|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Concepts** | **Outcomes** | **Performance Indicators** | **Time** | **Implementation responsibility** | **Assessment** |
| **One**  **First semester** | Introducing people | Develop listening strategies  by using short words to gain meanings. | recognize short, simple greetings | 45  min. | Teacher & Supervisor  Supervision Division &  Educational Directorate | * Diagnostic Test * Achievement Test * Rating Scale |
| Giving commands | Understand and respond to spoken English in basic and simple short guided contexts. | recognize and respond to basic  classroom instructions | 45  min. |
| Identifying people | Communicate in English clearly and correctly by asking and answering short  simple sentences. | identify family members | 45  min. |
| Numbers ( 1-10 )  Counting | -Develop speaking strategies by producing  formulaic utterances with correct intonation patterns. | identify numbers of items | 45  min. |
| Identifying objects and their colors | -Understand and respond to written English in basic and simple guided contexts. | recognize simple objects of one’s surroundings (stationary, house  rooms and objects) | 45  min. |
| **Total time** | | | | | | **225 minutes** |

## English - Rating Scale - First Grade

***School : ……………………………… Teacher : …………………………….***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Name** | Recognize & use short Greeting words | | | Respond to basic classroom instructions | | | Ask & Answer about family members | | | Produce utterances about numbers | | | Recognize objects and their colors | | | **Total** |
| **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Key Words = The underlined words in Rating Scale Indicators

1 = Weak = didn't achieve the outcome 2 = Good = Fair = Acceptable Level 3 = Excellent = Completed the Level

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Concepts** | **Outcomes** | **Performance Indicators** | **Time** | **Implementation responsibility** | **Assessment** |
| **Two**  **First semester** | Recognizing letter- sound relation | Develop listening strategies by using illustrations and short phrases to gain meanings | recognize basic English sounds and their combinations in simple  words, phrases and short phrases | 55 min. | Teacher & Supervisor  Supervision Division  & Educational Directorate | * Diagnostic Test * Achievement Test * Rating Scale |
| Greeting | -Understand and respond to spoken English in basic and simple guided contexts. | speak about names, objects, and numbers in short simple sentences and develop a love of singing songs and  repeating rhymes | 55 min. |
| Describing: objects, daily activities, animals, pictures, ability and state,  illness | -Communicate in English clearly and correctly in the context of basic and simple guided short exchanges  and presentations. | take part in basic, short, familiar exchanges and mini class presentations | 55 min. |
| Counting numbers  1-21 | Develop reading and  writing numbers correctly | identifying and counting  using numbers 1-21 | 55 min. |
| **Total time** | | | | | | **220 minutes** |

## English - Rating Scale - Second Grade

***School : ……………………………… Teacher : …………………………….***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Name** | Recognize letters sounds and their combinations | | | Speak about names, objects, numbers, and greetings | | | take part in describing: objects, daily activities, animals, pictures  and state | | | Identifying and counting using numbers 1-21 | | | **Total** |
| **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Key Words = The underlined words in Rating Scale Indicators

1 = Weak = didn't achieve the outcome 2 = Good = Fair = Acceptable Level 3 = Excellent = Completed the Level

*Bani Kenaneh Educational Directorate Supervision & Educational Training Division*

# Action plan for critical educational outcomes

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Concepts** | **Outcomes** | **Performance Indicators** | **Time** | **Implementation responsibility** | **Assessment** |
| **Three**  **First semester** | Prepositions of place | Develop listening strategies by using illustrations and short phrases to gain meanings. | demonstrate recognition of prepositions of place (under, on, in, next to,  behind) | 45min. | Teacher & Supervisor  Supervision Division &  Educational Directorate | * Diagnostic Test * Achievement Test * Rating Scale |
| Telling the time | -Understand and respond to spoken English in basic and  simple guided contexts. | ask and answer about the time | 45  min. |
| Work & jobs | -Communicate in English clearly and correctly in the context of basic and simple guided short exchanges and  presentations. | identify basic jobs | 45  min. |
| Describing weather | -Develop speaking strategies by producing  formulaic utterances with correct intonation patterns. | observe weather conditions and seasons | 45  min. |
| Activities and actions happening  now | -Develop speaking strategies by producing  formulaic utterances with correct intonation patterns. | -talk about activities  -express actions happening now | 45  min. |
| **Total time** | | | | | | **225 minutes** |

