

Teacher Set-A
Diagnostic Test

Class: 6

Subject: English

Instructions to the Teacher

- Read the instructions and the diagnostic tool thoroughly before administering the test.
- Create a child- friendly environment in the examination hall/test center.
- Provide clear instruction to the students on why, what and how aspects of the test before giving them the tool.
- Clarify each question to the students.
- Collect all the answer sheets after the examination is over.
- Thank all the students for their participation in the test.

1. Listen to your teacher and write the sentences that you hear. (3X1=3)

Instructions;

- Ask all the students to listen to you.
- Ask the students to face you while reading the sentences.
- Read the sentences in a clear voice with intelligible pronunciation and appropriate intonation.
- Read the following sentences one after another. (Read each sentence at least three times.)
 - a. I enjoy watching television.
 - b. Can you help me to do the task?
 - c. What a nice morning!

*Award **1 mark** for each correct answer.*

2. Read the following text and do the given task. (7)

Once upon a time, there was a boy whose name was Jack. He lived with his mother. Jack's mother got their living by spinning wool day and night but Jack was lazy. So, the villagers called him Lazy Jack. His mother told him that he should begin to work for his breakfast.

Jack went out and worked for a farmer. The farmer gave him some money but he lost it when she came back home. "You boy," said his mother, "you should have put it in your pocket." "I will do so another time," replied Jack. The next day, Jack hired himself as a cow keeper, who gave him a jar of milk for his day's work. Jack put it into a large pocket of his jacket. When he got home, the milk was all spilled. "Dear me!" said the old woman; "you should carry it on your head". "I'll do so another time," said Jack.

The next day, he hired himself to a farmer, who gave him some cream cheese. Jack went home with cream cheese on his head. By the time he got home, the cheese was all spoilt.

Circle (O) the letters with the correct answer.

(3x1=3)

- 2.1 What was the nature of Jack's mother?
- a. Lazy
 - b. Greedy
 - c. Hardworking
 - d. Foolish
- 2.2 Why should Jack work?
- a. To make his mother happy
 - b. To get food
 - c. To be rich
 - d. To continue his job
- 2.3 What did Jack get from the first farmer?
- a. Money
 - b. Wool
 - c. Milk
 - d. Cheese

Answer the following questions.

(4x1=4)

2.4. How did Jack's mother earn money?

.....

2.5. What did the cow keeper give Jack?

.....

2.6. What happened to the milk?

.....

2.7. Where did Jack put the cheese to bring it home?

Instructions:

- Ask the students to read the text carefully for the given task.
- For multiple choice questions, ask the students to circle the letter of the correct option.
- The answers are given below.

2.1 c. *Hard working*

2.2 b. *To get food*

2.3 a. *Money*

2.4 *Any answer that mentions, 'spinning wool'.*

2.5 *Any answer that mentions, 'a jar of milk'.*

2.6 *Any answer that mentions 'milk spilt'.*

2.7 *Any answer that mentions 'on his head'.*

Award 1 mark for each correct answer

3. Read the following text and do the given task.

(5)

Background:

Shreya has been planning a short trip to Pokhara during her winter vacation. She's excited to spend some time with her parents and enjoy some time by Phewa Lake. Pavan, her classmate, wants to know about her plans and asks her a few questions.

Pavan: Hey, Shreya! I heard you're going on a trip. Where are you going?

Shreya: Hi, Pavan! I'm going to Pokhara for a few days. I can't wait to relax.

Pavan: That sounds great! Who are you going with?

Shreya: Mmm... I'm going with my parents. We're planning to go for boating and visit some places.

Pavan: Wow! Have you packed your luggage?

Shreya: Almost! I just need to buy some winter clothes.

Pavan: I hope you have an amazing time!

Shreya: Thanks, Pavan! See you soon.

