



Ministry of Education  
Almazar Southern Directorate of Education  
Educational Supervision and Training Department

***Assessment in light of Principles of Success, Completion and Failure  
2024/2025***

Prepared by:

Dr. Nesreen Mohammad Alja'afreh

## **THE COMMON EUROPEAN FRAMEWORK FOR LANGUAGES:**

The Common European Framework of Reference for Languages: learning, teaching, assessment (CEFR) is a guideline published in 2001 by the Council of Europe which describes what language learners can do at different stages of their learning. In 2017, the CEFR Companion Volume with New Descriptors was published, which complements the original publication. The document enriches the existing list of descriptors and gives a lot of focus to cross-linguistic mediation and plurilingual/pluricultural competence. The term mediation is understood as mediating communication, a text and concepts. It combines reception, production and interaction and is a common part of everyday language use. It makes communication possible between people who, for whatever reason, are unable to communicate successfully with each other: they may speak different languages and require a translation, they may not have the same subject knowledge information and need an explanation or simplification, they may not be of the same opinion and need someone to identify common ground. Mediation can also involve written texts – with the reader summarizing, paraphrasing or interpreting the information for a different audience. Jordan High Note contains numerous mediation activities. They include open reading and listening comprehension tasks, transformation tasks, gapped summaries, rewriting texts in a different register, picture description, speculating or drawing conclusions. There are also tasks which cater for mediating concepts and communication such as communicative pair work or groupwork tasks, projects or problem-solving activities.

## **THE GLOBAL SCALE OF ENGLISH:**

The Global Scale of English (GSE) is a standardized, granular scale that measures English language proficiency. Using the Global Scale of English, students and teachers can now answer three questions accurately: Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve? Unlike some other frameworks that measure English proficiency in broad bands, the Global Scale of English identifies what a learner can do at each point on a scale from 10 to 90, across each of the four skills (listening, reading, speaking and writing) as well as the enabling skills of vocabulary and grammar. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made and what they need to learn next. The Global Scale of English is designed to motivate learners by making it easier to demonstrate granular progress in their language ability. Teachers can use their knowledge of their students' GSE levels to choose course materials that are precisely matched to ability and learning goals. The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of language proficiency levels. Visit [www.english.com/gse](http://www.english.com/gse) for more information about the Global Scale of English

## **Assessment for learning:**

With the GSE as the solid framework for syllabus design and assessment, Jordan High Note offers a uniquely sound and comprehensive Assessment for Learning package. Any test can be used either as an assessment of learning or an assessment for learning. Assessment of learning usually takes place after the learning has happened and provides information about what the

student has achieved by giving them a mark or grade. You can also use tests as assessment for learning by providing specific feedback on students' strengths and weaknesses, and suggestions for improvement as part of the continual learning process. It is the combination of both types of assessment which can provide a powerful tool for helping your students' progress. Assessment for Learning is embedded throughout the Jordan High Note materials: in the Student's Book, Workbook, Digital Practice and Assessment Package

### ***Assessment Package***

There are downloadable tests in A and B versions. The Assessment Package includes: • Placement test • Grammar quizzes • Vocabulary quizzes • Unit tests: – Vocabulary, Grammar, Use of English – Dictation, Listening, Reading and Communication – Writing • Cumulative review tests: Vocabulary, Grammar, Use of English • Exam Speaking tests Each test is provided in a Word format, so it can be easily modified if needed. The full Assessment Package is provided through an access code in the Teacher's Book.

### ***Viewing and presenting:***

orally presenting and developing ideas and opinions on a variety of topics; discussing personal experiences that connect with visual images; using PowerPoint, Google Slides and Keynote to create presentation; presenting information, conveying a clear perspective; make connections to more than one of the six course themes

Viewing and presenting: present ideas using visual aids such as student-made posters, mind maps or charts; use appropriate body language when presenting; clearly project voice when speaking, using intonation and pauses; give high-tech and visually well-rounded presentations

## Self-assessment sections in the Workbook :

These provide an opportunity for students to assess their progress and reflect on their learning.

**Self-assessment** **01**

**6** **1** For each learning objective, write 1–5 to assess your ability.  
1 = I don't feel confident. 5 = I feel confident.