## English - Rating Scale - Third Grade

***School : ……………………………… Teacher : …………………………….***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Name** | Use repositions (under, on, in, next to, behind) | | | Ask & answer about the time | | | Identify jobs & works | | | Talk about weather conditions and  seasons | | | Talk about activities happening now | | | **Total** |
| **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Key Words = The underlined words in Rating Scale Indicators

1 = Weak = didn't achieve the outcome 2 = Good = Fair = Acceptable Level 3 = Excellent = Completed the Level

*Bani Kenaneh Educational Directorate Supervision & Educational Training Division*

# Action plan for critical educational outcomes

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Concepts** | **Outcomes** | **Performance Indicators** | **Time** | **Implementation responsibility** | **Assessment** |
| **Four**  **first semester** | Recognizing letter- sound relationships | recognize the sounds of consonant combinations in the English alphabet: ch, sh, *th*, *fl, cl, bl, gl, pl, sl, br, cr,*  *dr, fr, gr, pr, spr, squ, str.* | Sts can read words contain consonant combinations | 30  min |  |  |
| Introducing oneself and others | participate in short, simple guided exchanges about one’s daily life | Sts can use what they have read to  contribute ideas during a discussion. | 30  min |  |  |
| Appreciating value of: time, sport, Jordanian culture , the  environment | use complete sentences in short, simple guided exchanges based on familiar  situations | Sts can say complete sentences appreciating many values. | 30  min | Teacher & Supervisor  Supervision Division  & Educational Directorate | * Diagnostic Test * Achievement Test * Rating Scale |
| Expressing frequency | ask and answer short, simple questions using Wh- words | Sts Present information conveying a clear  perspective. | 30min |
| Expressing ability | use complete sentences in short, simple guided exchanges based on familiar  situations | Sts can use what they have read to contribute ideas  during a discussion. | 30  min |
| Counting 22-29 | recognize numbers 22-29 | Sts can write numbers  from 22-29 correctly. | 30  min |  |  |
| Decoding | make connections between prior knowledge of daily  used objects and simple reading material | Sts can determine the meaning of words of daily used objects. | 30  min |  |  |
| Describing: sport, daily action, location,  people and places | ask and answer short, simple questions using *Wh*- words  (e.g. *where, what, when*) | Sts can describe sport, daily action, location,  people and places. | 30  min |  |  |
| **Total time** | | | | | | **240** |

- Diagnostic Test Covers the 8 Outcomes ( Before the Program ).

* Achievement Test Covers the 8 Performance Indicators ( At the end of the Program )

## English - Rating Scale - Grade Four\_Page-1

***School : ……………………………… Teacher : …………………………….***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Name** | read words contain consonant combinations | | | Introduce himself and others | | | Say complete sentences appreciating many values. | | | Ask and answer short, simple questions using Wh- words | | | Use complete sentences based on familiar situations | | | **Total** |
| **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Key Words = The underlined words in Rating Scale Indicators

1 = Weak = didn't achieve the outcome 2 = Good = Fair = Acceptable Level 3 = Excellent = Completed the Level

## English - Rating Scale - Grade Four\_Page-2

***School : ……………………………… Teacher : …………………………….***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Name** | Write numbers from 22-29 correctly. | | | Determine the meaning of words of daily used objects. | | | Describe sport, daily action, location, people and places. | | |  | | |  | | | **Total** |
| **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Key Words = The underlined words in Rating Scale Indicators

1 = Weak = didn't achieve the outcome 2 = Good = Fair = Acceptable Level 3 = Excellent = Completed the Level

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Concepts** | **Outcomes** | **Performance Indicators** | **Time** | **Implementation responsibility** | **Assessment** |
| **Five**  **First semester** | Frequency of activities | participate in a conversation about frequency  of one’s activities | Talk about holidays and leisure activities using the adverbs of frequency.  Participate in a conversation about frequency of one’s activities.  Determine the meaning of the adverbs of frequency and their functions as they are used in a text.  Show appreciation of the value of activities | 06 min | Teacher & Supervisor  Supervision Division  & Educational Directorate | * Diagnostic Test * Achievement Test * Rating Scale |
| Shapes | identify different shapes | Identify shapes, acquire awareness of the shapes. Use the present simple of “to be and to have” to describe objects such as “It’s a square. A square has four equal sides.”  Compare and contrast objects using the present and the past tenses with the conjunction but: “It was six squares, but now it is a box.” | 45 min |
| National identity | express features of the national (Jordanian) identity using  present and past tenses | Use reading strategies to understand simple reading material. Concerning the national Jordanian identity.  Ask and answer questions about the Jordanian costumes in the present and the past.  Participate in simple classroom exchanges about Jordan important sites. | 06 min |
| Future plans | expressing what one is going to do | Write meaningful sentences using verb going to for future plans and practice of the negative form of it. Ask questions and give answers in an appropriate  tone of voice expressing future plans. | 06  minutes |
| **Total time** | | | | | | **225 min** |