**Fill in the blanks with the correct information. (Write not more than two words.)
(5×1=5)**

3.1. Shreya is going to for a few days.

3.2. Shreya is going with her..... in the trip.

3.3. Shreya is planning to visit some places along with

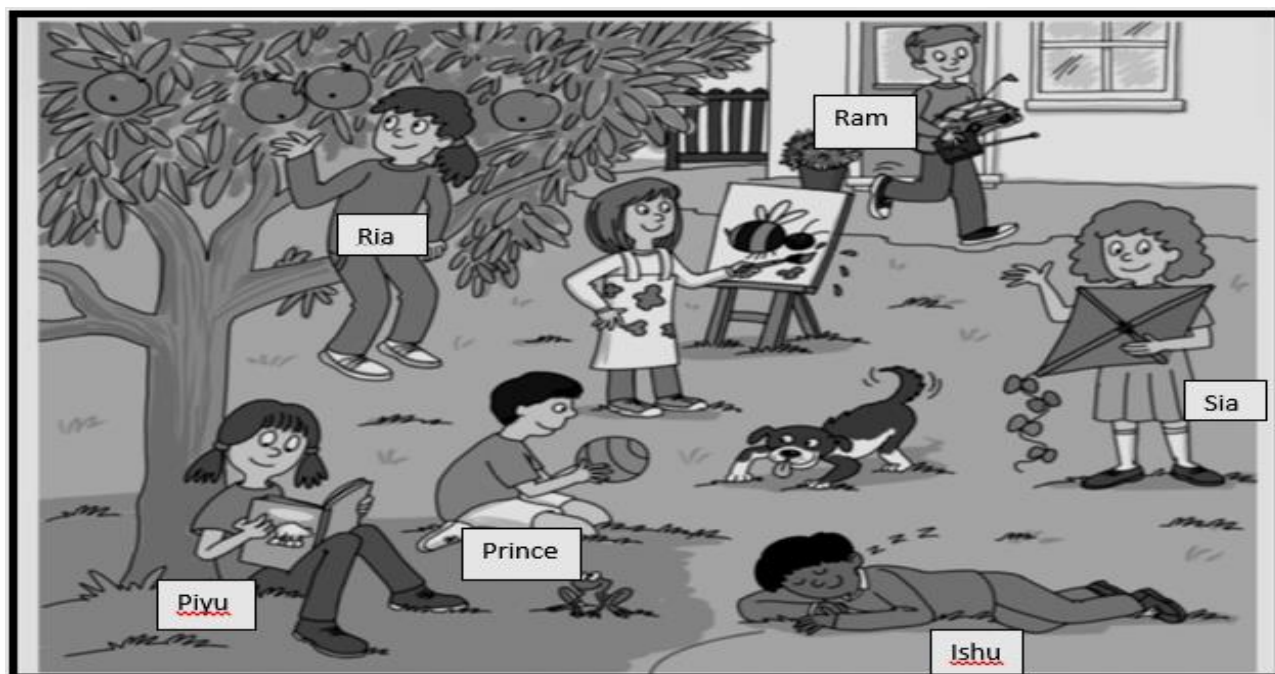
3.4. Shreya has not kept the..... in her luggage yet.

3.5. Pavan wishes Shreya a/an time.

Instructions:

- Ask the students to read the text carefully.
- Tell them to find the correct words/ information to fill the gaps.
- Ask them not to write more than two words in the blank spaces.
- The answers are given below.
 - 3.1 Pokhara
 - 3.2 parents
 - 3.3 boating
 - 3.4 winter clothes
 - 3.5 amazing

4. Look at the given picture carefully. Write a paragraph about it in about 35-50 words.
(5)



Instructions

- Write what the picture is about.
- Encourage students to observe carefully.
- Ask them to write what is happening in the picture using the present tense.

5. Write a short essay in about 60 to 80 words on the topic 'My Hometown'. Take help from the given words/ phrases. (10)

- name of the hometown
- location
- available natural beauties/facilities
- our likes and dislikes about the village
- what changes do you want to bring in to the place?

Instructions

Follow Rubrics for scoring writing (for question numbers 4 and 5)

Marks	Standards	Description of standards
5	Level 5	<ul style="list-style-type: none"> • Ideas presented on the topic have appropriate supporting details as

Marks	Standards	Description of standards
	(Advance)	<p>demanding by the question prompt with sufficient elaboration and originality</p> <ul style="list-style-type: none"> • Ideas are coherently organized using appropriate, cohesive devices and transitions • Use of a wide range of vocabulary with some incorrect word choices that do not impede meaning • Appropriate control of grammatical structures with negligible errors • Complete and appropriate match between the text type and the writing format
4	Level 4 (Proficient 2)	<ul style="list-style-type: none"> • Ideas presented on the topic have appropriate supporting details as demanded by the question prompt with some elaboration and originality • Ideas are often incoherently organized despite having noticeable use of simple, cohesive devices • Attempts made to use a range of vocabulary with few errors, although these do not impede meaning • Few errors while using grammatical structures and/or in punctuation and spelling; errors do not impede communication • Complete and appropriate match between the text type and the writing format • Accurate match with the expected word limit
3	Level 3 (Proficient 1)	<ul style="list-style-type: none"> • Ideas presented on the topic comprise of some supporting details as demanded by the question prompt • Ideas are often incoherently organized using less appropriate register and tone with the use of most common cohesive devices • Limited use of vocabulary with some errors that do not impede meaning • Few errors while using simple grammatical structures but frequent errors occur in punctuation and spelling without impeding communication • Partial match between the text type and the writing format • Close match with the expected word limit
2	Level 2 (Basic)	<ul style="list-style-type: none"> • Ideas presented on the topic do not comprise supporting details as the question prompt demands. • Ideas haphazardly organized using inappropriate register and tone with rare use of cohesive devices • Very limited use of vocabulary with many errors that often impede meaning • A lot of errors while using simple grammatical structures, and, several

