

Marks distribution for classes 9 and 10

for SSC Exam. 2017

	Marks	Marks and Test Items distribution			
		Skills/Areas	Marks	Test Items	Item Marks
English First Paper	100	Reading	50	• MCQ	07
				• Answering questions (open ended and close ended)	10
				• Matching	05
				• Cloze Test without clues	05
				• Information Transfer	05
				• Rearranging	08
				• Summarizing	10
		Writing	50	• Writing paragraph answering questions	10
				• Completing a story	10
				• Writing informal letters	10
English Second Paper	100	Grammar	60	• Gap filling activities with clues (preposition, articles, parts of speech)	05
				• Gap filling activities without clues (preposition, articles, parts of speech)	05
				• Substitution table	05
				• Right forms of verbs	05
				• Narrative style (direct to indirect and/or vice versa)	05
				• Changing sentences (change of voice, sentence patterns, degrees)	10
				• Completing sentences (using conditionals, infinitive, gerund, participle)	05
				• Use of suffix and prefix	05
				• Tag questions	05
				• Sentence connectors	05
		Composition	40	Test Items	Item Marks
				• Writing CV with cover letter	08
				• Formal letters/emails (complaint letter, notice, purchase order, responses to an order/request etc)	10
				• Paragraph writing by listing /narrating/comparison and contrast/cause and effect	10
				• Writing composition on personal experience and familiar topics, recent events/incidents, future plans	12

***Instructions:** Test items must have contexts. Sentences which are isolated and out of context cannot be given as questions. Question setters will prepare the test items. No questions will be set from the textbook or/and any help books.

Curriculum Dissemination Programme, SESDP, NCTB

২০১৬/১৭
 প্রফেসর মোঃ মশিউজ্জামান
 আইডি নং-২৮৫৬
 সদস্য (শিক্ষাক্রম)
 জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড
 ঢাকা

Subject: English First Paper

Total marks 100

Revised marks distribution for classes 9-10 from academic Year 2016 (from SSC 2018)

Reading: 50

Seen Part: 2 texts will be used separately	
Multiple Choice Questions (MCQ)	07
Answering questions (open ended and close ended)	10
Gap filling without clues	05

Unseen Part:	
Information transfer	05
Summarizing	10

*One unseen passage /text will be used to develop test items for information transfer and summary writing.

Matching 05

Rearranging 08

*Matching and Rearranging of sentences will be separately developed and they won't have any connections with the text used for information transfer and summary writing.

Writing: 50

Writing paragraph answering questions 10

Completing a story 10

Writing informal letters/ E-mails 10

Describing graphs / charts 10

Writing dialogues 10

For Speaking and Listening, Internal Continuous Assessment for 20 (10+10) marks will be ensured by the institution as per Ministry of Education Circular no37.00.0000.071.07.003.13-220 dated 03.03.2015

Subject: English Second Paper

Total marks 100

Test items and marks distribution are unchanged.

Note: NCTB requests all Education Boards to follow guidelines for question setters and markers. A copy of this guidelines is attached herewith.


2016
প্রফেসর মোঃ মাহিউজ্জামান
আইডি নং-২৮৫৬
সদস্য (শিক্ষাক্রম)
জাতীয় শিক্ষাক্রম ও পাঠ্যপুস্তক বোর্ড
ঢাকা

Guidelines for question setters and markers: Subject-English

1. Multiple Choice Questions (MCQ)

MCQ can be set for testing a number of strategies and skills related to reading such as scanning, skimming, reading for gist, inferencing (guessing the meaning from the context) comprehension check etc. Each MCQ item will carry ½ mark. However, depending on the level of difficulty some items may have 1 mark as well.

In preparing MCQ questions, question setters will make sure that learners have to apply certain skills or strategies of reading in order to be able to choose the right options. Depending on the level of the learners, items will be set to test learners' lower order thinking skills (knowing and understanding) as well as higher order and more critical thinking (analyzing, evaluating or producing information). Use synonyms in the questions to avoid quoting directly from the original passage. Make the questions round about so that learners think.