* Diagnostic Test Covers the 4 Outcomes ( Before the Program ).
* Achievement Test Covers the 4 Performance Indicators ( At the end of the Program )

## English - Rating Scale - Grade Five

***School : ……………………………… Teacher : …………………………….***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Name** | Determine the meaning, functions, and use adverbs of frequency. | | | Identify**,** describe**,** compare and contrast shapes of objects**.** | | | Ask & answer simple sentences describing the Jordanian costumes in the  past. | | | Ask & answer in an appropriate tone of voice expressing future plans. | | | **Total** |
| **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Key Words = The underlined words in Rating Scale Indicators

1 = Weak = didn't achieve the outcome 2 = Good = Fair = Acceptable Level 3 = Excellent = Completed the Level

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Concepts** | **Outcomes** | **Performance Indicators** | **Time** | **Implementation**  **responsibility** | **Assessment** |
|  | Talking about places in Jordan, weather and geographical  features | use correct intonation for questions and statements | Student can quote textual evidence that identifies the key ideas and details of a text.  Student can write opinion to support and explain a claim with clear reasons and relevant evidence | 06  min |  |  |
|  | Scanning information | scan simple written materials to preview  them for general content before starting to read | Student can cite textual evidence that identifies the key ideas and details of a text and analyze how these are developed over the course of the text. | 06  min |  |  |
| **Six**  **first semester** | Expressing pride in Jordan and the  country’s heritage | listen to and participate in simple  classroom conversations | Student can recognize new information expressed by others, and explain how this information has changed,  reinforced, or challenged my thinking. | 06  min | Teacher & Supervisor  Supervision Division  & Educational Directorate | * Diagnostic Test   –  Achievement Test   * Rating Scale |
| Asking for information | use simple sentences to talk with a partner or a small group about familiar and unfamiliar  situations | Student can engage effectively in a range of collaborative discussions | 06  min |
| Expressing numerical | use and spell correctly learned vocabulary  related to large numbers | Student can establish and maintain an appropriate form, tone, conventions, and vocabulary for the intended  audience. | 06mi |
| Distinguishing between facts and  opinions | distinguish fact from opinion in simple reading  materials | Student can select key ideas from a text and explain how they appear in a variety of sources | 06  min |
|  | Paragraphing | write a simple information paragraph of four or five sentences | Student can write informative descriptive texts to examine a topic, convey ideas, and explain concepts and information through the selection, organization, and analysis of relevant  content as it pertains to a claim. | 30  min |  |  |
|  | Expressing: wishes, leisure activities | use simple sentences to talk with a partner about, wishes /t leisure activities | Student can develop and strengthen my writing as needed by planning, revising, editing, rewriting, etc.  Student can present claims and findings, in a clear manner with relevant and appropriate evidence. | 30  min |  |  |
| **Total time** | | | | | | **270** |

* Diagnostic Test Covers the 8 Outcomes ( Before the Program ).
* Achievement Test Covers the 8 Performance Indicators ( At the end of the Program )

## English - Rating Scale - Grade Six\_Page-1

***School : ……………………………… Teacher : …………………………….***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Name** | Use correct intonation for questions and statements | | | Cite textual evidence that identifies the key ideas | | | Recognize & explain information | | | Asking for information | | | Spell correctly learned vocabulary related to large numbers | | | **Total** |
| **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Key Words = The underlined words in Rating Scale Indicators

1 = Weak = didn't achieve the outcome 2 = Good = Fair = Acceptable Level 3 = Excellent = Completed the Level

## English - Rating Scale - Grade Six\_Page-2

***School : ……………………………… Teacher : …………………………….***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Name** | Identify key ideas from a text | | | Explain concepts and information | | | Present claims and findings, in a clear manner | | |  | | |  | | | **Total** |
| **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Key Words = The underlined words in Rating Scale Indicators