Marks	Standards	Description of standards
		<p>errors in punctuation and spelling frequently impeding communication</p> <ul style="list-style-type: none"> • A mismatch between the text type and the writing format • Fluctuation with the expected word limit
1	Level 1 (Below basic)	<ul style="list-style-type: none"> • Ideas not completely relevant to the topic • Haphazardly organized ideas using inappropriate cohesive devices • Repetition of the vocabulary • No control of simple grammatical structure and multiple spelling and punctuation errors which impede meaning • Inappropriate format and /or layout • High fluctuation in the word limit
0	_____	<ul style="list-style-type: none"> • No rate able sample/content • Romanized/transliterated script • Use of mother tongue, e.g. Nepali • Blank or simply copying from the questions, prompts or reading stimulus

Instruction:

For writing I (question 4), award 1mark for each of the criteria/levels mentioned above.

For writing II (question 5), award 2 marks for each criterion/level.

Teacher Set-A

Diagnostic Test

Class 7

Subject: English

Instructions to the Teacher

- Read the instructions and the diagnostic tool thoroughly before administering the test.
- Create a child- friendly environment in the examination hall/test center.
- Provide clear instruction to the students on why, what and how aspects of the test before giving them the tool.
- Clarify each question to the students.
- Collect all the answer sheets after the examination is over.
- Thank all the students for their participation in the test.

1. Listen to the teacher and write the sentences that you hear. (3x1=3)

Instruction:

- Ask all the students to listen to you.
- Ask the students to face you while reading the sentences.
- Read the sentences in a clear voice with intelligible pronunciation and appropriate intonation.
- Read the following sentences one after another. (Read each sentence at least three times.)

a. I have finished doing my homework.

b. My brother works in the garden but I do not.

c. I like March because the weather is perfect.

Award 1 mark for each correct s answer

2. Read the following text and do the given tasks. (7)

Horses are beautiful creatures. They can be different colors and can run quickly. People like horses because they are strong and powerful.

Horses are mammals. Mammals are warm-blooded animals with hair or fur and usually give birth to live **young**. The mother horse generally has one baby in the spring and feeds the baby milk. Horses have long legs and big eyes that can see almost all the way around them. They can walk, trot, gallop and jump.

Young horses that are one-year-old or younger are called foals. A young female horse is called a filly, and a young male horse is called a colt. After 4 years, a horse is considered an adult. Many people think that a pony is a young horse, but that is incorrect. A pony is a type of horse that does not grow very large.

Horses can live up to 20 or 25 years. Sometimes people can tell how old a horse is by looking at its teeth! They generally sleep standing up, so they can run away quickly if a predator comes near. Horses only need about three hours of sleep per day!

Circle (O) the letters with the correct answer.

(3x1=3)

- 2.1 What does the word 'young' mean in the second paragraph?
- a. Male
 - b. Female
 - c. Baby
 - d. Adult
- 2.2 What is filly?
- a. A female horse
 - b. A male horse
 - c. A baby horse
 - d. An adult horse
- 2.3 What is **TRUE** about a pony?
- a. A pony lives longer than other horses.
 - b. A young male horse is called a pony.
 - c. A pony is a young female horse.
 - d. A small size horse is called a pony.

Answer the following questions.

(4x1=4)

- 2.4 What fact in the text proves that horses are mammals?

.....

- 2.5 What is a one-year-old horse called?

.....

- 2.6 How long does it take for a horse to become an adult?

.....

- 2.7 What is the average age of a horse?

.....

Instruction:

- Ask the students to read the text carefully for the given task.
 - For multiple choice questions, ask the students to circle the letter of the correct option.
 - The answers are given below.
 - 2.1. *c. baby*
 - 2.2. *a. female horse*
 - 2.3. *d. A small size horse is called a pony.*
 - 2.4. *Any answer that mentions 'because they give birth to live young'.*
 - 2.5. *Any answer that mentions 'foal'*
 - 2.6. *Any answer that mentions '4 years'.*
 - 2.7. *Any answer that mentions 'up to 20 or 25 years'*
- Award 1 mark for each correct answer.*

3. Read the story and do the task that follow.

(5)

In a forest, there lived a monkey in a tree on the bank of a river. In the same forest, in a river, there lived a crocodile and his wife.

