify the words and details you hear.

Classroom Rules	School Subjects	Times	Classroom Objects

Listen again. Write one example from Emily's school day for each category.

Category	One example I heard
Classroom rule	
School subject	
Time	
Classroom object	

APPENDIX 2

Student Listening and Pronunciation Worksheet - Activity B: How to Say It?

Listen. Draw ↘ for falling intonation or ↗ for rising intonation. Then repeat one sentence.

No	Sentence	My arrow
1	We don't have an English lesson on Tuesday.	
2	English isn't my favourite subject.	
3	I don't like Maths, either.	

Sentence I repeated: .....

APPENDIX 3

Cut-Out Cards and Speaking Preparation - Activity C: My School Day

Teacher: Print and cut out the cards. Put them in three labelled boxes: DAY, TIME, and SCHOOL SUBJECT.

DAY CARDS

Monday	**Tuesday**	**Wednesday**
Thursday	**Friday**	

TIME CARDS

08:00-08:40	**08:50-09:30**	**09:40-10:20**
10:30-11:10	**11:20-12:00**	**13:10-13:50**

SCHOOL SUBJECT CARDS

English	**Maths**	**Science**
Art	**Music**	**P.E.**
Turkish	**Social Studies**	**IT**

My speaking preparation

Day	School subject	Time

Model: My English lesson starts at 8:00 and finishes at 8:40 on Monday.

My sentence: My ..... lesson starts at ..... and finishes at ..... on ..... .

APPENDIX 4 - ANSWER KEY AND AUDIO SCRIPTS

Activity A - Answer Key

Category	Expected classifications
Classroom Rules	raise our hands; don't run
School Subjects	English; Maths; Art; Science
Times	8:30-9:10; 9:20-10:00 (other timetable times heard in the audio are also acceptable when correctly classified)
Classroom Objects	desks; whiteboard; ruler; calculator

For the "one example" section, accept any accurate example from the audio that clearly belongs to the stated category.

Audio Script - Activity A

Hi everyone! I'm Emily. Today is my first day in Year 5, and I'm very happy! My classroom is big and clean. There are many desks, a whiteboard, and colourful posters on the walls. My teacher is Mrs. Green. She is very friendly.

I love my classroom, and there are 25 students in my class. First, we raise our hands before speaking. We are always kind to our friends. We listen carefully to our teacher, and we don't run in the classroom.

Here is our timetable for today. English lesson starts at 8:30 and finishes at 9:10. Maths lesson starts at 9:20 and finishes at 10:00. Art lesson starts at 10:10 and finishes at 11:00. Science lesson starts at 11:10 and finishes at 12:00.

My favourite school subject is Art. I love drawing and painting. In our English lesson, we learn new words and read stories. We need a ruler and a calculator for our Maths lesson. Our Science lesson is fun because we do experiments.

I have a big school bag. There are pencils, a notebook, and an eraser in it. Today is Monday, and I love Mondays.

Activity B - Answer Key

1. ↘ **2.** ↘ **3.** ↘

The three target utterances are negative statements and are modelled with falling intonation.

Audio Script - Activity B

Hi! I'm Ellen. Today is Tuesday. We don't have an English lesson today. I'm not very good at learning new vocabulary, so English isn't my favourite subject. Today, I have a Maths lesson. I don't like Maths very much either. My favourite subjects are Science and Turkish.

APPENDIX 5

Pronunciation Observation Checklist - Activity B

Use this as a brief observation note during the repeat-and-retry stage.

Observation	Evidence
The student identifies the falling intonation in the modelled negative statement(s).	☐ Yes ☐ Not yet
The repeated sentence follows the modelled falling intonation clearly enough to be recognised.	☐ Yes ☐ Not yet
After brief feedback, the student repeats an improved version.	☐ Yes ☐ Not yet

APPENDIX 6 - ANALYTIC SCORING RUBRIC FOR ACTIVITY C

Purpose: To assess the student's ability to prepare and present one short school-day sentence from day, time, and school-subject cards by following the model.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
School-day information	Uses the selected school subject, day, starting time, and finishing time accurately in the sentence.	Uses the selected information with one small omission or inaccuracy; the intended timetable meaning remains clear.	With guidance, communicates at least two selected pieces of school-day information, but the full timetable meaning is incomplete.	No assessable school-day information is produced.
Model-based sentence construction	Forms a complete sentence that follows the model with suitable word order and familiar time/day expressions.	Forms an understandable sentence that follows the model; one small language error may occur without blocking meaning.	With a sentence starter or prompt, forms a meaningful part of the model sentence; one or more key elements are still missing.	No assessable sentence is produced.
Prepared delivery and intelligibility	Presents the prepared sentence clearly and independently after brief planning; the message is understood on the first listening.	Presents an understandable prepared sentence; one prompt or brief repetition may be needed.	Presents limited but meaningful spoken evidence with modelling or repetition support.	No assessable spoken production is provided.

Total Score	..... / 9
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	7-9 Proficient | 4-6 Developing | 1-3 Beginning | 0 Performance Not Observed (only when no assessable evidence is available for any criterion)
Use Note	The total score provides a general overview. Feedback, support, re-attempt, and follow-up decisions are based primarily on the criterion profile rather than the total score.

APPENDIX 7

Peer Feedback Card - Activity C

Listen to one prepared sentence from your partner. Tick what you heard.

I heard...	Tick
a school subject	☐
a starting and finishing time	☐
a day	☐
a complete sentence	☐

One part my partner said clearly: .....

One part my partner can try again: .....

ENGLISH / YEAR 5

ACTIVITY 4

Theme and Learning Area	**Theme 2 - Classroom Life** Sub-themes: Classroom rules and language; school subjects; timetables; classroom objects; days of the week; time.
Learning Outcomes and Process Components	ENG.5.2.R3. Students can make meaning of / derive meaning from the current content about "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" by reading it carefully. *e) Students make meaningful inferences from the information in the current content by examining it carefully.* ENG.5.2.V1. Students can select and use the target vocabulary of the current content about "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. *c) Students recognise the target words related to the main components of the current content with the help of the audio/ visual/written elements and other clues.* ENG.5.2.W2. Students can understand the model/example for the writing task about the current content on "classroom life with classroom rules and language; school subjects; timetables; classroom objects; days of the week; time". *a) Students understand the components and details of the content in the provided model/sample which is displayed as a guide, by examining it carefully.*

Strengthening Teachers in Classroom Assessment Processes in Lower Secondary Education

Activity Name: Star Student; Subject, Object, or a Rule?; My Classroom

Materials

Star Student reading poster and questions (Appendix 1); Visual Category Worksheet (Appendix 2); My Classroom model and worksheet (Appendix 3); smartboard; pencils

Assessment and Evaluation Tools

Answer Key for Activities A-C (Appendix 4); Analytic Scoring Rubric for Activity C (Appendix 5)

Activity Implementation Guidelines and Stages

Activity A - Star Student

The teacher...

- briefly activates familiar Classroom Life knowledge with questions such as "What classroom rules do you know?" and "What school subjects do you know?", then explains the purpose of the lesson. Students are told that the success criteria in Appendix 5 will be revisited before Activity C.
- displays Appendix 1 and asks students to look at the title, poster sections, pictures, and timetable before reading. Students predict what information they may find about the star student.
- distributes Appendix 1. Students read the poster silently and carefully and answer the five questions. For the final question, students combine the timetable information rather than copying one sentence.
- asks students to compare one answer with a partner and point to the word, timetable entry, or sentence that supports it.
- checks responses with Appendix 4. Students return to the relevant part of the poster and correct an incomplete or incorrect answer before it is confirmed.

Activity B - Subject, Object, or a Rule?

The teacher...

- displays Appendix 2 and briefly revisits the three categories "school subjects", "classroom objects", and "classroom rules" through familiar examples.

- models one picture by using its visual clue, for example "Art and Music → school subjects".
- asks students to examine each picture and mark the category that best matches the visual clue.
- pairs students to compare their choices. Each pair explains one choice with a short phrase such as "Books are classroom objects."
- checks the categories with Appendix 4. Students correct any mismatched item and name the clue that helped them recognise it.

Activity C - My Classroom

The teacher...

- revisits the success criteria in Appendix 5 and displays the completed model in Appendix 3. Students read the model first without writing.
- asks students to notice what each part of the model tells the reader: name and grade; classroom objects; teacher and class size; school start time; favourite school subject.
- models the first row of the "Model Detective" chart, then asks students to complete the remaining rows by locating the matching details in the model.
- asks students to use the same model order to complete the short "My Classroom" frame with their own information. The task is kept short so that the evidence remains centred on understanding and following the model.
- uses Appendix 5 to record evidence. After brief feedback on one priority criterion, the student corrects one chart entry or one line in the frame and shows the improved version again.

Feedback and Guidance

Feedback is adapted to evidence from each student's reading, vocabulary recognition, or model-based writing rather than given as fixed sentences. Each feedback message includes a strength supported by evidence, one development need linked to a criterion, and one clear next step that the student can apply immediately.

Activity A: The teacher points to the relevant poster or timetable clue. The student revises only the incomplete reading answer before it is confirmed.

Activity B: The teacher asks which visual clue led to the category choice. A mismatched item is corrected by comparing it with one familiar example.

Activity C: The teacher gives brief oral feedback on one priority criterion. The student corrects one chart entry or model-guided line, and only that criterion is rechecked.

For students at 0 - Performance Not Observed, appropriate support is provided to help the student complete the first step of the task; the student is then given another opportunity to show the performance.

The examples below are not scripts to be repeated word for word. They are adapted to the evidence in the student's work and individual needs.

Level	Task-Specific Feedback Example
3 - Proficient	You identified the model parts and placed the details correctly. Your personal frame follows the same order. If time allows, notice one extra model detail.
2 - Developing	You found the main details and followed the model. One detail or line needs adjustment. Return to the matching model sentence and revise that part.
1 - Beginning	With the model visible, you identified one relevant detail. Use the labelled sections to complete one matching row or one short line first.
0 - Performance Not Observed	There is not enough evidence yet. Review the first model section together, match one detail to its purpose, and then try the task again.

Differentiation

Supporting

Activities A-B

- One timetable clue can be highlighted and students can begin with two visual categories before returning to the full task.

Activity C

- The first Model Detective row can be completed as an example; the model and short word/phrase support can remain visible.

Expansion

Activity A-B:

- Students can state one extra timetable inference or add one familiar Theme 2 example to each visual category.

Activity C:

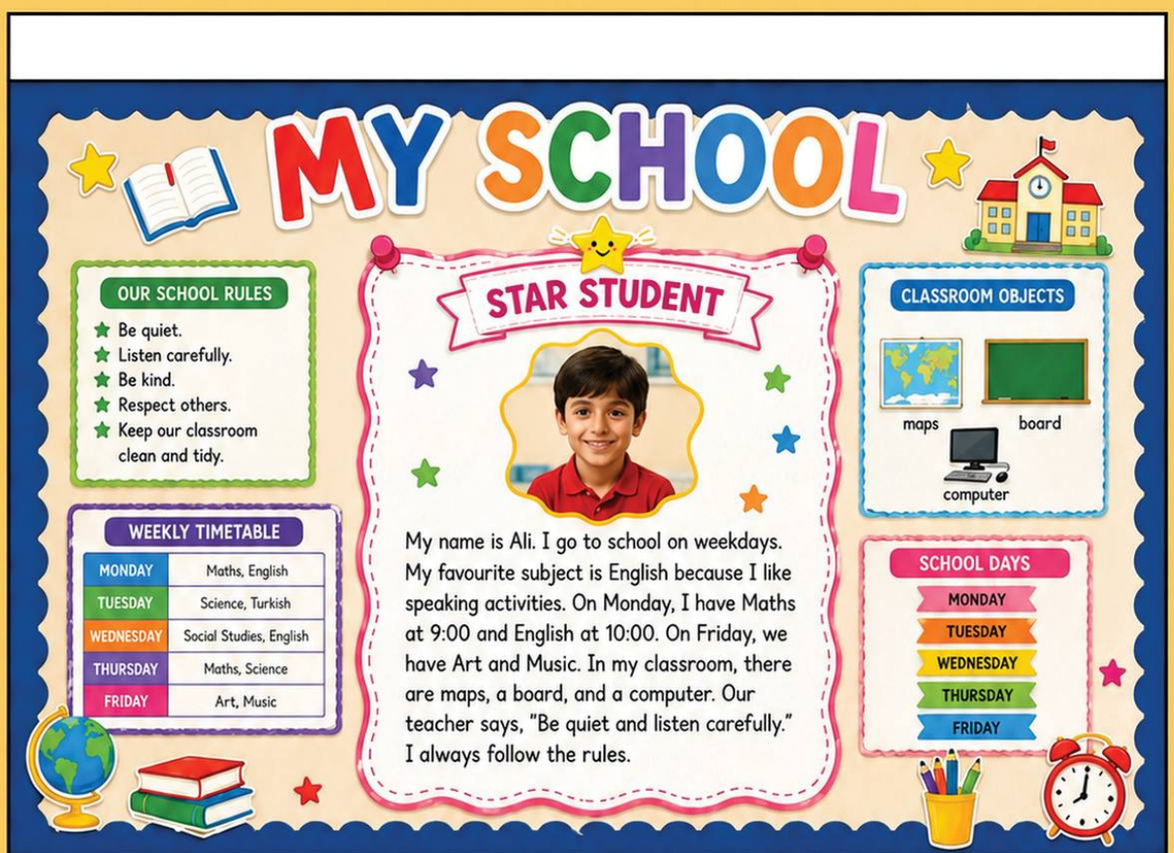
- Students can identify one extra model detail and add one short model-based classroom sentence.

Strengthening Teachers in Classroom Assessment
Processes in Lower Secondary Education

APPENDIX 1

Star Student; Subject, Object, or a Rule?; My Classroom

Student Reading Worksheet - Activity A: Star Student



1. Who is the star student?

.....

2. When is the Art lesson?

.....

3. What time does the Maths lesson start?

.....

4. Why is English his favourite subject?

.....

5. How many lessons are there in a week?

.....

APPENDIX 2

Visual Category Worksheet - Activity B: Subject, Object, or a Rule?

Subject, object or a rule?

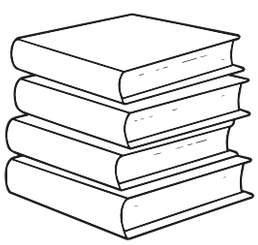
LOOK AT THE PICTURES AND COLOUR THEIR CATEGORIES.



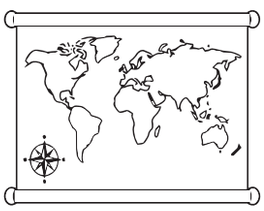
school subjects
classroom objects
classroom rules



school subjects
classroom objects
classroom rules



school subjects
classroom objects
classroom rules



school subjects
classroom objects
classroom rules



school subjects
classroom objects
classroom rules



school subjects
classroom objects
classroom rules

APPENDIX 3

Model and Student Worksheet - Activity C: My Classroom

1. Read the model. Notice what each part tells you.

Hello everyone, I'm Eda. I am a 5th-grade student. In my classroom, there are desks, posters, seats, and a smartboard. My teacher's name is Ali. There are 27 students in my class. Our lessons start at 8:30. My favourite school subject is English.

2. Model Detective: Find the detail for each part.

Model part	Detail from the model
Name and grade	.....
Classroom objects	.....
Teacher and class size	.....
School start time	.....
Favourite school subject	.....

3. Use the same model order. Complete the short frame about yourself.

Hello everyone, I'm ..... .

I am a ..... grade student.

In my classroom, there are ..... and ..... .

My teacher's name is ..... There are ..... students in my class.

Our lessons start at ..... .

My favourite school subject is ..... .

APPENDIX 4 - ANSWER KEY - ACTIVITIES A-C

Activity A - Star Student

No.	Answer
1	Ali is the star student.
2	The Art lesson is on Friday.
3	The Maths lesson starts at 9:00.
4	Because he likes speaking activities.
5	There are ten lessons in a week (two lessons each weekday).

Activity B - Subject, Object, or a Rule?

Picture / clue	Category
Art / Music picture	school subjects
Listening boy	classroom rules
Books	classroom objects
Map	classroom objects
Be quiet picture	classroom rules
Poster	classroom objects

Activity C - Model Detective

Model part	Detail
Name and grade	Eda; 5th-grade student
Classroom objects	desks, posters, seats, smartboard
Teacher and class size	Ali; 27 students
School start time	8:30
Favourite school subject	English

Personal-frame responses vary. They should follow the model order and use relevant classroom-life information.

APPENDIX 5 - ANALYTIC SCORING RUBRIC FOR ACTIVITY C

Purpose: To assess how well the student understands the classroom model, locates and organises its details, and uses the model to complete a short personal classroom description.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
Understanding model components	Independently links each model sentence to its purpose (self-introduction, classroom, class information, time, subject) and can point to the matching detail.	Links the model parts to their purposes with clear overall understanding; one relationship needs a brief cue and is then corrected.	With the model highlighted or a prompt, links at least one meaningful model detail to its purpose and shows emerging understanding of the model structure.	No assessable evidence of understanding the model components is provided.
Locating and organising model details	Selects the relevant information from the model and places each detail in the correct Model Detective category without mixing the categories.	Selects relevant model information; one detail is omitted or placed in the wrong category but can be corrected after a brief prompt.	With a clue, locates at least one relevant detail and places it meaningfully in the Model Detective chart.	No assessable model-detail selection or organisation is provided.
Using the model as a guide	Follows the model order to complete the short personal frame with relevant Classroom Life information; the intended meaning is clear throughout.	Uses the model order and completes the frame meaningfully; one line needs a small adjustment to match the model or intended meaning.	With visible sentence starters, completes at least one meaningful line in the model order and shows limited but usable model-guided writing.	No assessable model-guided completion is provided.

Total Score	..... / 9
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	7-9 Proficient | 4-6 Developing | 1-3 Beginning | 0 Performance Not Observed (only when no assessable evidence is available across all criteria)
Use Note	The total score provides a general overview. Feedback, support, re-attempt, and follow-up decisions are based primarily on the criterion profile rather than the total score.

ENGLISH / YEAR 5

ACTIVITY 5

Theme and Learning Area	**Theme 3 - Personal Life** Sub-themes: Basic body parts and physical features; clothes; daily routines and activities
Learning Outcomes and Process Components	ENG.5.3.L3. Students can make meaning of/derive meaning from the current content on "personal life with basic body parts and physical features; clothes; daily routines and activities" through significant details by listening/watching it carefully. b) Students make important and necessary classifications in the current content that help them to understand it better with details. ENG.5.3.W3. Students can organise a content for the assigned writing task on the current content "personal life with basic body parts and physical features; clothes; daily routines and activities" based on the model/example provided. c) Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level. ENG.5.3.V1. Students can select and use the target vocabulary of the current content about "personal life with basic body parts and physical features; clothes; daily routines and activities" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. f) Students make context-appropriate selections automatically by associating target words with their pre-existing conceptual meanings in the mind without analysing their contextual meaning in detail.

Activity Name: Meet Zoggy; Design Your Alien Friend

Materials

Listening audio; Meet Zoggy listening worksheet (Appendix 1); My Alien Plan worksheet (Appendix 2); smartboard; pencils and coloured pencils.

Assessment and Evaluation Tools

Answer Key and Audio Script for Activity A (Appendix 3); Analytic Scoring Rubric for Activity B (Appendix 4).