1 = Weak = didn't achieve the outcome 2 = Good = Fair = Acceptable Level 3 = Excellent = Completed the Level

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Concepts** | **Outcomes** | **Performance Indicators** | **Time** | **Implementation responsibility** | **Assessment** |
| **Seven**  **First semester** | Describing actions | use words and sentences to participate in simple discussions and conversations in authentic contexts | -explain whether events are believable or not  -ask about activities, jobs and routines, use “do” and “does” to | 90  mins | Teacher & Supervisor  Supervision Division  & Educational Directorate | * Diagnostic Test * Achievement Test * Rating Scale |
| Giving advice | use words and sentences to participate in simple discussions and conversations in authentic contexts | -give advice to fight environmental threats (global warming) using the imperative- affirmative and  negative | 90  mins |
| Identifying features of a place | take part in prepared simple presentations to the class | describe places (markets, museums) using the present simple in the affirmative, negative  and interrogative | 90  mins |
| **Total time** | | | | | | **270 minutes** |

* Diagnostic Test Covers the 3 Outcomes ( Before the Program ).
* Achievement Test Covers the 3 Performance Indicators ( At the end of the Program )

## English - Rating Scale - Grade - Seven

***School : ……………………………… Teacher : …………………………….***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Name** | Ask about activities, jobs and routines | | | Use the imperative- affirmative and  negative | | | Describe places using present simple. | | |  | | | **Total** |
| **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Key Words = The underlined words in Rating Scale Indicators

1 = Weak = didn't achieve the outcome 2 = Good = Fair = Acceptable Level 3 = Excellent = Completed the Level

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Concepts** | **Outcomes** | **Performance Indicators** | **Time** | **Implementation responsibility** | **Assessment** |
| **Eight**  **First semester** | Expressing routines, information and attitudes | -use reading strategies to understand simple authentic informational and literary reading  materials. | * use context to guess the meaning of new words   -skim and scan a reading text   * write a paragraph for a specific purpose: a personal profile | 120  min | Teacher & Supervisor  Supervision Division  & Educational Directorate | * Diagnostic Test * Achievement Test * Rating Scale |
| Stating facts and expressing opinions | demonstrate understanding of simple authentic informational and literary reading materials | -ask and answer questions by using the Present Simple and the Present Continuous tenses  -analyze the content of reading  materials in order to make inferences. | 120  min |
|  | demonstrate | -use connecting words (e.g., |  |
|  |  | understanding of | now and then, however) to help |  |  |  |
|  | Narrating an event | simple authentic  informational and | comprehension of the listener  when presenting information | 120  min |  |  |
|  |  | literary reading | -use the sequence of sentences |  |  |  |
|  |  | materials. | to identify the main idea. |  |  |  |
| **Total time** | | | | | | **360 minutes** |

* Diagnostic Test Covers the 3 Outcomes ( Before the Program ).
* Achievement Test Covers the 4 Performance Indicators ( At the end of the Program )

## English - Rating Scale - Grade - Eight

***School : ……………………………… Teacher : …………………………….***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Name** | Write a paragraph for a specific purpose: a personal profile | | | Ask and answer questions by using the Present Simple and the Present Continuous  tenses | | | Use connecting words ( now and then, however) | | | Identify the main idea | | | **Total** |
| **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Key Words = The underlined words in Rating Scale Indicators

1 = Weak = didn't achieve the outcome 2 = Good = Fair = Acceptable Level 3 = Excellent = Completed the Level

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Concepts** | **Outcomes** | **Performance Indicators** | **Time** | **Implementation responsibility** | **Assessment** |
|  |  |  | - skim written materials before |  |  |  |
|  |  | gather information | reading to determine their |  |  |  |
| **Nine** | Describing personalities and qualities | and ideas from print and electronic sources to organize and write in a  variety of simple | purpose or the type of the material  -use context to guess the meaning of new words  -describe personalities, | 120  min | Teacher & Supervisor | – Diagnostic Test |
| **First semester** |  | authentic contexts | qualities, and clothes of people  using relative pronouns |  | Supervision Division  & Educational Directorate | * Achievement Test * Rating Scale |
| Making predictions | use appropriate organizational patterns to create simple authentic written work | - use prior knowledge to answer questions about reading material  -make predictions about the future using “be going to” and “will”  -write a paragraph, making | 120  min |
|  |  |  | predictions related to the future |  |  |  |
| **Total time** | | | | | | **240 minutes** |