Learning objective	Course material	How confident I am (1–5)
1 I can use present tenses to talk about routines and temporary situations.	Student's Book pp. 4–5	
2 I can understand the main topic in an article and talk about friends.	Student's Book pp. 6–7	
3 I can describe my family using personality adjectives and reflexive pronouns.	Student's Book p. 8	
4 I can use indefinite pronouns with prefixes <i>some-</i> , <i>any-</i> , <i>every-</i> and <i>no-</i> .	Student's Book p. 9	
5 I can find specific information in an interview and talk about language learning.	Student's Book p. 10	
6 I can use echo questions and other expressions to show interest in a conversation.	Student's Book p. 11	
7 I can write an email to introduce my family and myself.	Student's Book pp. 12–13	

**2** Which of the skills above would you like to improve in? How?

Skill I want to improve in	How I can improve

**3** What can you remember from this unit?

New words I learnt	Expressions and phrases I liked

6

The *Self-assessment* page provides an opportunity for students to assess their progress and reflect on their learning.

# 7 GRAMMAR AND VOCABULARY

Complete the speech from a wedding in the UK with one word in each gap.

**Anna** Ladies and gentlemen. The **\*room** will now **\*g** a speech.

**Harvey** Thank you, everyone! Thank you all for coming to our **\*w**. It's lovely to see so many people here. Not just our families, but our **\*c** friends, too. It means a lot to us both that you're here. Thank you for all the wonderful **\*g**. It was very kind and **\*g** of you and we appreciate them all very much. I'd also like to thank my beautiful **\*b** for agreeing to marry me, and her parents for helping us to organise this amazing **\*r** today. I won't talk too long. I know you all want to enjoy **\*y** on the dance floor but let me tell you how Lucy and I first met...

/ 4

## 2 Choose the correct words to complete the sentences.

- 1 Promise to **\_\_\_** in touch when you leave.  
a keep b spend c share
- 2 My best friend would never let me **\_\_\_** if I needed help.  
a out b off c down
- 3 It's important to have a friend you can rely **\_\_\_**.  
a in b on c to
- 4 Don't forget to **\_\_\_** your aunt and uncle a glass of water when they arrive.  
a share b offer c arrange
- 5 Her English is very good, but she still **\_\_\_** some mistakes with tenses.  
a gets b does c makes

/ 5

## 3 Complete the sentences with the correct Present Simple or Present Continuous forms of the verbs in brackets.

- 1 **Do you speak** (you/speak) more than one language?
- 2 Oh good, it **\_\_\_** (not rain) this morning, so I can walk to school.
- 3 Why **\_\_\_** (you/cry), Amani? What's the problem?

- 4 Everybody **\_\_\_** (know) that it isn't easy to organise a wedding.
- 5 What **\_\_\_** (this word/mean)? Let's check in a dictionary.
- 6 **\_\_\_** (you/design) your invitation? Isn't it too late? You're getting married next week!

/ 5

## 4 Choose the correct indefinite pronouns to complete the sentences.

- 1 There isn't **nowhere** / **anywhere** interesting to go and I'm really bored!
- 2 Listen! **Everyone** / **Someone** is ringing the doorbell.
- 3 Excuse me. Is **anybody** / **nobody** sitting in this seat?
- 4 Halima isn't shy and gets on well with **everybody** / **somebody**.
- 5 There's **anything** / **nothing** to eat - let's eat out.
- 6 Who? Where? When? Tell me **everything** / **nothing**.

/ 6

## USE OF ENGLISH

### 5 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

- 1 Mum isn't dressing my sister Hala today.  
**HERSELF**  
My sister Hala is **dressing herself** today.
- 2 Let's stand here - there's nowhere to sit.  
**ANYWHERE**  
I'm not staying here - there **\_\_\_** to sit.
- 3 I don't need your help, but thank you anyway. **MYSELF**  
I can do **\_\_\_**, but thank you anyway.
- 4 My English isn't always correct when I speak. **MISTAKES**  
I sometimes **\_\_\_**. I try to speak English.
- 5 I hope the students are having a good time on the school trip. **ENJOYING**  
I hope the students **\_\_\_** on the school trip.

/ 4

/ 25

# 7

The *Self-check* page at the back of the book lets students verify how much they have learnt with regard to the unit objectives.

### 1st & 3rd Grades

[illegible]

### 5<sup>th</sup> & 7<sup>th</sup> Grades

[illegible]

## 9th Grade

[illegible]



## 2nd Grade

[illegible]

## 4<sup>th</sup> & 6<sup>th</sup> Grades

[illegible]

## 10<sup>th</sup> & 8<sup>th</sup> Grades

[illegible]