Activity Implementation Guidelines and Stages

Activity A - Meet Zoggy

The teacher...

- briefly activates students' background knowledge with familiar examples of body parts, physical features, clothes, and daily activities and asks a few simple recognition questions.
- shares the purpose of Activity A: listening for significant details and placing those details in meaningful groups.
- gives Appendix 1 and asks students to look at the two tasks: "Draw Zoggy" and "Sort the Details".
- plays the audio once from beginning to end. Students draw the key details they hear; artistic detail is not assessed.
- asks students to compare their drawings in pairs and identify one similarity and one difference before any answer is confirmed.
- plays the audio a second time. Students write short heard details in the three categories: Body and Physical Features, Clothes, and Daily Activity / Interest.
- elicits sample answers and asks students to connect each answer to a detail they heard. Only unclear parts are replayed when necessary.
- provides Appendix 3 after students have attempted all categories and gives students time to correct one misplaced or missing detail.

Activity B - Design Your Alien Friend

The teacher...

- displays Appendix 2 and models how details about Zoggy can be organised as a simple writing plan: name, body/physical features, clothes, and a daily activity.
- shares the student-friendly success criteria in Appendix 4 before students begin and briefly explains the Proficient, Developing, and Beginning levels.
- gives Appendix 2. Students draw their alien and select words or short phrases from the word bank to organise the plan in the correct sections.
- reminds students that the task is a writing plan that prepares content for later writing; a full paragraph is not required in this activity.
- monitors the class and uses short prompts such as "Which box does curly hair go in?", "Do the boots match your drawing?", and "What does your alien do every day?".
- checks the first plan by focusing on one or two critical criteria, gives brief oral feedback, and identifies one clear next step for revision.
- gives students time to make one focused revision, then evaluates the revised plan with the Analytic Scoring Rubric in Appendix 4.

Feedback and Guidance

Feedback is adapted to evidence in each student's work rather than given as fixed sentences. Each feedback message includes: (1) a strength and its evidence, (2) a development need linked to a criterion, and (3) one immediate and clear next step. In crowded classes, the teacher can prioritise one or two critical criteria instead of writing lengthy comments.

Activity A

Correct classifications are acknowledged by referring to the heard detail. For an incorrect or missing detail, only the relevant audio segment is replayed; the student decides on the category again and changes the answer before checking Appendix 3.

Activity B

The first alien plan receives short oral feedback before final scoring. The student then revises one priority point and submits the improved plan. The revised evidence is evaluated with Appendix 4 and used to inform Supporting or Expansion decisions.

Level	Task-Specific Feedback Example
3 - Proficient	Your plan separates body features, clothes, and a daily activity clearly, and the notes match your drawing. A useful next step is to add one precise word or phrase that makes one part of the plan clearer before using it for later writing.
2 - Developing	Your clothing choices match the drawing and most details are in the right sections. One detail is missing or misplaced; the next revision can correct that detail and then recheck the drawing-plan match.
1 - Beginning	You have a correct body/feature word and a clothing word, so the main idea is visible. One category is still incomplete; the word bank can be used to select one fitting item for that category and complete the plan.
0 - Performance Not Observed	Appropriate support should be provided to enable the student to complete the first step of the task, and the student should then be given an opportunity to demonstrate performance again. This level is used only when no assessable evidence is available.

Differentiation

Supporting

Activities A

- The relevant audio section can be replayed after the full second listening.
- A partially labelled three-category chart with one example category label can be provided; the student still places the heard details.
- The audio script can be provided only after the final listening attempt so that the original listening evidence remains visible.

Activity B

- A smaller, pre-grouped word bank and one completed model row can be provided.
- The first plan can begin with one body/feature detail, one clothing item, and one daily activity before additional details are added.
- A guiding question can be used to help the student check whether each selected word matches the drawing and the category.

Expansion

Activity A

- Students can identify one additional heard detail and place it in the correct category with a short reason such as "boots - clothes".

Activity B

- Students can add one extra body/physical-feature detail, clothing item, or daily activity and reorganise the plan without changing the task type.
- Students can prepare a second alien plan with different vocabulary and compare how their category choices changed.

APPENDIX 1

Activity A: Meet Zoggy

Student Worksheet

1. Listen and draw Zoggy.

Draw the important details you hear. Your picture does not need to be perfect.

DRAW ZOGGY HERE

2. Listen again. Sort the details.

Write short words or phrases in the correct box.

Body and Physical Features	Clothes	Daily Activity / Interest
1.	1.	1. .....
2.	2.	2. .....
3.	3.	3. .....
4.	4.	4. .....

Quick check: One detail I changed after listening again: .....

APPENDIX 2

Activity B: Design Your Alien Friend

Student Worksheet - My Alien Plan

Follow these steps:

- Draw your alien.
- Choose words or short phrases from the word bank.
- Put your ideas in the correct parts of the plan.
- Check: Do your notes match your drawing?

Model	Body / Features	Clothes	Daily Activity
Zoggy	green skin; three purple eyes	silver space suit; purple boots	listens to music

My alien's name: .....

DRAW YOUR ALIEN HERE	
Body and physical features	1. ..... 2. ..... 3. .....
Clothes	1. ..... 2. .....
Daily activity / interest	1. .....
One detail I checked after feedback	.....

Word Bank

Body / Features	eyes, arms, legs, hair, tall, short, curly, straight, round, wavy
Clothes	T-shirt, jacket, jeans, boots, hat, scarf, sunglasses, coat
Daily Activities	read, draw, watch videos, listen to music, play a video game, go out

APPENDIX 3

Activity A: Audio Script and Answer Key

Teacher Use

Audio Script

"Hello everyone! Meet my new friend, Zoggy. He is a friendly alien from Planet Neon. Zoggy looks very different from us. He has bright green skin and three big purple eyes. He has four long arms and two short legs. He also has very big ears because he loves listening to space music!

Today, Zoggy is wearing a shiny silver space suit. On his head, he has a glowing yellow hat. He is wearing small purple boots on his feet. He looks very cool and happy!"

Answer Key - Sort the Details

Category	Acceptable evidence from the audio
Body and Physical Features	bright green skin; three big purple eyes; four long arms; two short legs; very big ears
Clothes	shiny silver space suit; glowing yellow hat; small purple boots
Daily Activity / Interest	loves listening to space music / listens to space music

Drawing note: Students' drawings may vary. The drawing is used as listening evidence, not for artistic quality. Key details from the audio should be recognisable.

APPENDIX 4 - ACTIVITY B: ANALYTIC SCORING RUBRIC

Design Your Alien Friend - Writing Plan

Student-friendly success criteria

- I put body/features, clothes, and activity ideas in the correct parts of my plan.
- I choose words that match my alien and the correct category.
- My drawing and notes match and can help me write later.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
Model-based organisation	Places body/ physical-feature, clothes, and daily-activity details in the correct parts of the planner independently.	Uses the three planner parts correctly, with one detail missing or placed in the wrong part.	Uses at least two planner parts with guidance; some details are correctly placed and give assessable evidence.	No assessable evidence is available for organising details in the planner.
Context-appropriate target vocabulary	Selects body/ physical-feature, clothing, and activity words or phrases that fit the alien drawing and the intended category.	Selects appropriate words or phrases for the plan, with one mismatch or unclear choice.	Selects a small number of relevant words or phrases with support; at least one choice fits the drawing and category.	No assessable evidence is available for target-vocabulary selection.
Completeness and coherence of the writing plan	Completes the drawing and required planning notes so the parts clearly match and can be used for a later writing task.	Completes the main drawing and planning notes; one planned detail does not match or one required note is missing.	Produces a partial but meaningful drawing-and-note plan with support; enough matching information is present to understand the basic idea.	No assessable evidence is available for a drawing-and-note plan.

Total Score	..... / 9
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	7-9 Proficient | 4-6 Developing | 1-3 Beginning | 0 Performance Not Observed (only when no assessable evidence exists for all criteria)
Use Note	The total score provides a general overview. Feedback, support, re-attempt, and follow-up decisions are based primarily on the criterion profile rather than the total score.

Strengthening Teachers in Classroom Assessment Processes in Lower Secondary Education

ACTIVITY 6

ENGLISH / YEAR 5

Theme and Learning Area	**Theme 3 - Personal Life** Sub-themes: Basic body parts and physical features; clothes; daily routines and activities
Learning Outcomes and Process Components	ENG.5.3.R3. Students can make meaning of / derive meaning from the current content about "personal life with basic body parts and physical features; clothes; daily routines and activities" by reading it carefully. *d) Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.* ENG.5.3.S4. Students can construct a new verbal content on "personal life with basic body parts and physical features; clothes; daily routines and activities" by speaking accurately, efficiently, and authentically. *c) Students present individually prepared information in an accurate and efficient way as presented in the model/example for unprepared speaking situations.*

Activity Name: The Fantastic School Photo; Character Profile

Materials	Assessment and Evaluation Tools
Reading poster and student worksheet (Appendix 1); Character Profile worksheet (Appendix 2); smartboard; pencils and coloured pencils.	Answer Key for Activity A (Appendix 3); Analytic Scoring Rubric for Activity B (Appendix 4).

Activity Implementation Guidelines and Stages

Activity A - The Fantastic School Photo

The teacher...

- briefly activates prior knowledge by asking students to name familiar body parts, physical features, and clothes they can see in the poster.
- shares the purpose of the activity and the student-friendly success criteria in Appendix 4 before students begin.
- displays the story poster in Appendix 1 and asks students to read it once for the general idea: Photo Day at Magic Primary School.
- asks students to read the poster again silently and complete the Character - Feature - What it helps the character do table. Students use the written and visual clues in the poster.
- asks students to answer the three short reading questions and give a text- or picture-based reason for the final question.
- pairs students briefly to compare one answer and point to the supporting clue before whole-class checking.
- uses the Answer Key in Appendix 3 to check responses. For an incorrect or incomplete response, directs the student back to the relevant clue and gives time for self-correction.

Activity B - Character Profile

The teacher...

- displays Appendix 2 and models how the Luna profile is organised: character name, physical features, clothes, and one daily activity or fun detail.
- explains that students will prepare keywords, not a full speech, so that the final speaking remains short and natural.
- asks students to draw a new character for Magic Primary School and complete the profile with three physical-feature notes, two clothing notes, and one daily activity or optional fun detail.
- gives students a short rehearsal using only their keywords and the model order in Appendix 2.
- asks every student to give a 3-4 sentence character description to a partner. Students then change roles.
- circulates during pair presentations, listens to each student's short description, and records brief evidence using the Analytic Scoring Rubric in Appendix 4.
- gives brief oral feedback on one priority criterion and asks the student to repeat one improved sentence or short part of the description.

Feedback and Guidance

Feedback is adapted to evidence from each student's work and performance.

Each feedback message includes a strength with evidence, one development need linked to a criterion, and one clear next step the student can apply immediately.

Activity A:
Correct answers are linked to a specific written or visual clue. When an answer is incorrect or incomplete, the student returns to that clue, corrects the response, and checks it against Appendix 3.

Activity B:
The teacher focuses oral feedback on one, or at most two, priority criteria from Appendix 4. The student then repeats one improved sentence or a short part of the description.

The total score gives a general view. Supporting, expansion, feedback, and follow-up decisions are based on the criterion profile rather than the total score alone.

Level	Task-Specific Feedback Examples For Activity B
3 - Proficient	Your profile and talk match: you described clear physical features and clothes in a logical order. Next, add natural eye contact while you speak.
2 - Developing	Your character details are clear, and your clothing words fit the drawing. Put the details in the model order and try the description once more.
1 - Beginning	You gave one clear detail about your character. Use the profile keywords to add one clothing detail, then repeat the short description.
0 - Performance Not Observed	Provide support that helps the student complete the first step of the task, then give the student another opportunity to demonstrate the performance. Do not interpret 0 as a low-quality performance.

Follow-up: Compare the first and improved attempt only on the criterion targeted in feedback and record a brief note for the next speaking activity.

Differentiation

Supporting

Activity A:

- Highlight the three character names in the poster and provide a partially completed relationship table with one example row. Students still locate the remaining clues in the poster.
- Allow a second focused reading of only the relevant character section before the student corrects an answer.

Activity B:

- Provide a small word bank for physical features and clothes and reduce the oral description to two clear sentences while keeping one appearance detail and one clothing detail.
- Allow one brief rehearsal with the keyword profile before the student speaks to a partner.

Expansion

Activity A

- Ask students to identify one additional relationship between a body feature and an action in the poster and explain it in one short sentence.

Activity B

- Add one daily routine or activity for the character and include it naturally in the short presentation.
- Add one extra clothing or physical-feature detail without increasing the presentation beyond four or five sentences.

APPENDIX 1

Activity A: The Fantastic School Photo

Read the poster once for the general idea. Then read it again and use the details to complete the tasks on the next page.



Appendix 1 Activity A: The Fantastic School Photo (continued)

1. Read again. Complete the relationship table.

Character	Body / physical feature	What can the character do with it?
Leo	.....	.....
Maya	.....	.....
Aras	.....	.....

2. Answer the questions. Use a short sentence.

1. What is the special event at Magic Primary School?

.....

2. Which character can hear birds singing from far away?

.....

3. Which character do you find most interesting? Give one reason from the story.

.....

.....

.....

Quick check: Point to the word, sentence, or picture clue that helped you with one answer.

APPENDIX 2

Activity B: Character Profile

Student Worksheet - Create a New Student for Magic Primary School

Model

Name	Luna
Physical features	long brown hair; green eyes; tall
Clothes	purple hoodie; purple skirt
Daily activity	draws stars after school
Optional fun detail	can make magic sparkles

Model talk: *"This is Luna. Her hair is long and brown, and her eyes are green. She wears a purple hoodie and a purple skirt. She draws stars after school."*

Now create your character. Use keywords only. Do not write a full speech.

Character name: .....

DRAW YOUR CHARACTER HERE

Physical features (3 keywords)	1. ..... 2. ..... 3. .....
Clothes (2 keywords)	1. ..... 2. .....
Daily activity	.....
Optional fun detail / special power	.....

Speak for 3-4 sentences. Use your keywords in this order: name → appearance → clothes → activity/fun detail.

After feedback, repeat one improved sentence: .....

APPENDIX 3 - ANSWER KEY FOR ACTIVITY A

Task 1 - Relationship Table

Character	Body / physical feature	What can the character do with it?
Leo	long arms and big hands	can lift three school bags at the same time
Maya	very good ears	can hear birds singing from far away
Aras	strong legs and feet	can jump high into the air

Task 2 - Short Answers

1. The special event is Photo Day.

2. Maya can hear birds singing from far away.

3. Accept Leo, Maya, or Aras when the student gives a reason supported by the poster. Example: "I find Maya interesting because she can hear birds from far away."

Teacher note: The relationship table is the primary evidence for ENG.5.3.R3(d). The personal-response question is accepted only when the reason is linked to a detail in the poster.

APPENDIX 4 - ACTIVITY B: ANALYTIC SCORING RUBRIC

Student-friendly success criteria

- I use details from my Character Profile.
- I include physical features, clothes, and a daily activity or fun detail.
- I speak in a clear order and use keywords instead of reading a full speech.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
1. Character details and target vocabulary	Names the character and gives matching information about physical features, clothes, and an activity or fun detail using relevant Theme 3 words.	Gives matching information from two of the three main detail groups; one word choice or detail may be unclear.	With support, gives at least one relevant and understandable detail from the profile.	No assessable oral evidence is available about the character.
2. Model-based organisation	Presents the character in a clear model-based order: introduction, appearance/clothes, then activity or fun detail.	Follows the model order overall; one part is missing or out of order, but the message can still be followed.	Gives two connected pieces of information with prompts; the model order is only partly evident.	No assessable evidence is available for organising a short character description.
3. Clear oral presentation	Gives a short 3-4 sentence description that is understandable without teacher prompts and uses the profile as keywords rather than a full script.	Gives a short understandable description with one prompt or a brief hesitation.	Produces one or two understandable sentences or phrases with guidance.	No assessable oral performance is available.

Total Score	..... / 9
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	7-9 Proficient | 4-6 Developing | 1-3 Beginning | 0 Performance Not Observed (only when no assessable evidence exists for all criteria)
Use Note	The total score gives a general view. Feedback, Supporting, Expansion, and follow-up decisions are based on the criterion profile. A score of 0 is not used to label a weak performance; it is used only when assessable evidence is absent.

ACTIVITY 7

ENGLISH / YEAR 5

Theme and Learning Area	**Theme 4 - Family Life** Sub-themes: Family members' routines; family members' hobbies and activities.
Learning Outcomes and Process Components	ENG.5.4.L3. Students can make meaning of/derive meaning from the current content on "family life with family members' routines; family members' hobbies and activities" through significant details by listening/watching it carefully. *b) Students make important and necessary classifications in the current content that help them to understand it better with details.* *f) Students construct the meaning of the current content in detail through the classifications/comparisons/inferences made earlier in relation to it.* ENG.5.4.S3. Students can organise a new verbal content on "family life with family members' routines; family members' hobbies and activities" by speaking accurately, efficiently, and authentically. *b) Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*

Activity Name: Family Life and Hobbies; My Family

Materials	Assessment and Evaluation Tools
Listening audio/track; Activity A picture grid and worksheet (Appendix 1); Activity B activity cards and speaking planner (Appendix 2); smartboard; pencils.	Answer Key and Audio Script (Appendix 3); Analytic Scoring Rubric for Activity B (Appendix 4).

Strengthening Teachers in Classroom Assessment Processes in Lower Secondary Education

Activity Implementation Guidelines and Stages

Activity A - Family Life and Hobbies

The teacher...

- briefly activates prior knowledge by displaying the picture grid in Appendix 1 and asking students to name familiar family routines, hobbies, and activities.
- shares the purpose of the activity and the student-friendly success criteria before the tasks begin; briefly explains that the performance levels describe how independently and clearly the speaking content is organised.
- hands out Appendix 1 and asks students to look at the pictures before listening.
- plays the listening track once without pausing and asks students to number the eight pictures in the order they hear them.
- plays the track again and asks students to classify the heard details under Hobby / Family Activity, Place, Equipment, or Routine / Chore.
- asks students to use the classification and the listening details to answer four short comprehension questions.
- checks the answers with Appendix 3. For an incorrect or incomplete response, replays only the relevant part and asks the student to correct the answer before it is confirmed.

Activity B - My Family

The teacher...

- displays Appendix 2 and models one guessing turn: chooses a picture secretly, completes the short speaking plan, gives two clues in the model order, and has a partner guess the activity.
- explains that students may use a real or imaginary family member so that everyone can participate comfortably.
- pairs students and asks each student to choose one activity card without showing it to the partner.
- asks students to organise short speaking notes in the model order: family member, when/how often, and two useful clues about the selected routine, hobby, or activity.
- asks Student A to give two or three short clues and Student B to guess; then asks students to switch roles so that both students provide speaking evidence.
- observes the organised spoken content with Appendix 4, focusing on model-based organisation, relevant family-life vocabulary, and clear clue connections rather than speech length.
- gives one brief oral feedback point linked to a criterion and asks the student to repeat the improved turn once.

Feedback and Guidance

Feedback is adapted to evidence from each student's work and performance rather than used as a fixed script.

Each feedback message includes a strength with evidence, one development need linked to a criterion, and one clear next step the student can apply immediately.

