# Trimester 3 2015-2016 Examination Specifications

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<th>Subject</th>
<th>English</th>
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<td>Grade</td>
<td>6</td>
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<td>Curriculum</td>
<td>ADEC</td>
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<tr>
<td>Duration</td>
<td>Reading 90 minutes  Writing 45 Minutes</td>
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## Overview
The Trimester 3 English examination assesses skills covered throughout the academic year. It does not assess content related to the theme.

## Mark Determination
The Reading paper questions will be structured to enable students to demonstrate E, D or M in the outcomes assessed. The Writing paper will use a rubric to assess the E, D or M levels. A mechanism will be included to convert these levels of mastery in both papers to marks for entry into eSIS.

## Structure

### Reading
- **4 texts**
  - The reading texts will come from the following text types;
    - imaginative [narrative]
    - information [information report]
    - procedural [instructions]
    - persuasive [critical response]
  - Note: texts may include visual elements
- The reading paper assesses students’ ability to apply reading skills across the text types. (See LOs below.)

### Writing
- **1 text prompt**
  - Open response to stimulus
  - Any text type related to the prompt
  - The writing paper assesses students’ ability to write across text types. (See LOs below.)

## Learning Outcomes and additional information

Please note: Some of the G6 English Learning Outcomes listed below have been slightly modified for the purpose of an examination.

### Reading Outcomes:
The LOs below need to have been covered in preparation for the examination.

- 6R2.1 Retrieve, interpret and reflect on information and ideas in a written or visual information text.
- 6R2.2, 6R2.5 Retrieve, interpret and reflect on information and ideas in a written or visual narrative text. Explain how literary elements contribute to texts.
- 6R2.3 Retrieve, interpret and reflect on information and ideas in a written or visual critical response text.
- 6L1.2 Use strategies to determine the meaning of unknown words and phrases.

- 50% weighting
- T1-T3 themes

### Writing Outcomes:
- Refer to the writing rubric below (see page 2)
- The LOs on the rubric need to have been covered in preparation for the examination.

- 50% weighting
- T1-T3 text type and themes

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1 Please refer to the ADEC Portal for more details about the text types:
Cycle 2 English > Shared Documents > Academic Year 2015-2016 > Cycle 2 > ADSM Grades 6-8
### ADEC Trimester 3 Examination, 2015-2016 Grade 6 English Writing Criteria – Writing Prompt Rubric

Please note that these rubrics are different from the wording of the LOs, they have been adapted for the purpose of the exam marking. These need to be shared with the students in advance of the exam.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Mastered: The student:</th>
<th>Developing: The student:</th>
<th>Emerging: The student:</th>
</tr>
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</table>
| **6W2.1, 6W2.2, 6W2.3** Produce a written text. | Writes an effective and cohesive text.  
- selects a variety of relevant ideas for purpose and audience  
- organizes ideas for purpose and audience  
- communicates ideas effectively for purpose and audience | Writes a text.  
- selects some relevant ideas for purpose and audience  
- organizes some ideas for purpose and audience  
- communicates ideas for purpose and audience | Attempts to write a text.  
- selects some ideas  
- organizes some ideas  
- communicates some ideas |
| **6W1.3** Use grammar, spelling, punctuation and paragraphing. | Use grammar, spelling and punctuation for clarity.  
- uses familiar and/or taught grammar structures correctly  
- spells familiar and/or taught words correctly  
- uses familiar and/or taught punctuation correctly  
- uses paragraphs | Use some grammar, spelling and punctuation for clarity.  
- uses some familiar and/or taught grammar structures correctly  
- spells some familiar and/or taught words correctly  
- uses some familiar and/or taught punctuation correctly | Attempt to use grammar, spelling and punctuation.  
- uses some grammar structures  
- spells some words correctly  
- uses some punctuation |
| **6L2.9, 6L2.10, 6L2.11** Use simple sentences, connectors, compound and complex sentences. | Uses a range of sentences accurately.  
- uses a variety of sentence structures and lengths  
- uses simple sentence structures effectively  
- uses more than one type of compound sentence  
- uses at least one type of complex sentence | Uses some sentences accurately.  
- starts to use a variety of sentence structures and lengths  
- uses simple sentence structures including subject and verb or subject, verb and object  
- uses at least one type of compound sentence | Attempts to use sentences.  
- uses simple sentence structures including subject and verb or subject, verb and object |
| **6L2.5, 6L2.6, 6L2.7, 6L2.8** Use verb tenses. | Uses a range of verb tenses and verbs accurately.  
- uses a variety of verb tenses correctly  
- uses a variety of verbs correctly | Uses some verb tenses and verbs accurately.  
- uses some verb tenses correctly  
- uses some verbs correctly | Attempts to use verb tenses and verbs.  
- attempts to use verb tenses  
- attempts to use verbs |
| **6L1.3, 6L1.4, 6L1.5** Use vocabulary to convey meaning related to the task. | Uses vocabulary effectively to convey meaning for task.  
- uses relevant vocabulary accurately in context  
- uses a range of vocabulary related to task  
- selects vocabulary that adds meaning or effect to the task | Uses vocabulary to convey meaning for task.  
- uses some relevant vocabulary in context  
- uses some vocabulary related to task | Attempts to use vocabulary to convey meaning for task.  
- uses some relevant vocabulary |