One day, the crocodile was resting under the tree. The monkey offered him some fruits. The crocodile came back the next day for more fruits. Later, the crocodile and the monkey became good friends.

One day, the monkey sent some fruits to the crocodile's wife. She liked them but was jealous, as she didn't like her husband spending time with the monkey. She told her husband to get her the heart of the monkey. The crocodile was not willing to kill his friend, but had no choice.

The crocodile invited the monkey to his house and took him on his back to reach his home in the river. The crocodile was happy that he had tricked the monkey. However, while talking he revealed the reason for taking the monkey home. The clever monkey said, "You should have told me earlier. I left my heart on the tree. We must go back to get it." The crocodile believed him and went back with him. The monkey quickly jumped over the tree and said, "Hey, fool! Who leaves his heart on a tree?"

Write TRUE for the true and FALSE for the false statements. (5x1=5)

- 3.1 The monkey and the crocodile were neighbors.
- 3.2 The crocodile's wife wanted the heart of the monkey.
- 3.3 The monkey swam to go to the crocodile's home.
- 3.4 On the way, the crocodile told the monkey that he was going to kill the monkey.
- 3.5 The monkey was cleverer than the crocodile.

- First, ask the students to read the text carefully to do the given task.
 - The correct answers are given below.
 - 3.1 *TRUE*
 - 3.2 *TRUE*
 - 3.3 *FALSE*
 - 3.4 *FALSE*
 - 3.5 *TRUE*
- Award 1 mark for each correct answer.*

4. Look at the given picture carefully. Write a paragraph about it in about 50-60 words.
(5)

(who / where/ what is happening/ what do you like the most)



Instructions

- Write what the picture is about.
- Encourage students to observe carefully.
- Ask them to write what is happening in the picture using the present tense.

5. Write a letter to your friend describing your school in about 80-100 words. Include the following information. (10)

- name, location, students and teachers
- facilities and activities
- your likes and dislikes
- your feelings

Instructions: Question No: 4 & 5

Marks	Standard	Description of standards
5	Level 5 (Advance)	<ul style="list-style-type: none"> • Ideas presented on the topic have appropriate supporting details as demanded by the question prompt with sufficient elaboration and originality • Ideas are coherently organized using appropriate, cohesive devices and transitions • Use of a wide range of vocabulary with some incorrect word

		<p>choices that do not impede meaning</p> <ul style="list-style-type: none"> • Appropriate control of grammatical structures with negligible errors • Complete and appropriate match between the text type and the writing format
4	Level 4 (Proficient 2)	<ul style="list-style-type: none"> • Ideas presented on the topic have appropriate supporting details as demanded by the question prompt with some elaboration and originality • Ideas are often incoherently organized despite having noticeable use of simple cohesive devices • Attempts made to use a range of vocabulary with few errors however, these do not impede meaning • Few errors while using grammatical structures and/or in punctuation and spelling; however, errors do not impede communication • Complete and appropriate match between the text type and the writing format • Accurate match with the expected word limit
3	Level 3 (Proficient 1)	<ul style="list-style-type: none"> • Ideas presented on the topic comprise of some supporting details as demanded by the question prompt • Ideas are often incoherently organized using less appropriate register and tone with the use of most common cohesive devices • Limited use of vocabulary with some errors that do not impede meaning • Few errors while using simple grammatical structures but frequent errors occur in punctuation and spelling without impeding communication. • Partial match between the text type and the writing format • Close match with the expected word limit
2	Level 2 (Basic)	<ul style="list-style-type: none"> • Ideas presented on the topic do not comprise supporting details as demanded by the question prompt • Ideas haphazardly organized using inappropriate register and tone with rare use of cohesive devices • Very limited use of vocabulary with many errors that often impede meaning • A lot of errors while using simple grammatical structures, and, several errors in punctuation and spelling frequently impeding communication • A mismatch between the text type and the writing format

		<ul style="list-style-type: none"> • Fluctuation with the expected word limit
1	Level 1 (Below basic)	<ul style="list-style-type: none"> • Ideas not completely relevant to the topic • Haphazardly organized ideas using inappropriate cohesive devices • Repetition of the vocabulary • No control of simple grammatical structure and multiple spelling and punctuation errors which impede meaning • Inappropriate format and /or layout • High fluctuation in the word limit
0	-	<ul style="list-style-type: none"> • No ratable sample/content • Romanized/transliterated script • Use of mother tongue, e.g. Nepali • Blank or simply copying from the questions, prompts or reading stimulus

Instructions.