Activity A
Correct answers are connected to a specific listening detail. When a response is incorrect or incomplete, only the relevant segment is replayed; the student identifies the missing clue, corrects the answer, and checks it with Appendix 3.

Activity B
Oral feedback focuses on one, or at most two, priority criteria. The student then repeats the same short turn once so the feedback leads directly to action.

After the re-attempt, the teacher compares the first and improved turn only for the criterion(s) addressed in feedback and records a brief note if the same support is needed in a later activity. The whole performance is not scored in detail a second time.

Level	Task-Specific Feedback Examples For Activity B
3 - Proficient	Your clues were in a clear order: family member, time, then useful details. Your partner could guess without seeing the card. Next time, add one extra detail only if it makes the clue clearer.
2 - Developing	Your family and activity words fit the picture. Put the time clue before the detail clue and try the same turn again.
1 - Beginning	You gave one clear family/activity clue. Use the model frame to add when or how often, then repeat the turn.
0 - Performance Not Observed	Appropriate support should be provided so that the student can complete the first step of the task, and then the student should be given an opportunity to demonstrate the performance again.

Differentiation

Supporting

Activity A:

- Use only four highlighted pictures on the first focused replay, then return to the full set after the student has understood the classification categories.
- Keep category labels visible and provide a small picture/word bank; replay only the item the student needs to classify or answer.

Activity B:

- Reduce the activity-card choices to four familiar pictures and keep the model and word bank visible.
- Provide the frames "My ___ usually does this ___." and "He/She needs/uses ___." and allow one quiet rehearsal before the pair turn.

Expansion

Activity A:

- Ask students to choose two heard details and explain in one short sentence why each belongs in its category.
- Ask students to identify one regular routine and one current/planned family activity from the listening and state the contrast briefly.

Activity B:

- Add one second family-member clue or one "today/now" clue while keeping the same short model-based structure.
- Create one new family routine or hobby clue card using the same family-member + time + clue organisation.

APPENDIX 1

Activity A: Family Life and Hobbies

1. Listen once. Write the numbers 1-8 in the circles in the order you hear the pictures.



2. Listen again. Write the item number(s) in the correct group.

Hobby / Family Activity	Place	Equipment	Routine / Chore

3. Use the listening details to answer the questions.

a. Which detail is a regular family task?

.....

b. Which hobby uses a musical instrument?

.....

c. Where are they going today?

.....

d. What do they need for camping?

.....

Quick check: If you are not sure, ask to hear only the part you need one more time.

APPENDIX 2

Activity B: My Family

Choose one picture. Keep it secret. You may use a real or imaginary family member.

My success criteria
• I put my clues in the model order.
• I use family, routine, hobby, or activity words that fit my picture.
• I give two clear clues so my partner can make a reasonable guess.

Model

Secret picture	cycling
Family member	my sister
When / how often	at the weekend
Useful clues	needs a bicycle; likes being active

Student A: "My sister usually does this at the weekend. She needs a bicycle."

Student B: "Is it cycling?" Student A: "Yes, it is."

Plan your turn with keywords. Do not write a full speech.

Secret picture / activity	
Family member	
When / how often	
Clue 1	
Clue 2	
Partner guess	

Word bank: mother • father • sister • brother • grandmother • grandfather | usually • every afternoon • at the weekend • today | bicycle • camera • guitar • tent • garden • pet | plays • goes • takes • helps • cleans • dances



APPENDIX 3 - ANSWER KEY AND AUDIO SCRIPT

Answer Key - Activity A

1. Picture order (by position in the grid): barbecue 6; swimming 5; cycling 1; camping/tent 4; pet care 8; museum 2; taking a photograph 7; piano 3.
2. Classification: Hobby / Family Activity: 1, 3, 5, 6, 7 | Place: 2 | Equipment: 4 | Routine / Chore: 8.
3. a) taking care of the pet every afternoon b) playing the piano c) the museum d) a tent

Audio Script

1. A: What's your favourite hobby, Tom?

   B: I love cycling with my friends.
2. A: Where are we going today?

   B: We are going to the museum.
3. A: Can Emma play the guitar?

   B: No, she plays the piano.
4. A: What do we need for camping?

   B: We need a tent.
5. A: What are you doing this weekend?

   B: I'm going swimming with my family.
6. A: Where is your family now?

   B: They are having a barbecue in the garden.
7. A: What are you doing with your camera?

   B: I'm taking a photograph.
8. A: What do you do after school?

   B: I take care of the pet every afternoon.

Teacher fallback: If the digital track is unavailable, the script may be read aloud at a natural Grade 5 pace while keeping the same two-listening sequence.

APPENDIX 4 - ACTIVITY B: ANALYTIC SCORING RUBRIC

Student-friendly success criteria

- I use details from my Character Profile.
- I include physical features, clothes, and a daily activity or fun detail.
- I speak in a clear order and use keywords instead of reading a full speech.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
Model-based organisation	Organises the turn in the model order: family member, when/how often, then two useful clues. The sequence is ready to say without extra teacher prompting.	Uses the model order overall; one clue is missing or slightly out of order, but the partner can follow after a small prompt.	With a prompt, gives one family member and one activity/hobby clue; the model-based sequence is not yet complete.	No assessable model-based organisation is provided.
Relevant family-life vocabulary	Selects family, routine, hobby, activity, time, and object words that fit the chosen picture and intended meaning.	Selects relevant family/activity words; one word or phrase needs correction or a clearer match to the chosen picture.	With word-bank support, uses one relevant family or activity word correctly but needs help to connect it to the clue.	No assessable relevant vocabulary is provided.
Clear clue connection	Connects the family member, time/ frequency, and activity details in two or three short clues so the partner can make a reasonable guess without seeing the card.	Gives understandable clues, but one connection is vague or repeated; the partner may need one follow-up question.	Gives one understandable clue; more information or a model prompt is needed before the partner can guess.	No assessable clue connection is provided.

Total Score	..... / 9
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	7-9 Proficient | 4-6 Developing | 1-3 Beginning | 0 Performance Not Observed (only when no assessable evidence is available for all criteria).
Use Note	The total score provides an overall view. Feedback, supporting/expansion decisions, and follow-up are based on the criterion profile, not only on the total score.

ACTIVITY 8

ENGLISH / YEAR 5

Theme and Learning Area	**Theme 4 - Family Life** Sub-themes: Family members' routines; family members' hobbies and activities.
Learning Outcomes and Process Components	ENG.5.4.R3. Students can make meaning of / derive meaning from the current content about "family life with family members' routines; family members' hobbies and activities" by reading it carefully. *d) Students recognise significant horizontal/vertical/spiral relationships within the current content that contribute to the perception of the content in a meaningful way.* ENG.5.4.W3. Students can organise a content for the assigned writing task on the current content "family life with family members' routines; family members' hobbies and activities" based on the model/example provided. *c) Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

Activity Name: Our Sunday Plan

Materials

Reading text "Our Sunday Plan"; Student Reading Worksheet (Appendix 1); Model-Based Writing Planner (Appendix 2); Board

Assessment and Evaluation Tools

Answer Key (Appendix 3); Analytic Scoring Rubric for Activity B (Appendix 4)

Activity Implementation Guidelines and Stages

Activity A - Reading

The teacher...

- asks short questions about Sunday routines and what people usually do versus what they are doing today.
- shows the title "Our Sunday Plan" and asks students to make a simple prediction about the text before reading.
- hands out Appendix 1 and asks students to read the text silently and carefully.
- asks students to complete the Usually / Today table by matching each family member with the routine and today's activity.
- asks students to answer the "Who could say it?" items and point to the supporting sentence in the text.
- checks the answers with Appendix 3 and lets students correct incomplete or incorrect relationships by rereading the relevant sentence.

Activity B - Model-Based Writing Organisation

The teacher...

- shares the purpose of Activity B and the success criteria in Appendix 4 before students begin and briefly explains what the performance levels mean.
- reviews the organisation of Deniz's model: usual family routines first, followed by what is different today.
- hands out Appendix 2 and asks students to organise short notes for their own Sunday by completing the Usually / Today planning table.
- keeps the word bank and sentence starters visible and asks students to select details that match their own family routines and activities.
- asks students to use their plan to produce a short four- or five-sentence draft while keeping the same model-based order.
- reviews the first draft with the Analytic Scoring Rubric in Appendix 4, gives brief oral feedback on one priority criterion, and gives the student an opportunity to revise one plan item or sentence before the final response is collected.

Feedback and Guidance

Feedback is adapted to evidence from each student's work rather than delivered as fixed sentences. Each feedback message includes: (1) one strength with evidence, (2) one development need linked to a criterion, and (3) one clear next step the student can apply immediately.

Activity A
Feedback directs students to the exact sentence that connects a family member with a usual routine or an activity happening today. For an incorrect or incomplete relationship, the student rereads that part, explains the connection, and corrects the answer before it is confirmed.

Activity B
Feedback is based on the criterion profile in Appendix 4. One priority criterion is selected, a short oral comment is given, and the student revises one planning detail or one sentence. The revised part is checked again only for the feedback focus rather than re-scoring the entire response.

For students at 0 - Performance Not Observed, appropriate support should be provided to help the student complete the first step of the task, and then the student should be given an opportunity to show the performance again.

Level	Task-Specific Feedback Example
3 - Proficient	Your plan clearly separates usual Sunday routines from what is happening today, and your family details fit the theme. Your short draft follows the same clear order as the model. One extra hobby or activity detail can be added if it still fits the same plan.
2 - Developing	Your plan includes both usual routines and today's activities, and the main order is clear. One detail or time signal needs a small adjustment. The model can be checked and that part can be reorganised before the sentence is written again.
1 - Beginning	You recorded one meaningful family routine or today activity with support. The contrast is not complete yet. A sentence starter and one word-bank item can be used to add the matching second part.
0 - Performance Not Observed	There is not enough assessable evidence yet. Appropriate support can be provided for the first Usually / Today pair, and then the student can show the response again with the same short task.

Differentiation

Supporting

Activity A

- Key time words such as usually, every Sunday, today, and now can be highlighted in the text before students complete the table.
- The first family-member row can be completed together by locating the two supporting sentences before students continue independently.
- Students can complete three family-member rows first and then return to the remaining rows after feedback.

Activity B

- A smaller word bank and the sentence starters "My ___ usually..." and "Today, my ___ is..." can remain visible.
- Students can organise two family members first and add the third detail after the model has been checked.
- One plan item can be discussed orally before the student writes the matching sentence independently.

Expansion

Activity A

- Students can explain one Usually / Today relationship in their own words and identify the sentence that supports it.
- Students can compare two family members in the same text by describing how their usual routines and today activities are different.

Activity B

- Students can add one additional family member or hobby/activity detail while keeping the same model-based organisation.
- Students can write one extra contrast sentence using the same familiar time signals, such as "My sister usually..., but today she is...".

APPENDIX 1

Our Sunday Plan

Student Reading Worksheet - Activity A

Hello! I'm Deniz. Sundays are usually busy but organised in my family. We all have different tasks at home. My mother usually cooks lunch, and my father usually cleans the house. My older sister usually does the shopping, and my younger brother usually tidies his room. I usually help with small tasks and then read a book or listen to music.

But today is different. We are not doing our usual routines. Today, we are spending time together outside. My mother is having a picnic in the park. My father is riding a bike with my younger brother. My older sister is taking photos, and I am playing a board game with my family.

At the end of the day, we feel happy because we are spending time together and helping each other.

A. Read the text carefully. Complete the table.

Family member	Usually	Today
Mom		
Dad		
Older sister		
Younger brother		
Deniz		

B. Who could say it? Write Mom, Dad, Older Sister, or Younger Brother.

1. "I usually do the shopping, but today I am taking photos." .....

2. "I usually tidy my room, but today I am riding a bike with Dad." .....

3. "I usually clean the house, but today I am riding a bike with my son." .....

4. "I usually cook lunch, but today I am having a picnic in the park." .....

Student reminder: Use the text. Find the sentence that shows your answer.

APPENDIX 2

Model-Based Writing Planner - Activity B

1. Look at the model. Notice the order.

Model: On Sundays, my family usually has different routines. My mother usually cooks lunch, and my father usually cleans the house. Today is different. My mother is having a picnic, and my father is riding a bike.

2. Plan your own Sunday. Write short notes first.

Family member	Usually	Today / Now
Me		
Family member 1		
Family member 2		

Word bank: cook lunch • clean the house • do the shopping • tidy a room • read a book • listen to music • have a picnic • ride a bike • take photos • play a board game | usually • every Sunday • today • now

3. Use your plan. Write 4-5 short sentences.

On Sundays, my family usually .....

My ..... usually .....

Today, we .....

Right now, my ..... is .....

.....

APPENDIX 3 - ANSWER KEY - ACTIVITY A

Family member	Usually	Today
Mom	cooks lunch	is having a picnic in the park
Dad	cleans the house	is riding a bike with the younger brother
Older sister	does the shopping	is taking photos
Younger brother	tidies his room	is riding a bike with Dad
Deniz	helps with small tasks; reads or listens to music	is playing a board game with the family

B.

1. Older Sister

2. Younger Brother

3. Dad

4. Mom

Equivalent short expressions are accepted when they accurately show the relationship stated in the text. For an incorrect answer, the student is first asked to locate the supporting sentence and correct the response independently.

APPENDIX 4 - ANALYTIC SCORING RUBRIC FOR ACTIVITY B

Purpose: To assess how well the student organises content for a short Sunday-routine writing task by following the model, selecting relevant family-life details, and clearly separating usual routines from activities happening today.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
Model-based organisation	Organises the plan and short draft in the model's clear order: usual Sunday routines first, followed by what is different today.	Follows the model order overall; one idea is placed unclearly or needs a small reorganisation, but the routine/today sequence remains understandable.	With a prompt, records one usual-routine idea and one today idea; the full model-based order is not yet complete.	No assessable model-based organisation is provided.
Relevant family-life details	Selects family members, routines, hobbies, or activities that fit the Theme 4 context and give enough information to support the planned paragraph.	Selects relevant family details; one detail is too general, repetitive, or needs a clearer connection to the Sunday context.	With support, records at least one relevant family routine or activity; additional prompts are needed to build the rest of the plan.	No assessable family-life detail is provided.
Usually / today relationship	Uses familiar time signals such as usually/every Sunday and today/now so the contrast between habitual and current actions is clear in the plan and draft.	Shows both habitual and current actions; one time signal or sentence connection needs a small adjustment, but the contrast is understandable.	With a sentence starter, shows one meaningful habitual or current action; the relationship between the two is not yet complete.	No assessable evidence of the usually/today relationship is provided.

Total Score	..... / 9
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	7-9 Proficient | 4-6 Developing | 1-3 Beginning | 0 Performance Not Observed (only when no assessable evidence is available for any criterion)
Use Note	The total score provides a general overview. Feedback, support, re-attempt, and follow-up decisions are based primarily on the criterion profile rather than the total score

ACTIVITY 9

ENGLISH / YEAR 5

Theme and Learning Area	**Theme 5 - Life in the Neighbourhood & City** Sub-themes: Places for recreation and attractions in the neighbourhood and city; different types of houses.
Learning Outcomes and Process Components	ENG.5.5.L3. Students can make meaning of/derive meaning from the current content on "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" through significant details by listening/watching it carefully. *e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.* ENG.5.5.S2. Students can use the model/example for producing verbal content about the current content on "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses". *a) Students listen (to)/watch/read the model/example for the current content with the help of audio/visual/written elements.*

Activity Name: Welcome to My Holiday House!; Dream House

Materials	Assessment and Evaluation Tools
Listening Audio / Audio Script (Appendix 3); House-Plan Worksheet and Family-Member Picture Cards (Appendix 1); Dream-House Model and Drawing Planner (Appendix 2); Board / smartboard; Word List	Answer Key and Audio Script (Appendix 3); Analytic Scoring Rubric for Activity B (Appendix 4)

Activity Implementation Guidelines and Stages

Activity A - Welcome to My Holiday House!

The teacher...

- activates familiar house and room vocabulary by displaying the floor plan and briefly asking students which room they like in a house.
- distributes Appendix 1 and asks students to examine the floor plan before listening.
- plays the audio once for overall meaning, then plays it again so students write the room names in the correct places on the plan.
- asks students to listen again, use the family members' actions and location clues, and place the four picture cards in the correct parts of the house.
- asks students to answer the two short inference questions in Appendix 1 by using a listening clue.
- checks answers with Appendix 3, replays only the relevant part when needed, and gives students time to correct their own room label, picture placement, or inference before confirming the answer.

Activity B - Dream House

The teacher...

- shares the purpose of the speaking task and the success criteria in Appendix 4 before students prepare their dream houses and briefly explains what the performance levels mean.
- shows the short dream-house model in Appendix 2 and asks students to notice its four useful parts: house type, rooms, one location relation, and a favourite room with a short reason.
- asks students to draw a simple dream house with a manageable number of labelled rooms and complete the short keyword planner instead of writing a full presentation script.
- keeps the model and word bank visible while students prepare three or four short sentences that follow the model.
- gives students one brief partner rehearsal. Students then present to a partner or small group so every student produces oral evidence; several volunteers may present to the whole class.
- observes the short speaking performance with the Analytic Scoring Rubric in Appendix 4, gives brief feedback on one priority criterion, and asks the student to repeat one sentence in an improved form.

Feedback and Guidance

Feedback is adapted to student evidence. In crowded classes, it focuses on one or at most two priority criteria. Each message includes one evidence-based strength, one criterion-linked need, and one immediate next step.

Activity A

- Feedback refers to the exact room, action, or location clue. For an incorrect or incomplete answer, the relevant segment is replayed and the student corrects the response before confirmation.
- For an inference, the student states the clue that supports the idea rather than only giving a name.

Activity B

- Feedback focuses on model use, house/room vocabulary, and clarity of the short dream-house message.
- After feedback, the student repeats one improved sentence or adds one missing model part.

Level	Task-Specific Feedback Example
3 - Proficient	You followed the model, used suitable room words, and gave a clear location sentence. Add one short reason for your favourite room.
2 - Developing	Your dream house is understandable. Check the model and repeat one part with a clearer location or favourite-room detail.
1 - Beginning	With the model and word bank, you gave one meaningful house sentence. Use a starter to add one more model part, then say it again.
0 - Performance Not Observed	Provide support that helps the student complete the first step of the task, then give the student another opportunity to demonstrate the performance.

Differentiation

Supporting

Activity A

- Keep a small room-word bank visible and allow one focused replay. If needed, offer two family-member choices for one inference and ask for the audio clue.

Activity B

- Keep an illustrated house/room word bank and the four-part model visible. The student may draw three labelled rooms and give two or three short sentences after one rehearsal.

Expansion

Activity A

- Ask students to justify one placement or inference with the exact action/location clue from the audio.

