

## 2019 Evaluation PLAN

### SKIS Middle & High School

| Grade | Subject              | Teacher |
|-------|----------------------|---------|
| G9B   | English Conversation | Mukti   |

| Semester   | Distribution Ratio(%) |            |                  |     |
|------------|-----------------------|------------|------------------|-----|
|            | Mid TERM Exam         | Final Exam | Performance Test | Sum |
| Semester 2 | 0                     | 0          | 100              | 100 |

| Written Test |               | Contents/Range |
|--------------|---------------|----------------|
| Semester 2   | Mid TERM Exam |                |
|              | Final Exam    |                |

| Performance Test time                                                                        | Titles                                                  | Points | Evaluation standard                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 pieces of homework will be given and submitted by students between September and December. | <b>Homework (4 in total)</b>                            | 20     | 1. 5 marks - Scores 9-10 out of 10 marks.<br>2. 4 marks - Scores 7-8 out of 10 marks.<br>3. 3 mark - Scores 5-6 out of 10 marks.<br>4. 2 mark - Scores 3-4 out of 10 marks.<br>5. 1 mark - Scores 1-2 out of 10 marks.<br>6. 0 mark – 0 is for non - submission                   |
| 4 quizzes will be conducted between September and December.                                  | <b>Quizzes (4 in total)</b>                             | 20     | 1. 5 marks - Scores 9-10 out of 10 marks.<br>2. 4 marks - Scores 7-8 out of 10 marks.<br>3. 3 mark - Scores 5-6 out of 10 marks.<br>4. 2 mark - Scores 3-4 out of 10 marks.<br>5. 1 mark - Scores 1-2 out of 10 marks.<br>6. If SS is absent, Quiz will be taken on a later date. |
| End September                                                                                | <b>Speech</b>                                           | 15     | Appendix 1<br>Topic : School President                                                                                                                                                                                                                                            |
| October                                                                                      | <b>Verbal Test:</b><br>Reading Passage                  | 10     | Appendix 2<br>Text on Steve Jobs                                                                                                                                                                                                                                                  |
| November                                                                                     | <b>Project:</b> Pair work<br>Interview and Presentation | 15     | Appendix 3                                                                                                                                                                                                                                                                        |
| December                                                                                     | <b>Debate</b>                                           | 10     | Appendix 4<br>On TEDx Talk - “Head Transplantation: the Future is Now,” by Dr. Sergio Canavero                                                                                                                                                                                    |
| between September and December                                                               | <b>English File and Notebook</b>                        | 10     | 4 checks done over the semester<br>2.5 points per check                                                                                                                                                                                                                           |

1. 2.5 for file and notebook being in order
2. 1.5 If only file or notebook is in order
3. 0 If both file and notebook is missing / empty

## Appendix 1 Speech

| Category                                                 | Mark Allocation | Criteria                                                                                                                                      |
|----------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Content                                                  | 5               | Discusses a variety of aspects and is persuasive. Provides insightful personal thought on these experiences, and substantiates with examples. |
|                                                          | 4               | Discusses a variety of aspects. Provides personal thought on these experiences, and substantiates with examples.                              |
|                                                          | 3               | Discusses some aspects. Sometimes providing personal thought on these experiences.                                                            |
|                                                          | 2               | Discusses without elaboration.                                                                                                                |
|                                                          | 1               | Lists 1-2 points without elaboration.                                                                                                         |
| Organization                                             | 3               | Displays clear coherence and flow, using conjunctions whenever appropriate.                                                                   |
|                                                          | 2               | Attempts to display coherence and logical flow, sometimes using conjunctions.                                                                 |
|                                                          | 1               | Presentation is jumbled and it is hard to follow.                                                                                             |
| Style                                                    | 3               | Student is enthusiastic and engaging throughout the presentation.                                                                             |
|                                                          | 2               | Student breaks the flow but attempts to continue with the presentation.                                                                       |
|                                                          | 1               | Student requires prompts to continue with the presentation.                                                                                   |
| Language                                                 | 2               | Wide-ranging and appropriate use of vocabulary.                                                                                               |
|                                                          | 1               | Uses limited vocabulary.                                                                                                                      |
| Presentation Aid<br>(Slides/Additional<br>Material used) | 2               | The presentation aid is created to effectively engage the audience.                                                                           |
|                                                          | 1               | The presentation aid may detract from the focus of the topic.                                                                                 |