For example:

Text: The Great Wall of China, one of the greatest wonders of the world, was first built between 220-206 BC.

Question: When was the Great Wall first built? (Don't make this type of question. Student will just get the answer from the question paper as 'was born' is common in both the text in the question paper and the answer.)

Question: What is the initial construction period of the Great Wall? (This question is Okay as learners has to understand that 'was built' and 'construction period' are same.)

Students will write the question number and then write only a/b/c/d that refers to the correct answer. No need to copy the whole sentence from the question paper to answer the questions.

The same text can be used for guessing the meaning from the context and Question Answer (open ended and close ended). However, the same text **cannot** be used for Question-Answer and True/False. Depending on the level of difficulty and length of the text, information transfer and True/False questions can be set from the same text. Alternatively two different texts can be used for two different tests. The latter is more encouraged.

Please note the following points while setting MCQ test items:

- Phrase stems as clearly as possible. Confusing questions can generate wrong answers from students who do understand the material.
- Avoid extra language in the stem. Some think extraneous details make a question more complex. Moreover, they most often just add to the students' reading time. This reduces the number of questions you can put on a test reducing the reliability of the test.
- Include any language in the stem that you would have to repeat in each answer option.
- Answer options should be about the same length and parallel in grammatical structure. Too much detail or different grammatical structure can give the answer away.
- Limit the number of answer options to four.
- Distracters must be incorrect, but plausible. Try to include among the distracters options that contain common errors.
- To make distracters more plausible, use words that should be familiar to students.
- If a recognizable key word appears in the correct answer, it should appear in some or all of the distracters as well. Don't let a verbal clue decrease the accuracy of your exam.

- Avoid using extreme or vague words in the answers. Use rarely extreme words like "all", "always" and "never" or vague words or phrases like "usually", "typically" and "may be" in the answers.
- Avoid using "All of the above" or "None of the above" as an answer choice.

2. True/False

True-false questions are typically used to measure the ability to identify whether statements of fact are correct. The questions are usually a declarative statement that the student must judge as true or false.

Follow the general guidelines below while writing True/False items for your students:

- Base the item on a single idea.
- Write items that test an important idea.
- Avoid lifting statements right from the text.
- Make the statements as brief as possible.
- Write clearly true or clearly false statements.
- Try to avoid such words as "all," "always," "never," "only," "nothing," and "alone."
- The use of words like "more," "less," "important," "unimportant," "large," "small," "recent," "old," "tall," "great," and so on, can easily lead to ambiguity.
- State items positively. Negative statements may be difficult to interpret. This is especially true of statements using the double negative. If a negative word, such as "not" or "never," is used, be sure to underline or capitalize it.
- Beware of detectable answer patterns.

3. Matching

There is no need of a separate reading text for matching. The question itself will have a context after the texts in part A and part B are properly matched. The numbering of texts in column A can be i, ii, iii, iv and the texts in column B can be a, b, c, d..... Students only need to match the numbering in the two columns, e.g i, ii, iii, iv etc. (in column A) and a, b, c, d etc. (in column B). You can also use 3 columns with texts to match.

4. Gap filling with or without clues

The text in the gap filling activity is separate and complete. The text for this item will have a meaningful context too. There will be five gaps in the text. The gaps can be used for article, preposition, or any other parts of speech without verb as there is separate test for it. A question setter will choose one particular item mentioned earlier to set a question and use a gap at the particular place. For example, if the question setter wants to test the article then there will be a gap at the position of a, an, the or before a noun that does not take any article. For a question of 3 marks, there will be six gaps in the text; for 4, there will be 8 gaps; and for 5 marks there will be ten gaps.

Follow the guidelines while writing gap filling test items:

- Prepare a scoring key that contains all acceptable answers for each item.
- Prefer single word or short phrase answers.
- Beware of open questions that invite unexpected but reasonable answers.
- Make all the blanks of an equal length.

- Avoid grammatical clues such as "an."
- Place the blanks near the end of the statement. Try to present a complete or nearly complete statement before calling for a response.
- Limit the number of blanks to one or two per sentence. Statements with too many blanks waste time as students figure out what is being asked.
- If a numerical answer is called for, indicate the units (e.g. currency) in which it is to be expressed.