Activity B

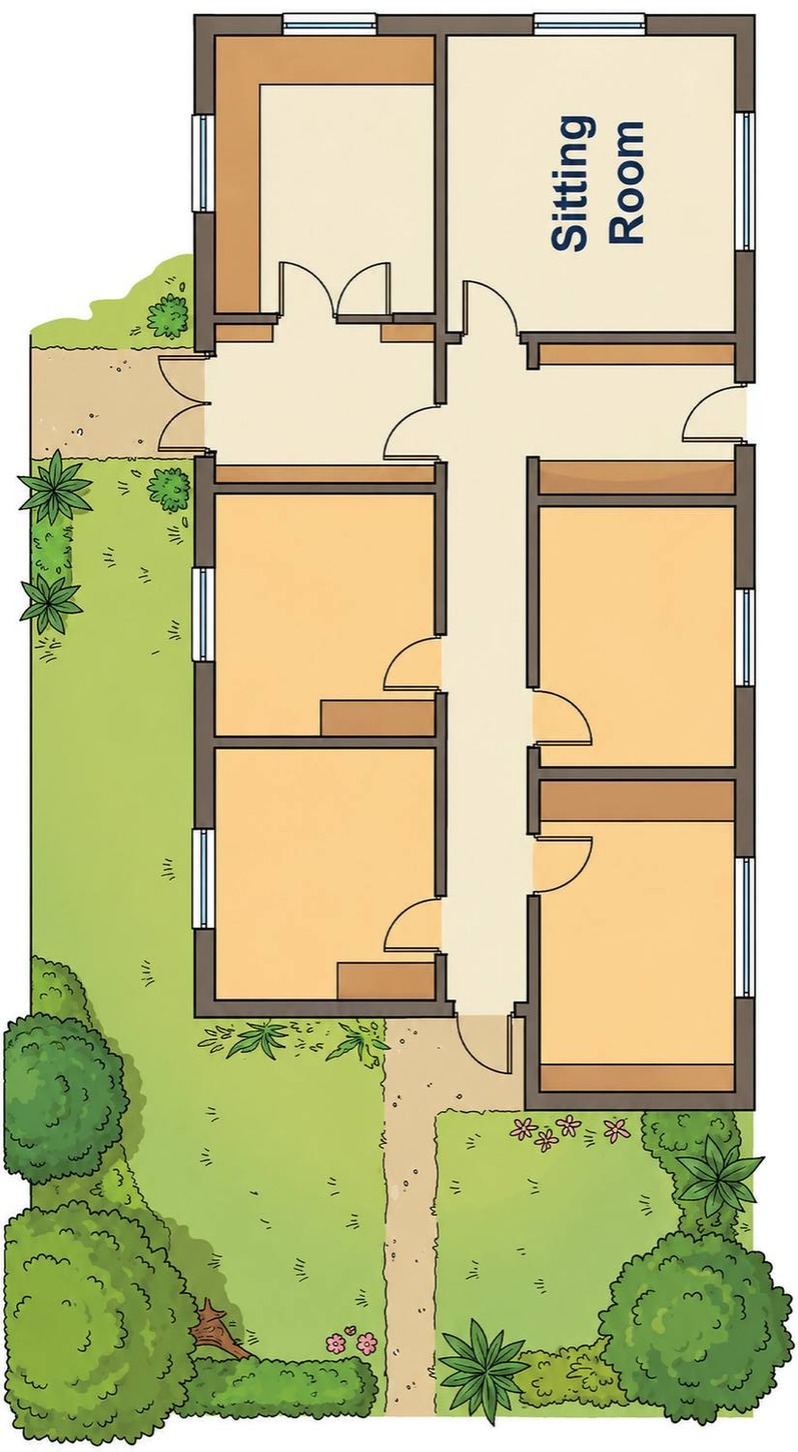
- Ask students to add one Theme 5 detail, such as a nearby attraction or one familiar comparison with their real home.

APPENDIX 1

Welcome to My Holiday House!; Dream House

Listening Worksheet - Activity A

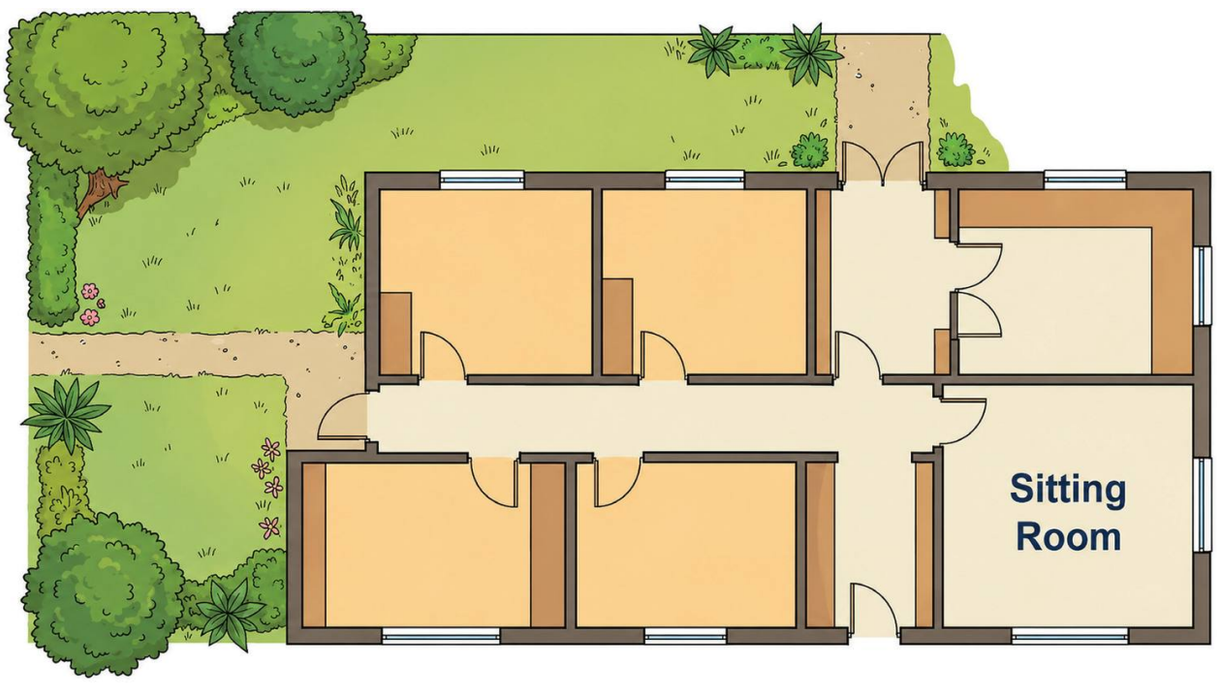
1. Listen and write the room names.



APPENDIX 1

Listening Worksheet - Activity A (continued)

2. Listen again and place the family members in the correct rooms.





Jane Dad Mom Brother

3. Think about the listening clues.

Answer in a few words. Use one clue from the audio.

Question	My answer and clue
a. Who probably enjoys music? Why?	....
b. Who may enjoy gardening? Why?	....

APPENDIX 2

Dream-House Model and Drawing Planner - Activity B

Student Name: ..... **Date:** .....

1. Read the model.

My dream house is a tree house. There is a kitchen next to the sitting room. My favourite room is the bedroom because I like reading there.

2. Notice the four model parts.

Model part	What does the model say?
House type	tree house
Rooms	kitchen, sitting room, bedroom
Location relation	the kitchen is next to the sitting room
Favourite room + reason	the bedroom because the speaker likes reading there

3. Plan and draw your dream house.

My idea	Short note
House type	.....
Rooms (3-5)	.....
One location relation	.....
Favourite room + reason	.....

Helpful words: house • apartment • tree house • bedroom • kitchen • sitting room • bathroom • garden • next to • near • favourite

Draw and label your dream house here.

APPENDIX 2

Dream-House Model and Drawing Planner - Activity B (continued)

4. Give a short presentation.

Use your drawing and the model. Speak in 3-4 short sentences. You do not need to write a full script.

Success criteria	I can...
Follow the model	include my house type, rooms, a location relation, and a favourite-room detail.
Use Theme 5 words	use suitable house and room words.
Make the message clear	use my drawing to give a short, understandable oral description.

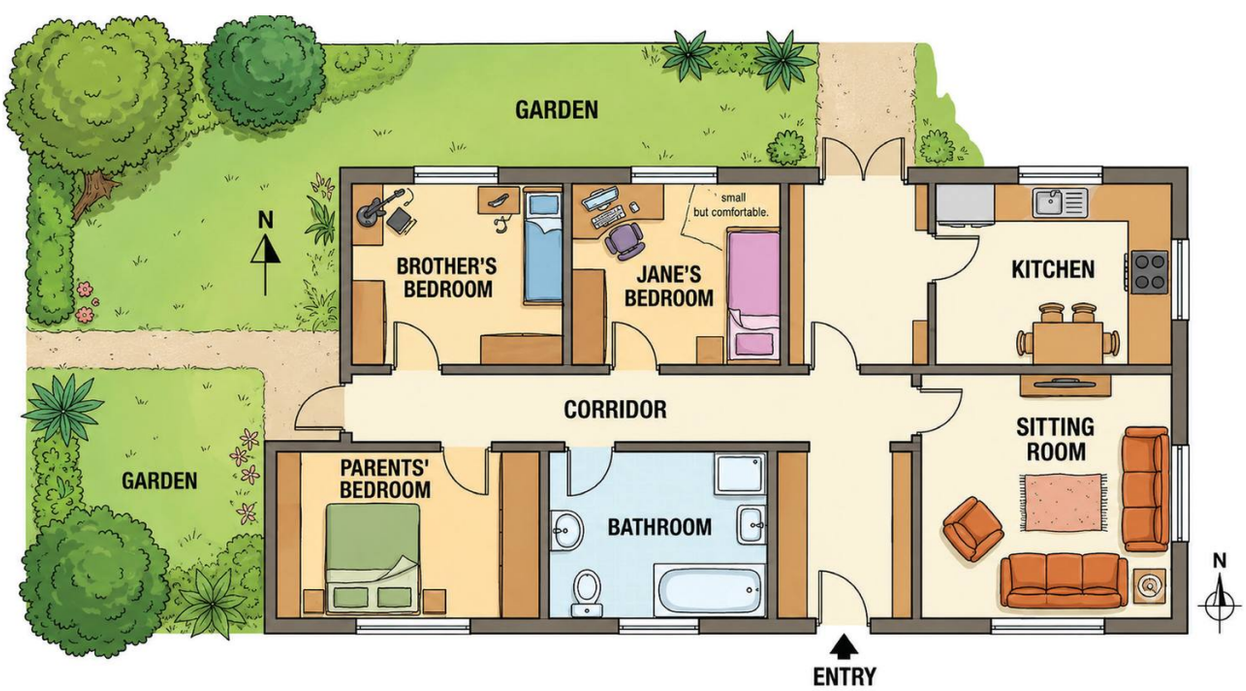
APPENDIX 3 - AUDIO SCRIPT AND ANSWER KEY - ACTIVITY A

Audio Script

Hello, my name is Jane. I love our summer holiday house. It is much bigger than our apartment in the city. Right now, my dad is sitting in the cozy sitting room. He is reading a book on the sofa. I am eating a sandwich in the kitchen. The kitchen is next to the sitting room. Our house is usually quiet, but right now, my brother is playing music in his bedroom. His bedroom is next to my bedroom. In my bedroom I have a bed, desk and computer. It is small but comfortable. If you walk down the long corridor, you can find my parents' bedroom. The bathroom is next to their bedroom. My mom is in the garden and she is watering the flowers. The garden is so peaceful.

Answer Key

Task 1 - Room labels



APPENDIX 3 - AUDIO SCRIPT AND ANSWER KEY - ACTIVITY A

Task 2 - Family-member placements

Family member	Correct place
Dad	Sitting room
Jane	Kitchen
Brother	Brother's bedroom
Mom	Garden

Task 3 - Possible inference answers

- a. The brother probably enjoys music because he is playing music in his bedroom.
- b. The mom may enjoy gardening because she is watering the flowers in the garden.
- Equivalent short answers are accepted when the student gives an appropriate listening clue.

APPENDIX 4 - ANALYTIC SCORING RUBRIC FOR ACTIVITY B

Purpose: To assess how the student uses the provided dream-house model and visual support to give a short oral description appropriate for Grade 5 Theme 5.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
Use of the model/ example	Uses the model to include the house type, relevant rooms, one location relation, and a favourite-room/detail idea in a clear sequence.	Uses the main parts of the model; one part may be missing or need a prompt, but the dream-house description still follows the model.	With the model visible and a prompt, communicates at least one model part meaningfully; the other parts are not yet organised clearly.	No assessable evidence of using the model/example is provided.
Theme 5 house and room vocabulary	Selects suitable house and room words that match the drawing and make the dream house easy to understand.	Uses relevant house/ room words; one word may be too general or need correction, but the place can still be understood.	With word-bank support, uses at least one relevant house or room word meaningfully.	No assessable Theme 5 house/ room vocabulary is provided.
Clear model-based oral description	Gives three or four short, understandable sentences and uses the drawing to support the message without reading a full script.	Gives an understandable short description; one sentence may be incomplete or need a clearer connection to the drawing/model.	With support, gives at least one meaningful sentence about the dream house; the short description is not yet complete.	No assessable spoken description is provided.

Total Score	..... / 9
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	7-9 Proficient | 4-6 Developing | 1-3 Beginning | 0 Performance Not Observed (only when no assessable evidence is available for all criteria).
Use Note	The total score provides a general overview. Feedback, support, re-attempt, and follow-up decisions are based primarily on the criterion profile rather than the total score.

Strengthening Teachers in Classroom Assessment Processes in Lower Secondary Education

ACTIVITY 10

ENGLISH / YEAR 5

Theme and Learning Area	**Theme 5 - Life in the Neighbourhood & City** Sub-themes: Places for recreation and attractions in the neighbourhood and city; different types of houses.
Learning Outcomes and Process Components	ENG.5.5.R3. Students can make meaning of / derive meaning from the current content about "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" by reading it carefully. b) Students classify the significant elements of the current content that contribute to the perception of the content in a meaningful way. ENG.5.5.G1. Students can select and use the target grammatical elements of the current content about "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. h) Students use the recognised target grammatical chunks naturally, authentically, and automatically in new contextual tasks and activities without analysing their rules. ENG.5.5.W4. Students can individually construct/form content for the assigned writing task on the current content "life in the neighbourhood and city with places for recreation and attractions in the neighbourhood and city; different types of houses". c) Students use target words and grammatical language chunks accurately and appropriately for a prepared and/or unprepared writing task about the current content by selecting them according to the assigned writing type, age, and language level.

Activity Name: Two Towns, Two Lives; The Intergalactic Neighbourhood Guide

Materials

Reading text and worksheet (Appendix 1); Model brochure and three-panel writing planner (Appendix 2); Board

Assessment and Evaluation Tools

Answer Key (Appendix 3); Analytic Scoring Rubric for Activity B (Appendix 4)

Activity Implementation Guidelines and Stages

Activity A - Two Towns, Two Lives

The teacher...

- shares the purpose of the activity and the success criteria in Appendix 4 before the activities begin and briefly explains what the performance levels mean.
- asks students to look at the title and predict how Leo's and Maya's neighbourhoods may be different.
- hands out Appendix 1 and asks students to skim the text first, then read it silently and carefully.
- asks students to classify the word-bank items under Leo's Life, Both, or Maya's Life and to underline the text evidence for one item in each column.
- asks students to scan the text again and find one comparison and one habitual action that can be used as language models for Activity B.
- checks the answers with Appendix 3 and gives students an opportunity to correct an item by returning to the supporting sentence before the answer is confirmed.

Activity B - The Intergalactic Neighbourhood Guide

The teacher...

- shows the short model in Appendix 2 and asks students to notice how the three panels use target language in context: a home and what is inside it, daily life and an attraction, and one comparison with Earth.
- asks students to choose a simple planet/city name, an alien or resident name, one house type, one attraction, and a few familiar objects from the word bank.

- asks students to complete the three panels with short, meaningful sentences using the target chunks naturally: possessive 's and There is/There are for the home, the Simple Present for daily life, and a comparative adjective for the final panel.
- keeps the task to a small number of short sentences so the focus remains on meaningful language use rather than length.
- gives brief oral feedback on one priority criterion from Appendix 4 and gives the student an opportunity to revise one sentence or one missing panel detail.
- checks the revised part only for the feedback focus and then collects the brochure for final assessment.

Feedback and Guidance

Feedback is adapted to evidence from each student's work rather than delivered as fixed sentences. Each feedback message includes: (1) one strength with evidence, (2) one development need linked to a criterion, and (3) one clear next step the student can apply immediately.

Activity A
Feedback directs students to the exact words or sentence that support a Leo / Both / Maya classification. If an item is incorrect or incomplete, the student returns to the text, identifies the relevant clue, and corrects the classification before the answer is confirmed.

Activity B
Feedback is based on the criterion profile in Appendix 4. One priority criterion is selected and addressed orally. The student revises one sentence or panel detail, and the revised part is checked again only for that feedback focus rather than re-scoring the whole brochure.

For students at 0 - Performance Not Observed, appropriate support should be provided to help the student complete the first step of the task, and then the student should be given an opportunity to show the performance again.

Feedback and Guidance

Level	Task-Specific Feedback Example
3 - Proficient	Your three panels are clear, your neighbourhood and house words fit the ideas, and you used the target language chunks in the right places. One extra attraction detail or a second simple comparison can be added if it still keeps the brochure easy to follow.
2 - Developing	Your brochure communicates the main idea and the three panels can be followed. One target chunk or word choice needs a small correction. The model can be checked and that sentence can be revised before the brochure is submitted.
1 - Beginning	You wrote one meaningful neighbourhood or house sentence with support. More evidence is needed across the panels. A sentence starter and one word-bank item can be used to complete the next panel.
0 - Performance Not Observed	There is not enough assessable written evidence yet. Appropriate support can be provided for the first panel, and then the student can show the response again with the same short task.

Differentiation

Supporting

Activity A

- The word bank can be reduced to six items before students return to the full classification task.
- One Leo item, one Both item, and one Maya item can be located together by underlining the supporting words in the text.
- Students can use a simple colour code for Leo / Both / Maya while classifying the remaining items.

Activity B

- A small illustrated word bank with familiar house types, furniture, attractions, and adjectives can remain visible.
- Students can complete one panel at a time using the starters “There is... / There are...”, “Every day...”, and “It is ... than...”.
- The first model sentence can be read together before the student writes a different sentence independently.

Expansion

Activity A

- Students can explain one classification by quoting or paraphrasing the text evidence.
- Students can add one more comparison they find in the text and state which two places or homes are being compared.

Activity B

- Students can add a second attraction and compare the two attractions with one familiar comparative adjective.
- Students can add one extra sentence describing why a visitor may like the Neighbourhood while using the same theme vocabulary and target chunks.

APPENDIX 1

Two Towns, Two Lives; The Intergalactic Neighbourhood Guide

Reading Text and Worksheet - Activity A

TWO TOWNS, TWO LIVES

Meet Leo and Maya! They are 11-year-old cousins, but they live in very different places.

Leo lives in a modern apartment building downtown. His apartment is on the 5th floor. It has a great view, but his favourite place is the kitchen because his family gathers there. In his neighbourhood, there are many places for recreation. Leo usually goes to the skate park on Saturdays. The city is lively and sometimes crowded. There is a huge museum and there are three cinemas.

Maya lives in a traditional detached house with a big garden in a small town. Her house is bigger and quieter than Leo's apartment. There is a beautiful lake near her house, and there are many green parks. Maya rarely goes to the cinema because there isn't one in her town, but she usually rides her bike in the forest every afternoon. She thinks her town is more peaceful than Leo's busy city.

A. Classify the words in the correct column.

Word bank: modern apartment • big garden • skate park • 11 years old • lake nearby • 3 cinemas • cousins • quiet

Leo's Life	Both	Maya's Life

B. Read again. Find one example for each category.

Category	Example from the text
Making a comparison	.....
Habitual action	.....