## Appendix 2 Verbal Test: Reading Passage

| Category       | Mark Allocation | Criteria                                                                                                               |
|----------------|-----------------|------------------------------------------------------------------------------------------------------------------------|
| Pronunciation  | 4               | Reads the passage with near-perfect pronunciation and very clear articulation.                                         |
|                | 3               | Generally clear articulation with occasional errors in pronunciation.                                                  |
|                | 2               | Pronunciation of words is rather inaccurate, but some attempt to maintain clarity of articulation.                     |
|                | 1               | Very weak pronunciation and little clarity of articulation.                                                            |
| Rhythm/Fluency | 3               | A mainly fluent reading with some mistakes in stress and rhythm.                                                       |
|                | 2               | Reading is hesitant with frequent mistakes in stress and rhythm.                                                       |
|                | 1               | Very hesitant reading, full of rhythm and stress errors.                                                               |
| Pitch/Tone     | 3               | Some variation in pitch and tone for expressive effect, but not always appropriate to the passage.                     |
|                | 2               | A slight attempt to achieve expressiveness through variation of pitch and tone. Uses largely inappropriate variations. |
|                | 1               | Reads in monotone.                                                                                                     |



### Appendix 3 Presentation

| Individual Presentation Project            | Proficient<br>3 - excellent                                                                                                                                                             | Acceptable<br>2 - good                                                                                                                             | Needs Improvement<br>1 - fair                                                                                                                                                    | Unacceptable<br>0 - poor                                                                                                                                           | Pts. |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <b>Organization</b>                        | Student shows enthusiasm and presents information in logical, interesting sequence which engages the audience.                                                                          | Student presents information in logical sequence which audience can follow.                                                                        | Audience has difficulty following presentation because student jumps around.                                                                                                     | Delivery not smooth and audience attention lost because there is no sequence of information.                                                                       |      |
| <b>Content</b>                             | Accurate and in depth information, sufficient amount of information, proper citing of resources.                                                                                        | Accurate information, sufficient information, some resources not cited.                                                                            | Some information is inaccurate, sufficient information, some resources are not cited.                                                                                            | Information is inaccurate, most sources are not cited.                                                                                                             |      |
| <b>Subject Knowledge</b>                   | Student demonstrates full knowledge (more than required) and answers all questions with explanations and elaboration.                                                                   | Student is at ease with information and gives expected answers to all questions, but fails to elaborate.                                           | Student is uncomfortable with information and is able to answer only rudimentary questions.                                                                                      | Student does not have grasp of information; student cannot answer questions about subject.                                                                         |      |
| <b>Style/Mechanics (PowerPoint)</b>        | The electronic presentation displays elements of creativity and style, and is not simply a list of information. The electronic presentation is presented in a clear and concise manner. | The electronic presentation is clear and logical and contains pertinent information and images. Good clear oral presentation.                      | Lacks style and reads more like a list of information, than as a support for an oral presentation. Lacks neatness and clarity.                                                   | The presentation lacks a clear focus and there are many errors. Electronic presentation is not creative.                                                           |      |
| <b>Communication &amp; Time Management</b> | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. The presentation was of the proper duration.                 | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. The presentation was of the proper | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation and/or the presentation was somewhat short or somewhat long. | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear and/or the presentation was too brief or too long. |      |
| <b>Overall Rating</b>                      | <b>Excellent</b>                                                                                                                                                                        | <b>Good</b>                                                                                                                                        | <b>Fair</b>                                                                                                                                                                      | <b>Poor</b>                                                                                                                                                        |      |
| Comments (continue on back if needed):     |                                                                                                                                                                                         |                                                                                                                                                    |                                                                                                                                                                                  |                                                                                                                                                                    |      |

#### Appendix 4 Debate

| Category                         | Mark Allocation | Criteria                                                             |
|----------------------------------|-----------------|----------------------------------------------------------------------|
| Summary of speaker's main ideas. | 4               | Accurate and detailed discussion of speakers' thesis and main ideas. |
|                                  | 3               | Accurate discussion of speakers' main ideas.                         |
|                                  | 2               | Attempt to discuss speakers' ideas.                                  |
|                                  | 1               | Unclear discussion of speakers' ideas.                               |
| Evaluation                       | 2               | Attempts to evaluate speakers' ideas.                                |
|                                  | 1               | Discusses own ideas with little explanation.                         |
| Vocabulary                       | 2               | Appropriate use of vocabulary                                        |
|                                  | 1               | Limited vocabulary.                                                  |
| Grammar                          | 2               | Grammatical errors do not detract from overall meaning.              |
|                                  | 1               | Many grammatical errors.                                             |