5. Cloze test with/without clues

A cloze test is a fill-in-the-blank activity that assesses students' comprehension of vocabulary and reading passages or knowledge of grammatical items. In cloze tests there are recurrent gaps at every 4th, 5th, 6th or 7th word. If the first gap, for example, is used at the 5th place, all through the text the gap will be at the 5th place. Unlike the gap filling activity that tests a particular grammar item (e.g. preposition, article, pronoun, or verb) it is a test for vocabulary (key words) in general. This is why gap filling activity in the reading section is usually a cloze test. In contrast, gap filling activity is a merely a grammar test item.

A cloze test with 5 marks will have ten gaps (.5 for each gap). Considering the level of difficulty cloze tests without clues at grade 10 can have 5 gaps (1 mark for each gap).

In answering the question, an examinee does not need to reproduce the text in the answer script. Writing the missing word with the corresponding question number is enough. However, the whole text with suitable words in the gaps will neither earn any extra credit or discredit.

6. Information Transfer

Depending on the level of difficulty and length of the text, information transfer and True/False questions can be set from the same text. However, if the text is too small, **do not** use the same text for both the tests as the content will be inadequate for setting questions. Make sure there is no overlapping or repetitions in the question you have set. Alternatively you can use two different texts for these two test items.

The marks allocated for information transfer is $\frac{1}{2} \times 10 = 5$ or $1 \times 5 = 5$ (depending on the level of difficulty).

7. Substitution table

It's a grammar test item. It tests whether students can make grammatically correct sentences following any particular structure/s. It's different from matching item. In matching there might be equal number of texts in each column in a table and students need to make sentences using a text from each column. In designing the test item, the question setter can write the texts in Column A in a way so that the sequential arrangement of the text makes a context. In a substitution table, depending on marks, there will be 4 or 5 texts in the left column, 1 or 2 grammar words that shows the form in the middle column, and extensions at the right column. Each meaningful sentence made using the texts and the lexical word will have credit.

8. Gap filling with right forms of verbs

Sentences will be written in context in the question paper. Some verbs could be omitted or given in brackets without any form. If the verbs are totally omitted in the text, a list of verbs will be supplied in a box separately. Students' job will be to use the verb at the gaps in their correct forms according to the context and other grammatical considerations. Alternatively base form of verbs can also be supplied in the body of the text in parenthesis.

Students will write only the right answers with the question number. However, if anyone uses the text with words at the gaps, it should be accepted as correct answer.

9. Changing sentences

A text will be designed with a certain context. Some of the sentences in the text will have instructions in the parenthesis on how to change them. Depending on the marks in the test item, students will be asked to change 5 or 10 sentences. Students will write only the changed sentence as their answers. They can write the changed sentences in any order but must use the correct number used for each sentence in the given text.

10. Rearranging of sentences

Use 10 detached sentences for classes 6, 7, and 8 (See the sample questions for these grades). For SSC, SS will rearrange eight parts of a story/passage (See the sample question for SSC.). Test your test item (with someone else or you sit for a test) to check whether the sequence of the answer vary. If the answer varies and each variety has a complete meaning, redesign the test. Use linking words/sentence connectors to maintain cohesion and coherence in the text. Learners do not need to reproduce the text in their answer scripts. If they arrange the corresponding serial of the texts correctly (such as b. d. a, f or v, iii, vi. I etc), they will get full credit. Please remember that the test objective here is the organisation of sentences, not the copying of texts from the question paper. However if any learner comes with sentences written in a random text, there is no need to penalize him/her. Students will get credits for the correct answers. For example, if the answer is like this:

a. X b. ✓ c. ✓ d. X e. ✓ f. ✓ g. X h. X i. ✓ j. X the student will get 5 marks.

The test has no relation with the texts used in the previous test items.