Student reminder: Use the text. Underline the words that support at least one answer in each Leo / Both / Maya column.

APPENDIX 2

Model Brochure and Writing Planner - Activity B

1. Read the model. Notice what each panel does.

1. My Alien Friend's Home	2. Daily Life & Cool Place	3. This Place vs. Earth
Orbit's home is a bubble pod. There is a robot bed and there are two floating chairs.	Orbit visits the Gravity Park every day. It is a fun attraction in Luna Village.	Luna Village is quieter than a big city on Earth.

2. Plan your own intergalactic neighbourhood guide.

My idea	Write a short note
Planet / city name	.....
Resident / alien name	.....
House type	.....
One attraction	.....

Helpful word bank

houses: bubble pod • treehouse • apartment • glass tower | things: bed • chair • table • robot • cooker | attractions: park • museum • skate park • amusement park | adjectives: big • small • quiet • modern • exciting • green

3. Write one short section for each panel.

Panel 1 - Home	Use possessive 's and There is / There are. My .....'s home is a ..... . There is ..... . There are ..... .
Panel 2 - Daily Life	Use the Simple Present and name one attraction. Every day, ... The city has ..... .
Panel 3 - Comparison	Use one comparative adjective. My city / house is ..... than .....

APPENDIX 3 - ANSWER KEY - ACTIVITY A

Leo's Life	Both	Maya's Life
modern apartment	11 years old	big garden
skate park	cousins	lake nearby
3 cinemas		quiet

B. Possible examples

Making a comparison: "Her house is bigger and quieter than Leo's apartment." / "Her town is more peaceful than Leo's busy city."

Habitual action: "Leo usually goes to the skate park on Saturdays." / "Maya usually rides her bike in the forest every afternoon."

Equivalent examples from the text are accepted when they correctly match the category. For an incorrect classification, the student first returns to the supporting sentence and corrects the response independently.

APPENDIX 4 - ANALYTIC SCORING RUBRIC FOR ACTIVITY B

Purpose: To assess the student's short three-panel brochure for accurate, meaningful use of Theme 5 target language chunks and suitable neighbourhood/house vocabulary at Grade 5 level.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
Target language chunks in context	Uses the target chunks in the intended panels: possessive 's and There is/There are for the home, the Simple Present for daily life, and a comparative form for the comparison. Sentences are understandable and fit the intended meaning.	Uses the main target chunks in understandable sentences; one form may need correction or one required chunk may be missing, but the brochure meaning remains clear.	With a prompt or sentence starter, uses at least one target chunk meaningfully in a complete or nearly complete sentence; other required uses are not yet shown clearly.	No assessable use of the target language chunks is provided.
Neighbourhood and house vocabulary	Selects suitable words for a house, objects/ furniture, daily life, and an attraction so the imagined neighbourhood can be understood clearly.	Uses relevant Theme 5 vocabulary that makes the place understandable; one word may be too general, repetitive, or need correction.	With word-bank support, uses at least one relevant house, object, or attraction word meaningfully.	No assessable Theme 5 vocabulary is provided.
Message clarity and panel completion	Completes all three short panels with ideas that match each panel purpose and form one clear, easy-to-follow brochure.	Completes the main parts of the three-panel brochure; one panel may be shorter or need one clearer detail.	With guidance, completes part of the brochure and communicates one meaningful idea; the three-panel message is not yet complete.	No assessable brochure message is provided.

Total Score	..... / 9
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	7-9 Proficient | 4-6 Developing | 1-3 Beginning | 0 Performance Not Observed (only when no assessable evidence is available for any criterion)
Use Note	The total score provides a general overview. Feedback, support, re-attempt, and follow-up decisions are based primarily on the criterion profile rather than the total score.

ACTIVITY 11

ENGLISH / YEAR 5

Theme and Learning Area	**Theme 6 - Life in the World** *Sub-themes: Basic food types; ordering in a restaurant; food events in the city.*
Learning Outcomes and Process Components	ENG.5.6.L3. Students can make meaning of/derive meaning from the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city" through significant details by listening/watching it carefully. *b) Students make important and necessary classifications in the current content that help them to understand it better with details.* ENG.5.6.W3. Students can organise a content for the assigned writing task on the current content "life in the world with basic food types; ordering in a restaurant; food events in the city" based on the model/example provided. *c) Students organise and/or produce materials relevant to the content for a prepared/unprepared writing task, appropriate to the assigned writing type, age, and language level.*

Activity Name: Tuna Salad; Garden Cafe - A World of Flavours

Materials	Assessment and Evaluation Tools
Listening audio provided in the source activity package; Tuna Salad listening worksheet (Appendix 1); Garden Cafe menu and dialogue planner (Appendix 2); Board / smartboard	Answer Key and Audio Script (Appendix 3); Analytic Scoring Rubric for Activity B (Appendix 4)

Activity Implementation Guidelines and Stages

Activity A - Tuna Salad

The teacher…

- activates background knowledge by showing the Tuna Salad visual and asking students which foods they expect to hear in a tuna salad recipe.
- gives Appendix 1 and briefly explains that students will listen for pictured foods and the order of the main recipe steps.
- plays the audio once for general meaning and asks students to focus on the ingredients and actions.
- plays the audio again and asks students to tick the pictured foods they hear by name, then classify the picture words under "Heard in the recipe" and "Not heard in the recipe".
- plays the relevant parts again and asks students to number the six main recipe steps from 1 to 6.
- checks the work with Appendix 3. For an incorrect or incomplete classification or sequence, replays the relevant part and gives the student an opportunity to correct the response before the answer is confirmed.

Activity B - Garden Cafe: A World of Flavours

The teacher…

- displays Appendix 2 and asks students to identify the restaurant setting and the waiter/customer roles from the menu and model.
- reads the short model dialogue with the class and draws attention to its practical order: opening/order question, food choice, drink or extra item, response, payment question, and closing.
- shares the success criteria in Appendix 4 before the dialogue-planning task and briefly explains what the performance levels mean.
- pairs students and asks each pair to use the menu and phrase bank to complete the six-turn dialogue planner. Each student contributes the lines for the role they take.
- monitors the writing process and gives brief oral feedback on one or, when necessary, two priority criteria. The pair revises one line or missing part immediately after the feedback.
- invites pairs to role-play the completed dialogue as a short practice if time allows. The role-play is not scored separately from the written evidence.
- assesses the written planner with the Analytic Scoring Rubric in Appendix 4 and briefly rechecks the revised part rather than rescoring the whole product in detail.

Feedback and Guidance

Feedback is not used as a set of fixed sentences to be given to every student. It is adapted to evidence in the student's work. Each feedback message includes: a strength supported by evidence; a development need linked to a criterion; and one clear next step that the student can apply immediately.

Activity A
Feedback is linked to the exact food word, ingredient detail, or sequence cue heard in the audio. The relevant part is replayed and the student corrects one classification or ordering response before checking the final answer.

Activity B
Feedback focuses on the organisation of the model-based dialogue material, relevant menu details, and usable restaurant expressions. After brief oral feedback, the pair revises one line or missing part and the teacher rechecks only the priority criterion.

Level	Task-Specific Feedback Example
3 - Proficient	Your dialogue plan follows the model clearly, and the menu choices and restaurant phrases fit the situation. One next step can be adding one short preference or price detail without changing the dialogue order.
2 - Developing	The main waiter-customer order is clear and the menu words fit. One turn is missing or less clear. That line can be completed by checking the model and phrase bank, then read again with the partner.
1 - Beginning	You have at least two connected restaurant lines with support. The dialogue plan is not complete yet. The next blank can be completed with one phrase from the bank and one menu item.
0 - Performance Not Observed	There is not enough assessable written evidence yet. Appropriate support is provided so that the student can complete the first step of the task, and then the student is given another opportunity to show the performance.

Note: 0 - Performance Not Observed is used only when no assessable evidence is available for the criterion; it does not mean low-quality performance.

Follow-up / recheck: The teacher briefly compares the first and revised version only for the criterion that received feedback and records a short note about the observed change for the next related task.

Differentiation

Supporting

Activity A

- After the first whole listening, the audio can be replayed in shorter sections and a picture-word list can remain visible.
- A smaller set of six picture words can be classified first; students can return to the full ten-item set after feedback.
- One recipe step can be matched to the audio together before students order the remaining steps independently.

Activity B

- A smaller menu choice and the phrase starters "May I take your order?", "I'd like…", "Would you like…?", and "Can I…?" can remain visible.
- Students can complete the four core turns first and add the payment/closing turns after a short model and feedback.
- The waiter/customer role can be rehearsed once orally before the student writes the line in the planner.

Expansion

Activity A

- Students can classify the heard ingredients again as "vegetables" and "other ingredients" and explain one choice by referring to the audio.
- Students can identify one additional action word from the script that helps them understand the recipe sequence.

Activity B

- Students can add one short price, preference, or recommendation question while keeping the same restaurant dialogue structure.
- Students can role-play the revised dialogue with the same menu and then state one line they improved after feedback.

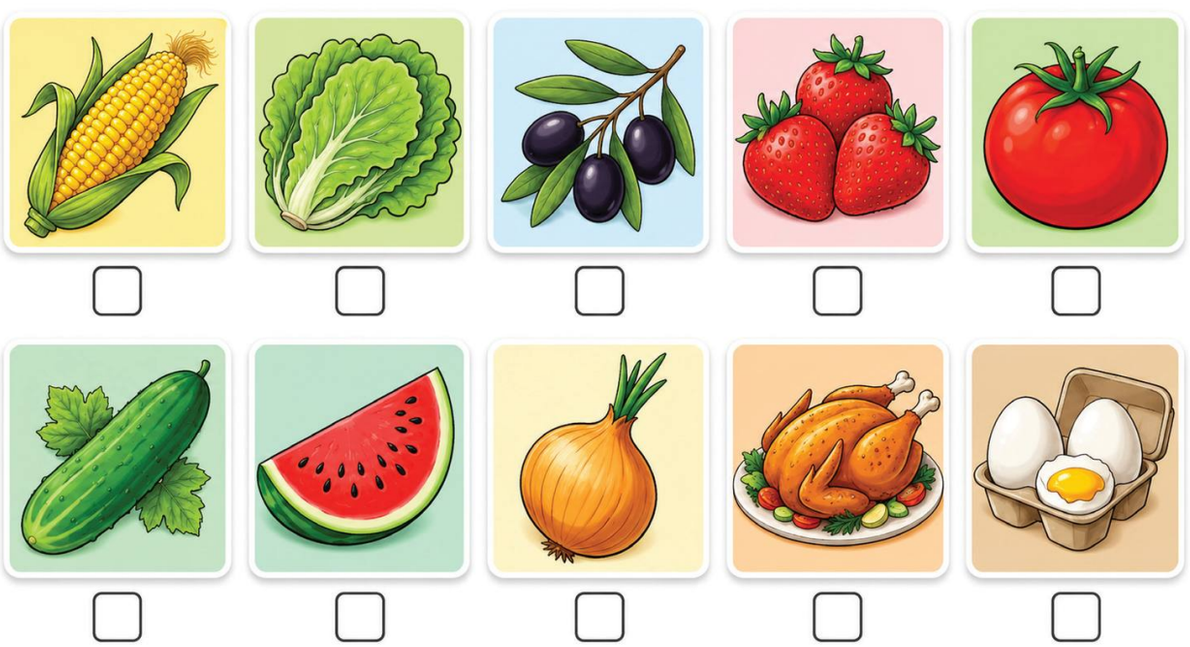
APPENDIX 1

Tuna Salad; Garden Cafe - A World of Flavours

Tuna Salad Listening Worksheet - Activity A



A. Listen. Tick the pictured foods you hear by name in the recipe.



APPENDIX 1

Tuna Salad Listening Worksheet - Activity A (continued)

B. Use the same picture words. Classify them.

Picture words: corn • lettuce • olives • strawberries • tomato • cucumber • watermelon • onion • chicken • egg

Heard in the recipe	Not heard in the recipe
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

C. Listen again. Number the main recipe steps from 1 to 6.

..... Add the tuna to the vegetables.

..... Taste the tuna salad.

..... Wash and dry the vegetables.

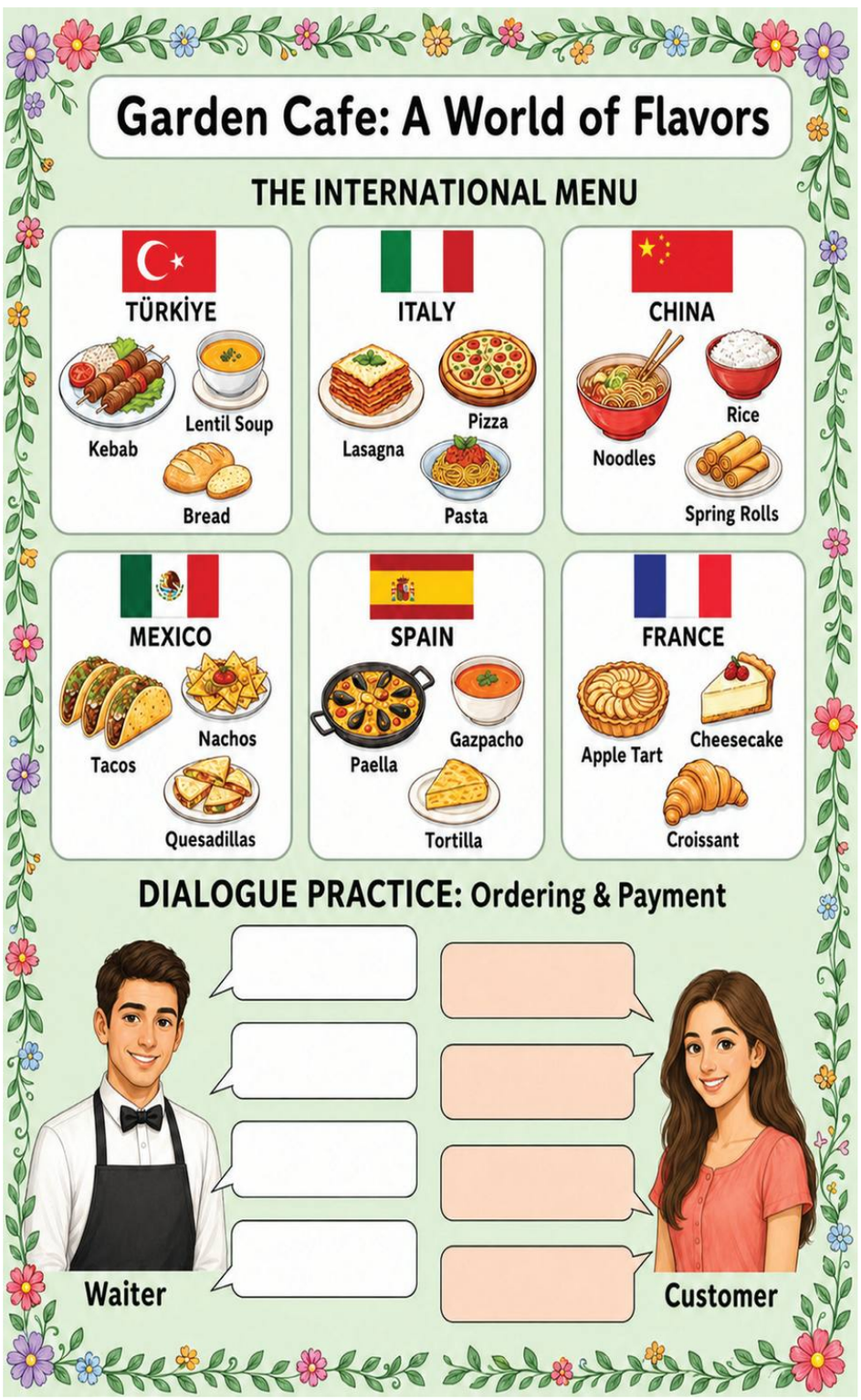
..... Boil and cut the egg.

..... Mix with olive oil, lemon juice, and salt.

..... Cut and slice the vegetables.

APPENDIX 2

Work in pairs. Use the menu and the model. Plan a short waiter-customer dialogue. Each student contributes the lines for their role.



APPENDIX 2

Work in pairs. Use the menu and the model. Plan a short waiter-customer dialogue. Each student contributes the lines for their role.

Short model

Role	Model line
Waiter	Hello! May I take your order?
Customer	I'd like lentil soup, please.
Waiter	Would you like anything to drink?
Customer	Yes, lemonade, please.
Customer	Can I pay by card?
Waiter	Yes, of course. Thank you.

Your six-turn dialogue plan

Turn	Waiter	Customer
1	Opening / order question	....
2	....	Food order .....
3	Drink / extra question	....
4	....	Response .....
5	....	Payment question .....
6	Closing	....

Phrase bank: May I take your order? • I'd like …, please. • Can I have …? • Would you like …? • Anything to drink? • Can I pay by card? • Thank you.

APPENDIX 3 - ANSWER KEY AND AUDIO SCRIPT - ACTIVITY A

Answer Key

A / B - Picture classification

Heard in the recipe: lettuce, tomato, cucumber, onion, egg.

Not heard by picture name: corn, olives, strawberries, watermelon, chicken. Note: the audio says "olive oil", not "olives", so the pictured olives are not counted as a heard item.

C - Recipe order

1. Wash and dry the vegetables.
2. Cut and slice the vegetables.
3. Add the tuna to the vegetables.
4. Boil and cut the egg.
5. Mix with olive oil, lemon juice, and salt.
6. Taste the tuna salad.

Audio Script

Hello everyone! Today, we will prepare a healthy tuna salad. It is easy and delicious. First, wash one cucumber, one tomato, and some lettuce. Then dry the vegetables with a clean towel. Cut the cucumber and tomato into small pieces. Next, slice one small onion. Put everything into a large bowl. Now open a can of tuna. Tuna contains healthy protein. Add it to the vegetables. Next, boil one egg for ten minutes. After it is cool, cut it into small pieces and add it to the bowl. You need some olive oil, lemon juice, and a little salt. Mix all the ingredients well. You do not need to cook the vegetables because they are fresh. If you want warm bread, heat two slices for one minute. Finally, taste your tuna salad. If you like, add more lemon juice. Your tuna salad is ready. Enjoy your meal!

APPENDIX 4 - ANALYTIC SCORING RUBRIC FOR ACTIVITY B

Purpose: To assess how well the student organises model-based written material for a short restaurant dialogue by using relevant menu details and familiar waiter-customer expressions.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
Model-based dialogue organisation	Organises a complete waiter-customer plan with an opening/order question, food choice, drink or extra item, payment, and closing in a clear sequence.	Follows the main model sequence; one part is missing or out of place, but the dialogue can still be followed.	With guidance, organises at least two connected waiter-customer turns; important parts of the model sequence are still missing.	No assessable model-based dialogue material is provided.
Relevant menu details	Selects food and drink items that fit the dialogue and keeps the menu choices consistent across the turns.	Uses relevant menu items; one choice or detail may be unclear or repetitive, but the order is understandable.	With support, includes at least one relevant menu item in a meaningful line.	No assessable menu-related detail is provided.
Restaurant expressions and usable written lines	Uses familiar restaurant expressions appropriately in complete, understandable lines for the two roles, including ordering, offering, and permission language from the model.	Uses the main restaurant expressions understandably; one line needs a form or word correction, but the communicative purpose remains clear.	With a prompt, completes at least one meaningful model-based restaurant line; the remaining lines need support.	No assessable restaurant expression or written line is provided.