* Diagnostic Test Covers the 2 Outcomes ( Before the Program ).
* Achievement Test Covers the 4 Performance Indicators ( At the end of the Program )

## English - Rating Scale - Grade - Nine

***School : ……………………………… Teacher : …………………………….***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Name** | Describe personalities and qualities of people using relative  pronouns | | | Guess the meaning of new words | | | Answer questions about reading material | | | Write a paragraph, making predictions related to the  future | | | **Total** |
| **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Key Words = The underlined words in Rating Scale Indicators

1 = Weak = didn't achieve the outcome 2 = Good = Fair = Acceptable Level 3 = Excellent = Completed the Level

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Concepts** | **Outcomes** | **Performance Indicators** | **Time** | **Implementation responsibility** | **Assessment** |
|  |  | Develop strategies | -identify the main ideas in informational materials and explain how the details support the main idea.  - write two paragraphs describing something they prefer | 120  min |  |  |
|  | Expressing | of active listening  to confirm meaning |  |  |
|  | preferences | in a simple |  |  |
|  |  | discussions, |  |  |
| **Ten**  **First semester** |  | conversations and  presentations | Teacher & Supervisor  Supervision Division  & Educational Directorate | * Diagnostic Test * Achievement Test * Rating Scale |
| Expressing possibility | Write a series of paragraphs for a variety of specific simple authentic  purposes and audiences | -use modal verbs to express possibility: *must, might, could, can’t*  *-*write a paragraph expressing possibility of something | 90  min |
|  |  | make suggestions | -evaluate an author’s |  |  |  |
|  | Evaluating objectivity | for the improvement of the  presentations of | objectivity, in a reading material  -write a short description of | 90  min |  |  |
|  |  | peers | something |  |  |  |
| **Total time** | | | | | | **300 minutes** |

* Diagnostic Test Covers the 3 Outcomes ( Before the Program ).
* Achievement Test Covers the 3 Performance Indicators ( At the end of the Program )

## English - Rating Scale - Grade - Ten

***School : ……………………………… Teacher : …………………………….***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Name** | Explain and describe preferences  **(Orally)** | | | Use modal verbs to express  possibility | | | Write a paragraph expressing  possibility | | |  | | | **Total** |
| **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Key Words = The underlined words in Rating Scale Indicators

1 = Weak = didn't achieve the outcome 2 = Good = Fair = Acceptable Level 3 = Excellent = Completed the Level

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Concepts** | **Outcomes** | **Performance Indicators** | **Time** | **Implementation responsibility** | **Assessment** |
| **Eleven**  **First semester** | Thinking skills | Apply different thinking skills (analyzing, evaluating, making judgment, solving problems) | -defend a position or present information by developing well- organized informational and literary presentations  - present evidence clearly and convincingly to support an interpretation of a story or play studied in class. | 120min | Teacher & Supervisor  Supervision Division  & Educational Directorate | * Diagnostic Test * Achievement Test * Rating Scale |
| Discussing occasions | use reading strategies to understand some authentic informational and literary texts  use appropriate organizational patterns to create advanced authentic | -describe future plans, giving reasons for going to a festival, use future forms  -comparing customs in your country and others  -write three paragraphs about plans for an occasions | 120min |
|  |  | written work |  |  |  |  |
|  | Describing interests | demonstrate understanding of some authentic  informational and | -giving opinions about preferred activity or thing, and explaining why something is preferable  -write an essay about the benefits of | 120 min |  |  |
|  |  | literary texts | taking part in an event |  |  |  |
| **Total time** | | | | | | **360 minutes** |

* Diagnostic Test Covers the 3 Outcomes ( Before the Program ).
* Achievement Test Covers the 3 Performance Indicators ( At the end of the Program )

## English - Rating Scale - Grade - Eleven

***School : ……………………………… Teacher : …………………………….***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Name** | Present evidence clearly | | | Describe future plans.  **(Speak / Write)** | | | Give opinions about preferred activity or thing. | | | Write an essay about the benefits of taking part in  an event | | | **Total** |
| **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Key Words = The underlined words in Rating Scale Indicators

1 = Weak = didn't achieve the outcome 2 = Good = Fair = Acceptable Level 3 = Excellent = Completed the Level