11. Writing summary

Use a text not exceeding 150 to 200 words for classes 6 to 8 and not exceeding 300 words for classes 9-10 in the question paper. Learners will produce a summary using one third words of the given text. For an example, if the original text has 150 words, learners will produce the summary in 50 words. However, 5% plus minus is okay. This answer should be written in random texts not in isolated sentences. There is no question of counting number of sentences in summary. So DO Not mention in the question paper how many lines or sentences learners will use to make a summary. The number of words used here is important. Make sure that they are writing in their own words, not copying some sentences from the text. Practice them to avoid examples or explanations in writing a summary. A fresh text should be given to make summary. No text used in the previous test items can be used here.

12. Writing a paragraph answering questions

Make sure that your learners are answering the questions in writing the paragraph. However, if there are 5 questions to answer, it does not mean that students will write only five sentences. They will use sentences as per their discretion but the paragraph as a whole answer the questions. If there are 10 marks for this item, learners should be able to make at least 10 sentences. The more the better. Keep an eye on the content rather than the mechanical calculation of sentences. Assess the paragraph from different aspects such as grammar, ideas, communication, organisation etc.; do not only assess the paragraph only from the perspective of grammar accuracy.

13. Completing a story

There will be the beginning of a story in the question paper. Students will continue the story and complete it. The answer will vary here. Completing a story when given at classes 6-8 should be more guided (See sample question for classes 6-7.) where question setter not only begins a story but also provides with some clues for the extension of ideas. Students will complete the story following the clues. A good idea is to mention the word limit when there is no clues for the students. Assess the paragraph from different aspects such as grammar, ideas, communication, organisation etc.; do not only assess the paragraph only from the perspective

of grammar accuracy. Moreover, use of cohesion (inter-connectedness of the sentences) and coherence (transition from one idea to another idea) are important here.

14. Open-Ended Questions

Open ended or essay format questions are excellent for measuring higher level cognitive learning and overall comprehension of a reading text/passage. They allow the student to select content for their response, to organize their thoughts in a logical manner and to present their ideas on a given subject matter. Overall, these types of test questions allow teachers to test student's broader understanding of a reading item.

When writing good open-ended questions, keep the following guidelines in mind:

- Be sure that the test question clearly states the answer that you are seeking from the student. For example, "Discuss the outcomes of environment pollution" is a poor test question. But, worded as "Describe the potential impacts of the environment pollution on the people of coastal regions in Bangladesh" or, what are the causes and impacts of environmental pollution on the people of coastal regions in Bangladesh? is a better test question as it clearly gives the student something to compare and contrast within a focused area.
- If you are looking to test comprehension, a good opening line for the test question is, 'Explain the following...'
- If you are seeking to test the student's ability to analyze a concept, a good opening phrase for your test question is, 'compare and contrast.....'
- Don't give students the option to pick 2 or 3 questions from among 5. This can add confusion for the students and complexity for the teacher when grading for a classroom.

15. Writing letters/emails

If it is an informal letter, content is important. If it is a formal letter, both content and form are important. Formal letter can be written either in British style (each paragraph indented at the beginning for one space, date at the upper right hand corner, name at the right hand corner at the bottom). It can also be written in American style (All paragraphs in a line without indenting, date name everything at the left hand corner). Picture of an envelope or stamp is not needed but address can be written. Yet, if any student provides them - it will not earn any extra credit or penalty.

For emails, student must write the email id, subject, and content as written in a genuine email. Students should be taught in the class that there should be a considerable margin at the answer script. However, there should not be any penalty for any examinee if the answer script has no margin. Margin has nothing to do with assessment of the answer.

Word limit should be mentioned here too.

16. Describing graphs and charts

Graph should be authentic. Teachers may collect charts from various sources such as newspapers, magazines, books or from the internet. Alternatively, teachers can use authentic data and make simple charts by themselves. Describing a graph or chart needs certain language abilities. The graph and chart presented in the textbook show that. A marker of answer scripts should keep an eye whether those languages are used or not. Answers will include the written presentation of data shown in the graph followed by a concluding remark. A question setter should mention the word limit for describing the graph or chart. Don't ask students to produce any graph on the answer sheet. They will only describe it.