Total Score	..... / 9
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	7-9 Proficient | 4-6 Developing | 1-3 Beginning | 0 Performance Not Observed (only when no assessable evidence is available for any criterion)
Use Note	The total score provides a general overview. Feedback, support, re-attempt, and follow-up decisions are based primarily on the criterion profile rather than the total score.

ENGLISH / YEAR 5

ACTIVITY 12

Theme and Learning Area	**Theme 6 - Life in the World** Sub-themes: Basic food types; ordering in a restaurant; food events in the city.
Learning Outcomes and Process Components	ENG.5.6.R2. Students can bring information about the current content on "life in the world with basic food types; ordering in a restaurant; food events in the city" through skimming (looking quickly at) the audio-visual elements and reading the content very quickly. *c) Students carefully read the current content silently and carefully to find significant details and components belonging to the theme.* ENG.5.6.V1. Students can select and use the target vocabulary of the current content about "life in the world with basic food types; ordering in a restaurant; food events in the city" accurately, authentically, spontaneously, and naturally and use it appropriately and effectively when communicating with others. *g) Students use the target words spontaneously and appropriately in different communicative contexts by being aware of their differences when communicating with others.* ENG.5.6.S3. Students can organise a new verbal content on "life in the world with basic food types; ordering in a restaurant; food events in the city" by speaking accurately, efficiently, and authentically. *b) Students organise the content for prepared/unprepared speaking situations in an appropriate and accurate way as they have heard/seen/read in the model/example.*

Activity Name: At the Restaurant; Garden Cafe

Materials

Reading dialogue and worksheet (Appendix 1); Fun Cafe menu and Garden Cafe phrase card (Appendix 2); Board / Smartboard

Assessment and Evaluation Tools

Answer Key (Appendix 3); Analytic Scoring Rubric for Activity B (Appendix 4)

Activity Implementation Guidelines and Stages

Activity A - At the Restaurant

The teacher...

- introduces the purpose of the reading activity and asks students to look quickly at the title, restaurant visual, and speaker names to identify the setting and the two speakers.
- hands out Appendix 1 and asks students to skim the dialogue first for familiar menu words and restaurant expressions without stopping at every unfamiliar word.
- asks students to read the dialogue silently and carefully, then match the selected restaurant expressions with similar expressions from the phrase bank.
- asks students to read again and answer the four detail questions by returning to the relevant lines in the dialogue.
- checks the work with Appendix 3, accepts equivalent expressions when they fit the meaning, and gives students time to correct one incomplete or incorrect answer by using text evidence before the answer is confirmed.

Activity B - Garden Cafe

The teacher...

- shares the speaking purpose and the success criteria in Appendix 4 before pair work and briefly explains what the performance levels mean.
- shows the Fun Cafe menu, the Garden Cafe phrase card, and the short waiter-customer model in Appendix 2; asks students to notice how the turns move from ordering to a response, drink or extra choice, and payment/closing.

- pairs students as waiter and customer and asks each student to prepare only short role notes rather than a fully memorised script; each student contributes at least three short turns in the six-turn exchange.
- keeps the menu and phrase card visible while pairs rehearse once and encourages students to choose food/drink words and expressions that fit their role and their partner's response.
- invites pairs to role-play the dialogue and observes each student's restaurant vocabulary/ expression choice, model-based organisation, and context-appropriate responses using Appendix 4.
- gives brief oral feedback on one priority criterion and asks the student to repeat one improved turn; the repeated turn is checked only for that feedback focus before the final performance record is completed.

Feedback and Guidance

Feedback is adapted to evidence from each student's work or spoken performance rather than delivered as fixed sentences. Each feedback message includes: (1) one strength with evidence, (2) one development need linked to a criterion, and (3) one clear next step the student can apply immediately.

Activity A
Feedback directs students to the exact line that supports an alternative expression or comprehension answer. If an answer is incomplete, the student rereads the relevant line, identifies the clue, and corrects the response before the answer is confirmed.

Activity B
Feedback is based on the criterion profile in Appendix 4. One priority criterion is addressed orally during or immediately after the pair dialogue. The student repeats one improved turn, and only that feedback focus is checked again rather than re-scoring the whole dialogue.

For students at 0 - Performance Not Observed, appropriate support should be provided to help the student complete the first step of the task, and then the student should be given an opportunity to show the performance again.

Level	Task-Specific Feedback Example
3 - Proficient	You organised the waiter-customer exchange clearly and chose menu words and restaurant expressions that fit your role and your partner's response. You can add one short preference or payment detail while keeping the same dialogue pattern.
2 - Developing	Your order is understandable and the main turns are in place. One expression or response does not fully fit the role or turn. You can check the phrase card and repeat that turn with a more suitable expression.
1 - Beginning	You gave a meaningful restaurant turn with support. The exchange is not complete yet. You can use one waiter/customer starter, add one matching menu word, and try the next connected turn again.
0 - Performance Not Observed	There is not enough spoken evidence for assessment. A model, a reduced menu choice, and one phrase starter can be provided first; then one or two short turns can be collected again.

Differentiation

Supporting

Activity A

- The phrase bank can be reduced to four expressions first; the remaining expressions can be completed after the comprehension questions.
- Students can underline the key sentence for each detail question before writing the answer.
- One expression match and one comprehension question can be completed together as a model before independent work.

Activity B

- A smaller menu with four familiar items can be used during the first rehearsal.
- The waiter/customer phrase card and the six-turn dialogue frame can remain visible throughout pair practice.
- Students can rehearse two connected turns first, receive a brief prompt, and then add the remaining turns.

Expansion

Activity A

- Students can identify one additional restaurant expression in the dialogue and state what it is used for, such as ordering, offering, accepting/refusing, or payment.
- Students can write one new detail question whose answer is stated clearly in the same dialogue.

Activity B

- Students can add one short preference or refusal and respond appropriately without changing the basic waiter-customer sequence.
- Students can add one price or payment question and role-play the revised exchange once more.

APPENDIX 1

At the Restaurant; Garden Cafe

Reading Dialogue and Worksheet - Activity A

AT THE RESTAURANT



Waiter: Good afternoon! Welcome to the Garden Cafe. May I take your order?

Ann: Yes, please. Could I see the menu first?

Waiter: Certainly. Here you go. Today, I recommend our grilled chicken with roasted vegetables.

Ann: That sounds great, but I'm a vegetarian. Do you have any meat-free options?

Waiter: Of course! We have a delicious veggie burger with crispy onion rings.

Ann: Perfect. I'll have the veggie burger, please.

Waiter: Would you like an appetizer or a side dish?

Ann: Can I have a small bowl of lentil soup?

Waiter: Sure. Anything to drink?

Ann: I'd like a fresh lemonade, please. Is it cold?

Waiter: Yes, it is. Would you like dessert to finish?

Ann: No, thanks. The soup and burger are more than enough.

Waiter: All right. Your meal will be ready in ten minutes.

Ann: Thank you. Can I pay by card?

Waiter: Sure. You can pay by card or in cash.

A. Find a similar expression from the phrase bank.

Expression from the dialogue	Similar expression
May I	.....
Certainly	.....
I recommend	.....
That sounds great	.....
Of course	.....
Anything to drink?	.....
Would you like dessert to finish?	.....

B. Read again. Answer the questions.

1. Why does Ann refuse the waiter's recommendation of grilled chicken?

Answer: .....

2. What does Ann choose as her main course?

Answer: .....

3. What does Ann order as an appetizer or side dish?

Answer: .....

4. What payment options are available for Ann at the cafe?

Answer: .....

APPENDIX 2

Menu, Phrase Card, and Speaking Planner - Activity B

Work in pairs. Use the menu, phrase card, and model. Prepare short role notes, then speak. Do not memorise a full script.



APPENDIX 2

Garden Cafe



WAITER PHRASES

- May I _____
- Would you _____
- Anything to _____



CUSTOMER PHRASES

- Could I _____
- Do you _____
- Can I _____
- I'd like _____



ILLUSTRATED MENU



Grilled Chicken
Recommended dish with roasted vegetables.



Veggie Burger
Vegetarian-friendly option with onion rings.



Lentil Soup
Small bowl requested as a side or appetizer.



Lemonade
Fresh, cold beverage option.



Dessert
Final course offered at the end of the meal.

Short model

Role	Model line
Waiter	Hello! May I take your order?
Customer	I'd like a veggie burger, please.
Waiter	Would you like anything to drink?
Customer	Yes, lemonade, please.
Customer	Can I pay by card?
Waiter	Yes, of course. Thank you.

Your six-turn role notes

Turn	Waiter	Customer
1	Opening / order question	....
2	....	Food order .....
3	Drink / extra question	....
4	....	Response .....
5	....	Payment / closing question .....
6	Closing response	....

Helpful expressions: May I take your order? • I'd like …, please. • Can I have …? • Would you like …? • Anything to drink? • No, thank you. • Can I pay by card? • Thank you.

APPENDIX 3 - ANSWER KEY - ACTIVITY A

A. Similar expressions

Expression from the dialogue	Possible answer
May I	Can I
Certainly	Sure
I recommend	I suggest
That sounds great	That sounds good
Of course	No problem / Certainly
Anything to drink?	Would you like something to drink?
Would you like dessert to finish?	Would you like any dessert?

Equivalent alternatives can be accepted when they fit the meaning and restaurant context.

B. Comprehension answers

1. Because Ann is a vegetarian.

2. She chooses a veggie burger.

3. She orders a small bowl of lentil soup.

4. She can pay by card or in cash.

For an incomplete answer, the student first returns to the supporting line and corrects the response before the teacher confirms the answer.

APPENDIX 4 - ANALYTIC SCORING RUBRIC FOR ACTIVITY B

Purpose: To assess each student's ability to organise and take part in a short waiter-customer exchange by selecting suitable Theme 6 restaurant vocabulary and expressions in context.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
Restaurant vocabulary and expression choice	Uses suitable food/drink/menu words and familiar restaurant expressions that fit the waiter or customer role. Word and phrase choices make the intended order or response clear.	Uses enough relevant food/drink words and main restaurant expressions to communicate the order; one word or expression may be general or need correction, but meaning remains clear.	With the phrase card or a prompt, uses at least one relevant food/drink word and one restaurant expression meaningfully in a role turn; further support is needed to continue.	No assessable use of restaurant vocabulary or expressions is produced.
Model-based dialogue organisation	Organises the role turns in a logical sequence based on the model, connecting ordering/offering, response, drink or extra choice, and payment/closing without losing the dialogue meaning.	Follows the main model sequence; one turn may be short, missing, or need a brief prompt, but the exchange remains understandable.	With guidance, completes at least two connected role turns that follow part of the model; the full dialogue sequence is not yet organised.	No assessable model-based dialogue organisation is produced.
Context-appropriate spoken response	Responds to the partner with an expression and menu choice that fit the immediate waiter-customer situation and can adapt at least one choice without relying on a full written script.	Responds appropriately in the main turns; a brief look at the phrase card or one prompt may be needed to continue, but the intended response remains clear.	With support, gives at least one appropriate response to the partner; prompts are needed to select or continue the next expression.	No assessable context-appropriate spoken response is produced.

Total Score	..... / 9
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	7-9 Proficient | 4-6 Developing | 1-3 Beginning | 0 Performance Not Observed (only when no assessable evidence is available for any criterion)
Use Note	The total score provides a general overview. Feedback, support, re-attempt, and follow-up decisions are based primarily on the criterion profile rather than the total score.

ENGLISH / YEAR 5

ACTIVITY 13

Theme and Learning Area	**Theme 7 - Life in Nature** *Sub-themes: Types of animals in nature; wild animals in nature; their habitats.*
Learning Outcomes and Process Components	ENG.5.7.L3. Students can make meaning of/derive meaning from the current content on "life in nature with types of animals in nature; wild animals in nature; their habitats" through significant details by listening/watching it carefully. *b) Students make important and necessary classifications in the current content that help them to understand it better with details.* *e) Students make significant inferences that contribute to the understanding of the meaning of the generally perceived current content.* ENG.5.7.S3. Students can organise a new verbal content on "life in nature with types of animals in nature; wild animals in nature; their habitats" by speaking accurately, efficiently, and authentically. *d) Students organise supplementary audio/visual/written materials for prepared/or unprepared speaking situations, appropriate to age and language level, as provided in the model/sample content.*

Activity Name: Animals on the Stage; What Is It?

Materials	Assessment and Evaluation Tools
Listening audio provided with the source activity; Listening Table (Appendix 1); Animal Puzzle Cards (Appendix 2); Board / smartboard	Answer Key and Audio Script (Appendix 3); Analytic Scoring Rubric for Activity B (Appendix 4)

Activity Implementation Guidelines and Stages

Activity A - Animals on the Stage

The teacher…

- introduces the listening task and draws attention to the four information headings: habitat, body part/feature, what the animal can do, and animal name.
- distributes the Listening Table in Appendix 1 and briefly checks familiar animal and habitat words through the table headings and visuals.
- plays the audio once for overall meaning and then a second time so students can classify the key details in the four rows.
- asks students to compare their entries with a partner and identify the listening clue that helped them infer each animal.
- checks the answers with Appendix 3, replays only the relevant part when needed, and gives students time to correct their own table.

Activity B - What Is It?

The teacher…

- shares the purpose of the speaking task and the success criteria in Appendix 4 before practice and explains what the performance levels mean.
- prepares the puzzle sets in Appendix 2 and demonstrates one model by arranging the three question pieces and giving one short answer for each prompt.
- asks students to choose a puzzle set, organise the three visual/written prompt pieces in a clear order, and prepare one short response for each question before speaking.
- keeps the short model frames visible during preparation: "It lives in…", "It can…", and "It has…".
- gives every student an opportunity to answer the three puzzle questions and reveal the animal; students may rehearse once with a partner before their assessed turn.
- observes the performance with the Analytic Scoring Rubric in Appendix 4, gives brief oral feedback on one priority criterion, and invites the student to repeat or reorganise one response in an improved form.

Feedback and Guidance

Feedback is adapted to evidence from the student's work or performance; it is not delivered as a fixed sentence to every student. When possible, the student's performance is considered across all assessment criteria. In crowded-class conditions, feedback focuses on one or at most two priority criteria. Each feedback message includes: (1) one strength with evidence, (2) one development need linked to a criterion, and (3) one clear next step the student can apply immediately

Activity A

Feedback is linked to the exact listening clue. When an entry is incorrect or incomplete, the relevant part of the audio is replayed and the student identifies the habitat, body-part, ability, or animal clue before correcting the table.

Activity B

Feedback focuses on animal vocabulary and details, model-based organisation of the three responses, and effective use of the puzzle support. After the brief feedback, the student repeats or reorganises one response. The teacher compares only the prioritised criterion in the first and improved attempt rather than rescoring the whole performance.

If there is no assessable evidence for a criterion, appropriate support is provided so the student can complete the first step of the task; the student is then given another opportunity to demonstrate the performance.

Task-Specific Feedback Examples

Level	Task-Specific Feedback Example
3 - Proficient	Your three clues match the animal, and you use the puzzle prompts in a clear order. Your short answers are easy to follow. You can add one extra clue using the animal type or another habitat detail.
2 - Developing	Your classmates can identify the animal and most clues are clear. One clue needs a more suitable word or a clearer sentence. You can check the word bank or model frame and repeat that clue.
1 - Beginning	You gave one meaningful animal clue with support. The full three-clue sequence is not ready yet. You can use one sentence frame to add a second clue and try that part again.
0 - Performance Not Observed	There is not enough assessable evidence yet. A picture, word bank, or model response can be used to help you complete the first clue; then you can show the response again.

Differentiation

Supporting

Activity A

- A small word bank with familiar habitat, body-part, and ability words can be provided, and the audio can be replayed in short sections.
- Students can complete one column at a time before returning to the full listening table.

Activity B

- A smaller set of three familiar puzzle cards can be used first, together with the frames "It lives in… / It can… / It has…".
- Students can rehearse the three responses with a partner before using the puzzle independently.

Expansion

Activity A

- Students can explain which listening clue was most useful for identifying one animal and compare that clue with another animal in the table.
- Students can create one additional listening-style clue sentence for an animal already in the activity and ask a partner to identify it.

Activity B

- Students can add one extra clue about the animal type or habitat while keeping the same puzzle format.
- Students can prepare one new three-clue puzzle for a familiar wild animal using the target vocabulary and exchange it with a partner.

APPENDIX 1

Listening Table - Activity A

Listen to the audio. Write one short word or phrase in each box. Listen again and check your answers.

Habitat	One body part / feature	What can it do?	Animal
.....	.....	It can	.....
.....	.....	It can	.....
.....	.....	It can	.....
.....	.....	It can	.....

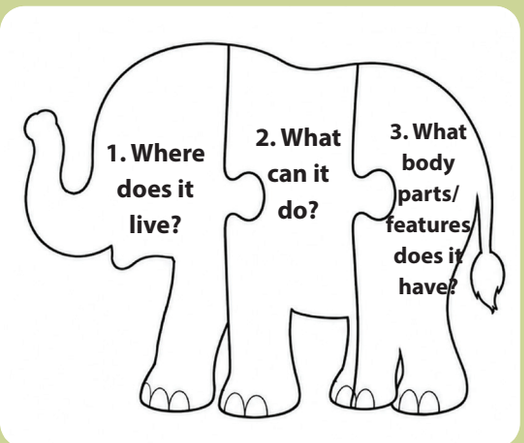
APPENDIX 2

Animal Puzzle Cards - Activity B

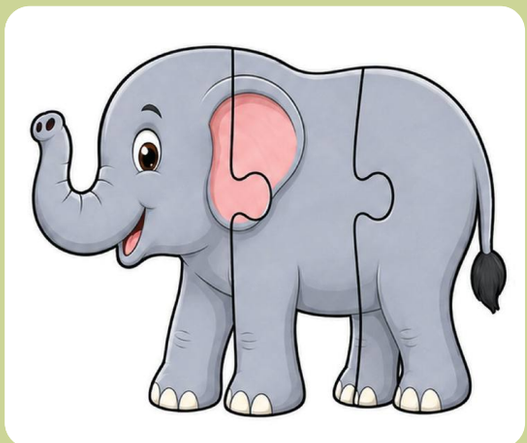
Use one puzzle set. Put the three question pieces in order. Prepare one short answer for each question. Then reveal the animal.

1. Where does it live?	2. What can it do?	3. What body parts/features does it have?
It lives in ...	It can ...	It has ...

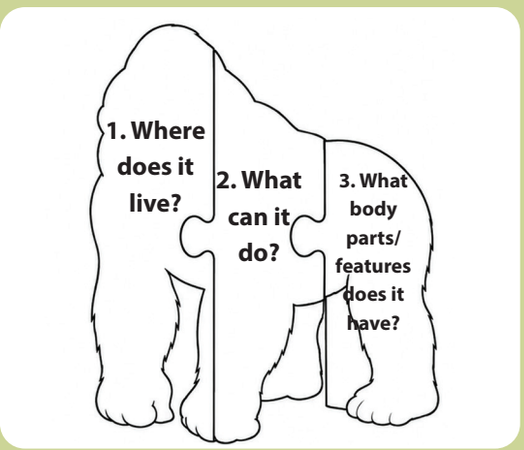
Elephant - Question side



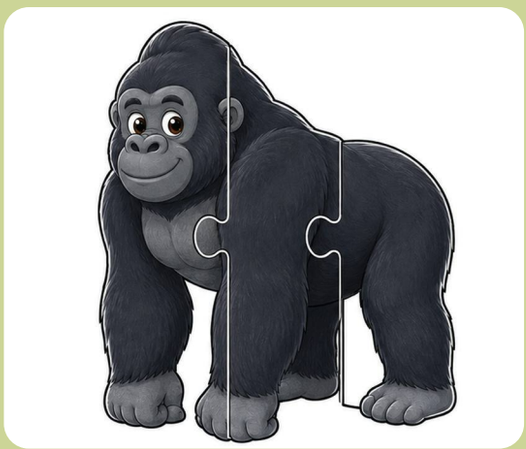
Elephant - Reveal side



Gorilla - Question side



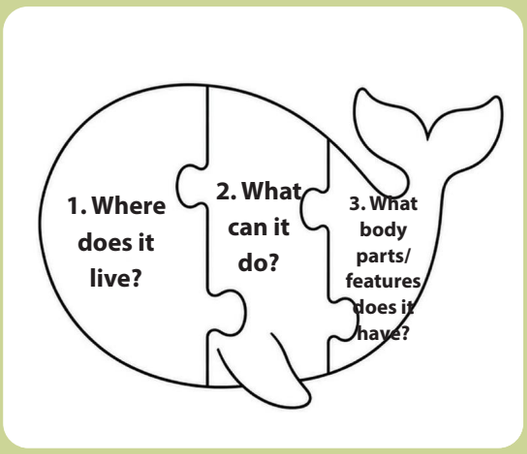
Gorilla - Reveal side



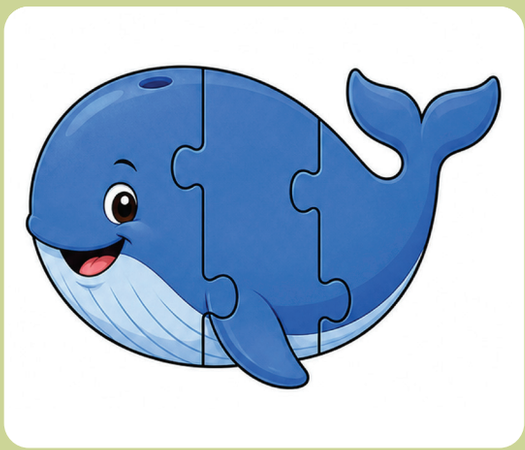
APPENDIX 2

Animal Puzzle Cards - Activity B (continued)

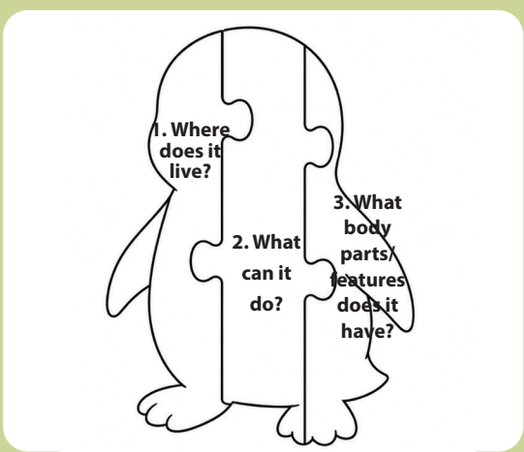
blue whale - Question side



Blue whale - Reveal side



Penguin - Question side



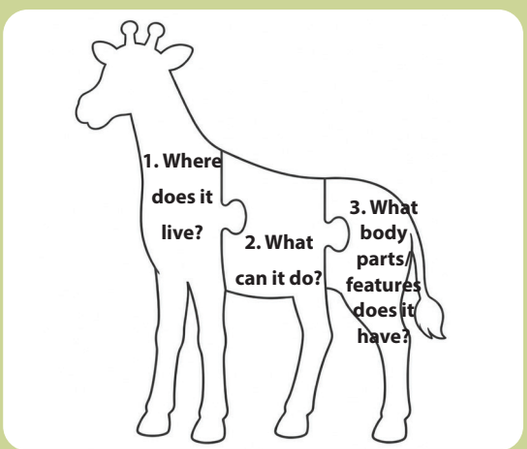
Penguin - Reveal side



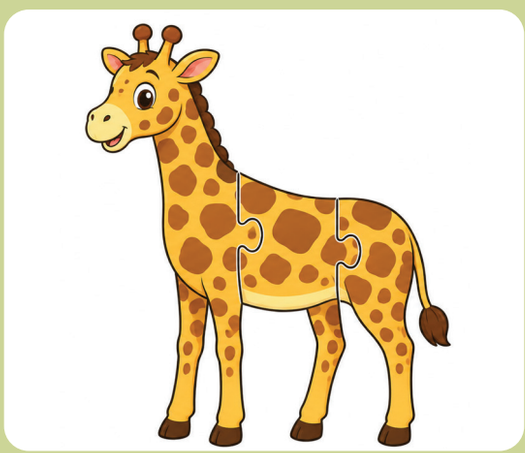
APPENDIX 2

Animal Puzzle Cards - Activity B (continued)

Giraffe - Question side



Giraffe - Reveal side



APPENDIX 3 - ANSWER KEY AND AUDIO SCRIPT - ACTIVITY A

Answer Key

Habitat	One body part / feature	What can it do?	Animal
savanna	long nose / trunk; two big ears	carry heavy things	elephant
forest	four legs; strong teeth	run fast	lion
savanna	long neck; long legs	It can grow up to five metres tall.	giraffe
ocean	tail	swim	blue whale

Audio Script

It is the largest animal on land. It has a long nose called a trunk." ya da daha açık biçimde "Its long nose is called a trunk. It has two big ears. It lives in the savanna. It can carry heavy things. What is it?

It is the strongest animal in the savanna. It is the king of the savanna! It has four legs and very strong teeth. It is dangerous to other animals. It can run fast. What is it?

It is the tallest animal on land. It has a long neck and long legs. It lives in the savanna. It can grow up to five metres tall. What is it?

It is the biggest animal in the ocean. It is a mammal, but it can swim. It has a tail for swimming. What is it?

APPENDIX 4 - ANALYTIC SCORING RUBRIC FOR ACTIVITY B

Purpose: To assess how well the student organises short verbal animal content from the puzzle model and uses the visual/written puzzle support to prepare and deliver clear, age-appropriate responses.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
Animal vocabulary and details	Uses suitable habitat, ability, and body-part words that match the selected animal and gives meaningful information for all three prompts.	Uses enough relevant animal vocabulary to make the animal clear; one detail or word may need correction.	With a word bank or prompt, gives at least one meaningful animal detail; the other clues are incomplete.	No assessable animal-related information is produced.
Model-based sentence organisation	Prepares and gives a short response for each of the three model questions in a clear, easy-to-follow sequence.	Follows the three-question model; one response may be short, incomplete, or need a prompt, but the sequence remains understandable.	With guidance, prepares one or two short model-based responses; the full three-part sequence is not yet complete.	No assessable model-based response sequence is produced.
Use of puzzle support	Organises and uses the three visual/written puzzle pieces purposefully to support the response without relying on a full written script.	Uses the puzzle pieces appropriately; one extra prompt or brief re-ordering may be needed.	With direct support, uses at least one puzzle piece to produce a meaningful response.	No assessable use of the puzzle support is observed.

Total Score	..... / 9
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	7-9 Proficient | 4-6 Developing | 1-3 Beginning | 0 Performance Not Observed (only when no assessable evidence is available for any criterion)
Use Note	The total score provides a general overview. Feedback, support, re-attempt, and follow-up decisions are based primarily on the criterion profile rather than the total score.

ENGLISH / YEAR 5

ACTIVITY 14

Theme and Learning Area	**Theme 7 - Life in Nature** *Sub-themes: Types of animals in nature; wild animals in nature; their habitats.*
Learning Outcomes and Process Components	ENG.5.7.R3. Students can make meaning of / derive meaning from the current content about "life in nature with types of animals in nature; wild animals in nature; their habitats" by reading it carefully. *a) Students carefully check the current content in detail for the accuracy of initial and detailed predictions that are made earlier.* ENG.5.7.W2. Students can understand the model/example for the writing task about the current content on "life in nature with types of animals in nature; wild animals in nature; their habitats". *a) Students understand the components and details of the content in the provided model/sample which is displayed as a guide by examining it carefully.*

Activity Name: Amazing Animals and Their Habitats; My Wild Animal Report

Materials

Reading visual and worksheet (Appendix 1); Wild Animal Report model, word bank, and guided report frame (Appendix 2); Board / smartboard

Assessment and Evaluation Tools

Answer Key (Appendix 3); Analytic Scoring Rubric for Activity B (Appendix 4)

Activity Implementation Guidelines and Stages

Activity A - Amazing Animals and Their Habitats

The teacher...

- introduces the reading task and asks students to look only at the title and animal visuals in Appendix 1 first; students choose one animal and make one simple habitat prediction.
- hands out Appendix 1 and asks students to read the text silently and carefully, complete the animal-habitat table, and answer the three short comprehension questions.
- asks students to return to their initial prediction, decide whether it was correct, and underline or copy one short text clue that confirms or changes it.
- invites students to compare one answer with a partner and point to the supporting words in the text rather than simply exchanging final answers.
- checks responses with Appendix 3, discusses only the items that need clarification, and gives students time to correct their own work from text evidence.

Activity B - My Wild Animal Report

The teacher...

- shares the purpose of the model-based writing task and the success criteria in Appendix 4 before students begin; the meaning of the performance levels is explained briefly.
- displays the Polar Bear model and asks students to identify its five parts: animal, habitat, feature, action/ability, and opinion.
- reviews the word bank with the class and asks students to choose details that fit one animal rather than using every word.
- asks students to complete the five short model-based lines in Appendix 2. The model and sentence starters remain visible as support.
- monitors the work and collects evidence of whether students understand the model parts and can match suitable details to the chosen animal.
- uses the Analytic Scoring Rubric in Appendix 4, gives brief oral feedback on one priority criterion, and gives the student time to revise one line or complete one missing model part before the work is collected.

Feedback and Guidance

Feedback is adapted to evidence from each student's work rather than delivered as fixed sentences. When possible, the student's performance is considered across all assessment criteria. In crowded-class conditions, feedback focuses on one or at most two priority criteria. Each feedback message includes: (1) one strength with evidence, (2) one development need linked to a criterion, and (3) one clear next step the student can apply immediately.

Activity A

Feedback is linked to the exact words in the text. If the habitat, detail answer, or prediction check is incomplete, the student returns to the relevant sentence, identifies the clue, and corrects the response before the answer is confirmed.

Activity B

Feedback focuses on understanding the five-part model, choosing details that match the animal, and completing the guided frame clearly. After feedback, the student revises only the priority line or model part. The teacher briefly compares the first and revised version on that criterion instead of rescoring the whole task.

For a student at 0 - Performance Not Observed, appropriate support is provided so the student can complete the first step of the task; the student is then given another opportunity to show the performance.

Level	Task-Specific Feedback Example
3 - Proficient	You identified the five parts of the model and chose details that fit your animal. Your report is easy to follow. For the next step, one detail can be made more precise by checking the word bank or reading text.
2 - Developing	You followed the model and most details match your animal. One part is less clear or one detail does not fit. Check that model part and revise only that line.
1 - Beginning	You identified some model parts and completed at least one meaningful line with support. The next step is to use the animal and habitat starters first, then add one matching feature from the word bank.
0 - Performance Not Observed	There is not enough assessable written evidence yet. After a short model review and first-step support, the student can complete the first one or two model parts and show the task again.

Differentiation

Supporting

Activity A

- The prediction can be limited to one animal and two habitat choices.
- Students can underline one habitat clue for each animal before answering the comprehension questions.
- One table row and one comprehension question can be completed together as a model before students continue independently.

Activity B

- Students can choose between two familiar animals and use a reduced word bank containing only matching habitats, features, and actions.
- The five model parts can be numbered, and the sentence starters can remain visible throughout the task.
- The first two model parts can be completed with the teacher or a peer before the student continues independently.

Expansion

Activity A

- Students can explain one prediction change by stating the text clue that changed their first idea.
- Students can compare the habitats of two animals from the same reading text using one familiar comparison word if appropriate.

Activity B

- Students can add one extra animal detail and identify which model part it extends.
- Students can compare their chosen animal with one animal in the reading text while keeping the same report structure and familiar language.

APPENDIX 1

Amazing Animals and Their Habitats; My Wild Animal Report

Reading Text and Worksheet - Activity A

Before you read

Look only at the title and animal pictures first. Choose one animal and predict its habitat.

My prediction: The ..... lives in ..... .

Amazing Animals and Their Habitats



Nature's Wild Wonders

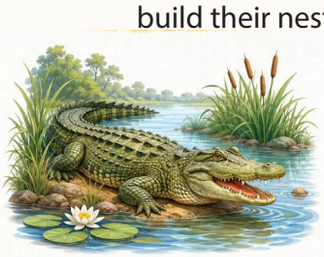


Nature is home to many amazing wild animals. Strong lions live in the hot grasslands, also called savannas. They are excellent hunters and live in family groups called prides.

In the warm oceans, playful dolphins swim and jump in the blue water. They are very smart and love eating fish.

Dangerous crocodiles live in wet rivers and lakes. They have strong jaws and sharp teeth to catch their food near the water.

High in the sky, beautiful eagles fly over mountains and forests. They build their nests on high rocks and have amazing eyes to see their prey from far away.





APPENDIX 1

Reading Text and Worksheet - Activity A (continued)

1. Read the text. Complete the table.

Animal	**Habitat**
Lions	
Dolphins	
Crocodiles	
Eagles	

2. Read again. Answer the questions.

a) Which animnals have storng jaws an sharp teeth?

Answer: ..... .

b) Which animals live in a big family groups?

Answer: ..... .

c) Where do eagles build their nests?

Answer: ..... .

After reading

Was your prediction correct? Yes / No

Evidence from the text: .....

APPENDIX 2

Model and Guided Wild Animal Report - Activity B

A. Read the model. Notice the five parts.

Model Paragraph: The Polar Bear

My favourite animal is the polar bear. It lives in the cold, snowy Arctic. It has got thick white fur and strong claws. It loves swimming in the ice-cold ocean and eating fish. I think it is an amazing animal.

Write the matching words from the model.

Model part	Detail from the model
Animal	.....
Habitat	.....
Feature	.....
Action / ability	.....
Opinion	.....

B. Choose one animal. Use the word bank. Complete the five short lines.

Animals	Habitats	Features / Actions
lion • dolphin • crocodile • eagle	hot grasslands / savanna • warm ocean • wet rivers and lakes • mountains / forests	strong jaws • sharp teeth • wings • amazing eyes • swim • jump • hunt • fly

1. My favourite animal is ..... .

2. It lives in ..... .

3. It has got ..... .

4. It loves to ..... .

5. I think it is ..... .

Student reminder: Keep each sentence short. Use only details that match your animal.

APPENDIX 3 - ANSWER KEY - ACTIVITY A AND MODEL CHECK - ACTIVITY B

Activity A - Answer Key

Animal	Habitat
Lions	grasslands / savannas
Dolphins	warm oceans
Crocodiles	rivers and lakes
Eagles	mountains and forests; nests on high rocks

Comprehension answers

- a) Dangerous crocodiles have strong jaws and sharp teeth.
- b) Lions live in family groups called prides.
- c) Eagles build their nests on high rocks.

Prediction check: Answers vary. The student should state whether the first prediction was correct and give a matching text clue.

Activity B - Polar Bear Model Check

Model part	Suggested answer
Animal	polar bear
Habitat	the cold, snowy Arctic / ice-cold ocean
Feature	thick white fur and strong claws
Action / ability	swimming and eating fish
Opinion	I think it is an amazing animal.

Sample guided report - Lion

My favourite animal is the lion. It lives in hot grasslands and savannas. It has got sharp teeth and strong jaws. It loves to hunt. I think it is a strong animal.

APPENDIX 4 - ANALYTIC SCORING RUBRIC FOR ACTIVITY B

Purpose: To assess how well the student understands the five-part wild-animal model, selects matching animal details, and completes a clear, model-based written report.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
Understanding the five-part model	Identifies the animal, habitat, feature, action/ability, and opinion in the model and keeps the five parts in a clear order.	Identifies the main model parts; one part may be confused or less clear, but the overall structure is understood.	With a prompt, identifies at least two meaningful model parts and connects them to the example.	No assessable evidence of understanding the model parts is available.
Matching animal details	Chooses habitat, feature, and action details that fit the selected animal and are consistent with the reading/model support.	Chooses relevant details that mostly fit the animal; one detail may be general or mismatched.	With word-bank support, chooses at least one correct detail that fits the animal.	No assessable matching of animal details is available.
Guided report completion	Completes the five model-based lines clearly so that each line serves its intended model part.	Completes the guided report understandably; one line may be incomplete or need a small correction.	With sentence starters or guidance, completes at least two meaningful model-based lines.	No assessable model-based written response is provided.

Total Score	..... / 9
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	7-9 Proficient | 4-6 Developing | 1-3 Beginning | 0 Performance Not Observed (only when no assessable evidence is available for any criterion)
Use Note	The total score provides a general overview. Feedback, support, re-attempt, and follow-up decisions are based primarily on the criterion profile rather than the total score.

Strengthening Teachers in Classroom Assessment Processes in Lower Secondary Education

ACTIVITY 15

ENGLISH / YEAR 5

Theme and Learning Area	**Theme 8 - Life in the Universe & Future** *Sub-themes: Planet Earth; holidays; school holidays, places, activities, and plans for holidays.*
Learning Outcomes and Process Components	ENG.5.8.L3. Students can make meaning of/derive meaning from the current content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" through significant details by listening/watching it carefully. *b) Students make important and necessary classifications in the current content that help them to understand it better with details.* ENG.5.8.W2. Students can understand the model/example for the writing task about the current content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays". *a) Students understand the components and details of the content in the provided model/sample which is displayed as a guide by examining it carefully.*

Activity Name: Discover TÜRKİYE; Destination: Unknown

Materials	Assessment and Evaluation Tools
Listening audio provided with the source activity; Student Listening Worksheet (Appendix 1); Holiday Picture Cards and Model-Based Writing Worksheet (Appendix 2)	Answer Key and Audio Script (Appendix 3); Analytic Scoring Rubric for Activity B (Appendix 4)

Activity Implementation Guidelines and Stages

Activity A - Listening

The teacher...

- shows the destination names in Appendix 1 and invites students to make a simple prediction about the activities they may hear.
- plays the audio once without pausing and asks students to listen for the people and places.
- plays the audio again and asks students to complete the table by matching each person with the correct destination and main activity.
- replays short relevant parts when necessary and asks students to listen for the word or phrase that supports each match.
- checks the answers with Appendix 3, discusses incomplete or incorrect classifications by referring to evidence from the audio, and gives students an opportunity to correct their own answers.

Activity B - Model-Based Writing

The teacher...

- shares the purpose of Activity B and the success criteria in Appendix 4 before students begin and briefly explains what the performance levels mean.
- displays the model in Appendix 2 and asks students to find its four parts: destination, activity, item to pack, and feeling.
- asks students to complete the Model Check by using information directly from the model.
- asks students to choose one holiday picture, use the short word bank, and complete four short sentences by following the model.
- reminds students to use "be going to" for planned holiday actions through the model and examples, without giving a rule-based grammar explanation.
- reviews the first response with the Analytic Scoring Rubric in Appendix 4, gives brief oral feedback on one priority criterion, and gives the student an opportunity to revise one sentence before the final response is collected.

Feedback and Guidance

Feedback is adapted to evidence from each student's work rather than delivered as fixed sentences. Each feedback message includes: (1) one strength with evidence, (2) one development need linked to a criterion, and (3) one clear next step the student can apply immediately.

Activity A

Feedback refers students to the exact name, place, or activity phrase heard in the audio. For an incorrect or incomplete classification, the relevant part is replayed and the student corrects the match before the answer is confirmed.

Activity B

Feedback is based on the criterion profile in Appendix 4. One priority criterion is selected, a short oral comment is given, and the student revises one sentence or one model component. The revised part is checked again only for the feedback focus rather than re-scoring the entire response.

For students at 0 - Performance Not Observed, appropriate support should be provided to help the student complete the first step of the task, and then the student should be given an opportunity to show the performance again.

Level	Task-Specific Feedback Example
3 - Proficient	You identified the four model parts and your holiday plan follows the same clear order. The place and activity fit the picture, and the planned actions are easy to understand. A more specific holiday word can be added if it still fits the same model.
2 - Developing	Your plan follows the model and the main idea is clear. One model part or one "be going to" sentence needs a small adjustment. The model can be used to rebuild that sentence before it is written again.
1 - Beginning	You identified one or two model parts and completed one meaningful sentence with support. A sentence starter and the word bank can be used to add the next model part.
0 - Performance Not Observed	There is not enough assessable evidence yet. Appropriate support can be provided for the first model part, and then the student can show the response again with the same short task.

Differentiation

Supporting

Activity A

- The audio can be replayed one destination at a time, and a short phrase bank with the five people and five activities can be provided.
- The first row can be completed together by identifying the exact clue in the audio before students continue independently.

Activity B

- The model, four sentence starters, and a small word bank can remain visible while the student completes the task.
- The student can choose between two picture cards first and complete one model part at a time before moving to the full four-part plan.

Expansion

Activity A

- Students can justify one classification by writing the exact word or short phrase they heard as evidence.
- Students can sort the five activities into two simple groups, such as cultural activities and outdoor activities, using the same listening content.

Activity B

- Students can adapt the same model to a second picture card without the sentence starters and keep the same four-part structure.
- Students can add one extra theme-related detail, such as a museum, a beach, sightseeing, or a destination, without introducing a new language target.

APPENDIX 1

Discover TÜRKİYE; Destination: Unknown

Student Listening Worksheet - Activity A

Listen twice. Complete the table. Write one person and one main activity for each destination.

Destination	Person	Main activity
Ephesus (Efes)		
Sultan Ahmed Mosque, İstanbul		
Palandöken Mountain		
İzmir Clock Tower		
Konyaaltı Beach, Antalya		

APPENDIX 2

Model-Based Writing Worksheet and Holiday Picture Cards - Activity B

1. Look at the pictures. Then read the model.



Model: Next winter, I am going to visit Palandöken. I am going to go skiing. I am going to pack my coat. I am excited about my holiday.

2. Model Check. Write the four parts from the model.

Model part	Answer
Destination	.....
Activity	.....
Item to pack	.....
Feeling	.....

APPENDIX 2

3. Choose one picture. Use the word bank and complete your holiday plan.

Word bank:

• city • mountain • beach • forest	• go sightseeing • go skiing • build a sandcastle • go hiking	• camera • coat • swimsuit • hat • map	• excited • happy • relaxed city • mountain • beach • forest

Next winter, I am going to visit/go to ..... .

I am going to ..... there.

I am going to pack ..... .

I am ..... about my holiday.

APPENDIX 3 - ANSWER KEY AND AUDIO SCRIPT

Activity A - Answer Key

Destination	Person	Main activity
Ephesus (Efes)	Jane	visit ancient sites
Sultan Ahmed Mosque, İstanbul	Jack	join a sightseeing tour
Palandöken Mountain	Julie	go skiing
İzmir Clock Tower	Diana	take photos
Konyaaltı Beach, Antalya	Mark	build a sandcastle

Activity B - Model Check Answer

Destination: Palandöken | Activity: go skiing | Item to pack: coat | Feeling: excited

Audio Script

Hello everyone! My name is Mark, and I am very excited because winter is coming. My friends and I are going to visit different places in Türkiye. Listen and find out our plans! First, Jane is going to visit Ephesus. She loves history, so she is going to visit ancient sites there. Next is Jack. He is going to visit Sultan Ahmed Mosque in İstanbul. He is going to join a sightseeing tour to learn about the city. Julie loves winter and cold weather. She is going to go to Palandöken Mountain. She is going to go skiing with her family. Diana is going to travel to İzmir. She is going to visit the İzmir Clock Tower in Konak. She is going to take a lot of photos there. Finally, I am going to go to Konyaaltı Beach in Antalya. It is sunny and warm. I am going to build a sandcastle on the beach.

Equivalent short expressions are accepted when they match the meaning heard in the audio. For incorrect classifications, the relevant audio segment is replayed before the answer is confirmed.

APPENDIX 4 - ANALYTIC SCORING RUBRIC FOR ACTIVITY B

Purpose: To assess how well the student understands the components of the model and uses the same model to complete a short, guided holiday plan with relevant Theme 8 content.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
Understanding the model components	Identifies the destination, activity, item to pack, and feeling in the model and uses the same four-part order in the guided plan.	Identifies three of the four model parts and follows the model order; one part is missing or placed unclearly.	With a prompt, identifies one or two model parts and completes the matching part of the guided plan; the full model structure is not yet clear.	No assessable evidence of recognising or using the model components is provided.
Holiday details and picture connection	Selects a place, activity, item, and feeling that fit the chosen picture and together form a clear holiday idea.	The chosen picture and holiday idea are under-standable; one detail is too general or does not fully fit the picture.	With support, includes at least one relevant holiday detail connected to the picture; additional prompts are needed to connect the remaining details.	No assessable holiday detail connected to the selected picture is pro-vided.
Model-based use of "be going to"	Completes the planned-action sentences using the model's "be going to + verb" pattern clearly and appropriately.	Uses the model's "be going to" pattern under-standably; one sentence needs a small form or word-order correction.	With a sentence starter, produces one meaningful planned-action sen-tence; the remaining planned-action sentenc-es are incomplete.	No assessable planned-action sentence based on the model is provided.

Total Score	..... / 9
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	7-9 Proficient | 4-6 Developing | 1-3 Beginning | 0 Performance Not Observed (only when no assessable evidence is available for any criterion)
Use Note	The total score provides a general overview. Feedback, support, re-attempt, and follow-up decisions are based primarily on the criterion profile rather than the total score.

ENGLISH / YEAR 5

ACTIVITY 16

Theme and Learning Area	**Theme 8 - Life in the Universe & Future** *Sub-themes: Planet Earth; holidays; school holidays, places, activities, and plans for holidays.*
Learning Outcomes and Process Components	ENG.5.8.R3. Students are expected to be able to make meaning of / derive meaning from the current content about "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" by reading it carefully. *b) Students classify the significant elements of the current content that contribute to the perception of the con-tent in a meaningful way.* ENG.5.8.S4. Students can construct a new verbal content on "life in the universe and future with planet Earth; holidays; school holidays, places, activities, and plans for holidays" by speaking accurately, efficiently, and au-thentically. *a) Students use target pronunciation, vocabulary, language chunks, and forms of discourse related to the current content effectively by selecting them accurately and appropriately for prepared/unprepared speaking situations.*

Activity Name: My Future Holiday: Destination - Guess Where I Am!

Materials

Reading visual and student worksheet (Appendix 1); Place cards and speaking support (Appendix 2); Board / smartboard

Assessment and Evaluation Tools

Answer Key (Appendix 3); Analytic Scoring Rubric for Activity B (Appendix 4)

Activity Implementation Guidelines and Stages

Activity A - My Future Holiday

The teacher...

- shares the purpose of the activity and explains that students will use evidence from the reading and later give short holiday-place clues in English.
- displays the reading visual in Appendix 1 and briefly activates prior knowledge by asking students what places and holiday activities they notice, without translating or teaching grammar rules.
- hands out Appendix 1 and asks students to read the text silently, answer the four comprehension ques-tions in the visual, and then match each holiday-plan statement to the correct destination.
- asks students to classify Grand Canyon, Sahara Desert, Lake Van, and Pacific Ocean as land places or water places in the short chart. Students point to the words or details in the text that support their deci-sions.
- checks the answers with Appendix 3. For an incorrect or incomplete answer, asks the student to return to the relevant sentence or visual clue and correct the response before the answer is confirmed.

Activity B - Destination: Guess Where I Am!

The teacher...

- shows the place cards and the short speaking support in Appendix 2, explains the performance levels in Appendix 4, and models two simple clues with "be going to" without saying the place name.
- pairs students and asks one student to choose a place card secretly and give at least two short activity clues using familiar holiday/place vocabulary and "be going to"; the partner listens and guesses the place.
- asks students to change roles so that spoken evidence is collected from every student. A new card can be used when a second short round is needed.
- observes each assessed turn briefly with the Analytic Scoring Rubric in Appendix 4 and records only con-cise evidence for the criteria rather than a full written commentary.
- gives short oral feedback on one priority criterion and asks the student to improve and repeat one clue. The first and second attempt are compared only for that priority point.

Feedback and Guidance

Feedback is not used as fixed sentences given identically to every student. It is adapted to evidence from the student's work or performance. Each feedback message includes: (1) one strength with evidence, (2) one development need linked to a criterion, and (3) one clear next step the student can apply immediately. When full individual feedback is not feasible, one or at most two priority criteria are addressed.

Activity A

Feedback directs the student back to the exact reading detail that supports the destination match or land/water classification. The student corrects the answer from text evidence before the Answer Key is used for confirmation.

Activity B

Feedback is brief and oral. It focuses on the student's place-related clues, use of "be going to", pronunciation/intelligibility, and completion of the short clue description. After feedback, the student repeats one improved clue; the teacher briefly checks only the criterion that was prioritised.

For a student at 0 - Performance Not Observed, appropriate support is provided so the student can complete the first step of the task; the student is then given another opportunity to show the performance.

Level	Task-Specific Feedback Example
3 - Proficient	Your two clues matched the place, you used suitable holiday words and "be going to" clearly, and your message was easy to understand. In the next round, you can add one different holiday activity so the clue is more distinctive.
2 - Developing	Your partner could identify the place and your main clue was clear. One word, sentence form, or pronunciation point needs a small adjustment. You can check the speaking support and repeat that clue once.
1 - Beginning	You gave one meaningful place clue with support. The next step is to use "I am going to..." for one more activity and then say the two clues together.
0 - Performance Not Observed	There is not enough assessable spoken evidence yet. After a short model, a place card, and a sentence frame, one short clue can be collected and the student can show the performance again.

Differentiation

Supporting

Activity A

- The four destination names can remain visible as a choice bank, and students can underline one key clue in each paragraph before classifying the places.
- One destination can be completed together as a model before students finish the remaining matches and classifications.

Activity B

- A small phrase bank and the frame "I am going to..." can remain visible; students can rehearse their two clues once before the assessed turn.
- A reduced set of four familiar place cards can be used before students move to the full card set.

Expansion

Activity A

- Students can write one new short statement from the same reading for a partner to match to a destination.

Activity B

- Students can give a third "be going to" clue or add one extra detail about the same holiday plan before the partner guesses.

APPENDIX 1

Student Worksheet - Activity A: My Future Holiday

A. Read silently. Answer the four questions in the reading visual

READING **Read the text and answer the questions.**

Next summer, my family and I are going to go on a "Nature Adventure." We have many exciting plans!

First, we are going to visit the Grand Canyon. It is a giant valley in the USA. We are going to hike there and take many photos. My father says it is very hot, so we are going to drink a lot of water.

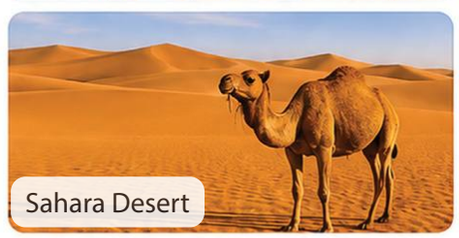
Second, we are going to see the Sahara Desert. It is very sandy and dry. We are going to ride camels! I think it is going to be a bit difficult but very fun.

Then, we are going to travel to Lake Van in Türkiye. It is a beautiful and blue lake. We are going to swim and have a picnic by the water.

Finally, we are going to fly to a place on the Pacific Ocean. It is much bigger than a lake! We are going to see dolphins and whales in the ocean.

I am very excited about our future trip!









A **Answer the questions.**

1. The family is going to the Grand Canyon. Why are they going to carry a lot of water?

Answer: .....

2. Which animals are the family going to see in the water? (Give 2 examples)

Answer: .....

3. Is the student happy about the trip? How do you know?

Answer: .....

4. Which place is in Türkiye? What are they going to do there?

Answer: .....

B. Read again. Write the correct place for each holiday plan.

1. "I want to see dolphins and whales." _____
2. "I am going to ride camels in a dry, sandy place." _____
3. "I am going to hike, take photos, and drink lots of water in a hot giant valley." _____
4. "I am going to swim and have a picnic by the water." _____

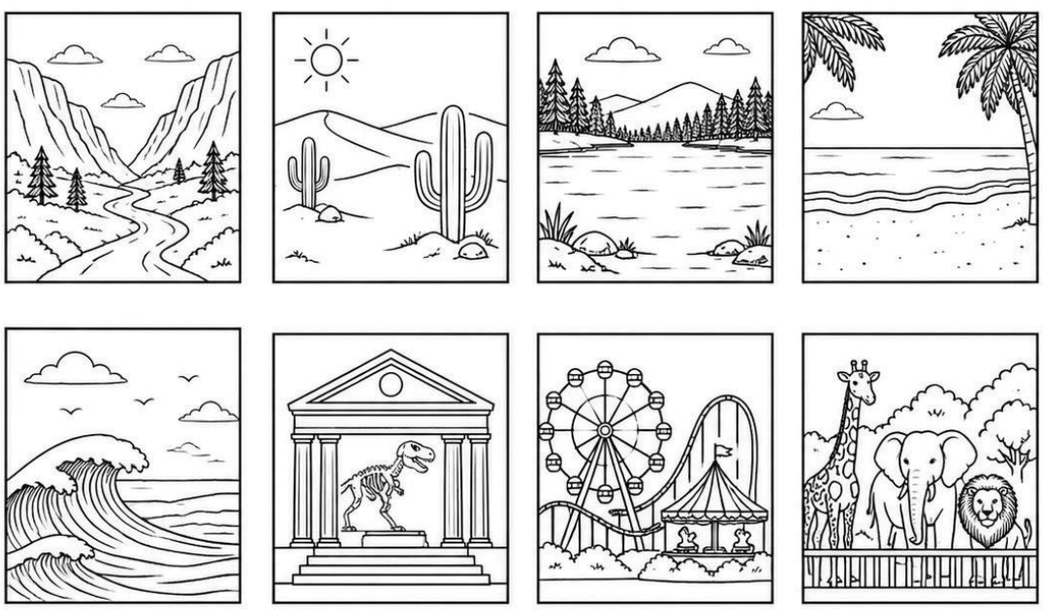
C. Classify the four places. Write each place in the correct column.

Land Places	Water Places
.....	.....
.....	.....

APPENDIX 2

Place Cards and Speaking Support - Activity B

Choose one place card. Do not say the place. Give at least two clues about what you are going to do there. Your partner guesses the place.



Model

Student A: I am going to swim. I am going to make a sandcastle.

Student B: You are at the beach.

Helpful starters

I am going to...	We are going to...
swim • hike • take photos • relax • see animals	visit a museum • go sightseeing • ride a camel • make a sandcastle

APPENDIX 3 - ANSWER KEY

Activity A - Reading questions

1. Because it is very hot there.
2. Dolphins and whales.
3. Yes. The student says, "I am very excited about our future trip!"
4. Lake Van is in Türkiye. They are going to swim and have a picnic by the water.

Activity A - Destination matching

1. Pacific Ocean
2. Sahara Desert
3. Grand Canyon
4. Lake Van

Activity A - Classification

Land Places	Water Places
Grand Canyon	Lake Van
Sahara Desert	Pacific Ocean

Activity B - Acceptable speaking evidence

Accept any two or more relevant activity clues that fit the selected place and communicate a holiday plan with "be going to". The place itself must not be named before the partner guesses.

- Beach: I am going to swim. I am going to make a sandcastle.
- Museum: I am going to visit the museum. I am going to see interesting objects.
- Zoo: I am going to see animals. I am going to take photos.
- Amusement park: I am going to ride the Ferris wheel. I am going to have fun.

APPENDIX 4 - ANALYTIC SCORING RUBRIC FOR ACTIVITY B

Purpose: To assess the student's ability to give a short holiday-place description using suitable content/vocabulary, "be going to" plan sentences, understandable pronunciation, and a complete clue message.

Success criteria shared with students: give at least two place-related clues; use suitable holiday/ place words; use "be going to" to express plans; speak clearly enough for the partner to understand.

Criterion	3 - Proficient	2 - Developing	1 - Beginning	0 - Performance Not Observed
Holiday place content and vocabulary	Gives at least two accurate clues that fit the selected place and uses suitable holiday/ place vocabulary.	Gives clues that mostly fit the selected place; one clue or word needs a small correc-tion, but the place can still be identified.	With a word bank or prompt, gives one meaningful clue related to the place; another clue is incomplete or unclear.	No assessable place-related clue or vocabulary is pro-duced.
Use of "be going to" for plans	Uses "be going to" in at least two complete, understanda-ble plan sentences with suitable word order.	Uses "be going to" in under-standable sentences; one form or word-order error may occur without blocking mean-ing.	With a sentence frame, produces at least one mean-ingful "be going to" plan sentence; the next sentence remains incomplete.	No assessable use of "be going to" is produced.
Pronunciation and intelligi-bility	Produces the clues clearly enough to be understood on the first listening; selected theme words are pronounced clearly.	Speech is understandable; one word or phrase may need brief repetition.	Produces a limited but mean-ingful clue; repetition or modelling support is needed for the listener to understand the main message.	No assessable spoken production is provided.
Clue description and task completion	Completes the short descrip-tion with at least two clues, does not say the place name, and gives enough information for a reasonable guess.	Completes two clues with a brief prompt, or one clue is less distinctive; the intended place remains reasonably clear.	With support, gives one clue and starts another; a prompt is needed to complete the short description.	No assessable clue description is completed.

Total Score	..... / 12
Overall Level	☐ Proficient ☐ Developing ☐ Beginning ☐ Performance Not Observed
Suggested Score Ranges	10-12 Proficient | 6-9 Developing | 1-5 Beginning | 0 Performance Not Observed (only when no assessable evidence is available for any criterion)
Use Note	The total score provides a general overview. Feedback, supporting, re-attempt, monitoring, and follow-up decisions are based primarily on the criterion profile rather than the total score.

Note: 0 - Performance Not Observed is used only when no assessable evidence is available for the relevant criterion. It does not mean low-quality performance.

YAZILI PUSULASI

Çözümlere buradan ulaş

5. Sınıf İngilizce Ölçme ve Değerlendirme Kılavuz Kitapları (2026-2027)

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Ekrandan okuyorsan QR koduna dokunabilirsin.

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