*For writing I (question 4), award one mark for each of the criteria/levels mentioned above.
For writing II (question 5), award two marks for each criterion/level.*

Teacher Set-A

Diagnostic Test

Class: 8

Subject: English

Instructions for the Teacher

- Read the instructions and the diagnostic tool thoroughly before administering the test.
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- Provide clear instruction to the students on why, what and how aspects of the test before giving them the tool.
- Clarify each question to the students.
- Collect all the answer sheets after the examination is over.
- Thank all the students for their participation in the test.

1. Listen to your teacher and write the sentences that you hear. (3X1=3)

Instructions

- Ask all the students to listen to you.
- Ask the students to face you while reading the sentences.
- Read the sentences in a clear voice with intelligible pronunciation and appropriate intonation.
- Read the following sentences one after another. (Read each sentence at least three times.)

- a. There's a room for one more piece of luggage.
 - b. A grocery store sells food and other things used at home.
 - c. I was doing exercises when the light went out.
- Award **1 mark** for each correct answer.

2. Read the following text and do the given tasks. (7)

Ashrita Furman has set more records than anyone else in the world! In the last 40 years, he has established more than 600 records!

As a child, Ashrita loved reading the Guinness Book of World Records. He wanted to be in it too. But he thought people had to be good at sports to be in the book. He wasn't a good athlete. He felt his dream would never come true.

But later in life, Ashrita learned meditation, and with this, he learned that nothing is impossible. He tested this idea in 1978 by entering a 24-hour bike race in New York. Without any training, Ashrita came third! After that, he started thinking about breaking records again.

First, he tried to break the record for the most jumping jacks. He failed at first, but, remembering that 'anything is possible', he trained, meditated and tried again. This time, he did 27,000 jumping jacks in 6 hours 45 minutes and became the new record holder. His achievement appeared in the 1980 Guinness Book of Records.

Today, Ashrita has a long list of records, including: walking the furthest distance with a bike on his chin, cycling the longest distance with a bottle on his head and lighting the most candles

on a birthday cake.

He says his favorite record was “the longest distance on a pogo stick”. While he was on holiday in Japan, he saw Mount Fuji and thought it was beautiful, so he decided to try to break a record there. He did 11.5 miles.

Circle (O) the letters with the correct answer.

(4x1=4)

- 2.1 What does the word ‘breaking’ mean in the third paragraph?
- a. Damaging something
 - b. Doing something better than anyone has done before
 - c. Doing something against the law
 - d. Stopping doing something for a while
- 2.2 Which activity did Ashrita do for his first world record?
- a. Jumping jacks
 - b. Walking the furthest distance with a bike on his chin
 - c. Jumping the longest distance on a pogo stick
 - d. Lighting the most candles on a birthday cake
- 2.3 What did Ashrita Furman carry in his head while cycling the longest distance?
- a. A book
 - b. A bike
 - c. A bottle
 - d. A candle
- 2.4 Which of the following sentences is NOT true about Ashrita?
- a. He failed his first record-breaking attempt.
 - b. He lit the highest number of candles on a cake.
 - c. He did 27000 jumping jacks in 6 hours 45 minutes.
 - d. He became first in a 24-hour bike race in New York.

Answer the following questions.

(3x1=3)

2.5 How many records has Ashrita Furman made?

.....

2.6 Why did Ashrita Furman feel his dream would never come true?

.....

2.7 How did Ashrita Furman make his favorite record ‘the longest distance on a pogo stick’?

.....

Instructions

- Ask the students to read the text carefully for the given tasks.
- For multiple choice questions, ask the students to circle the letter of the correct option.

The correct answers are given below:

2.1 *b. Doing something better than anyone has done before*

2.2 *a. Jumping jacks*

2.3 *c. A bottle*

2.4 *d. He became first in a 24-hour bike race in New York.*

2.5 *Any answer that mentions 'more than 600'*

2.6 *Any answer that mentions 'he wasn't a good athlete.'*

2.7. *Any answer that mentions 'walking 11.5 miles on Mount Fuji.'*

Award 1 mark for each correct answer.

3. Read the following email and do the given task.**(5)**

Hi Sarmila,

Just a quick email to say that sounds like a great idea. Saturday is better for me because I'm meeting my parents on Sunday. So, if that's still good for you, why don't you come here? Then you can see the new flat and all the work we've done on the kitchen since we moved in. We can eat at home and then go for a walk in the afternoon. It's going to be so good to catch up finally. I want to hear all about your new job!

Our address is 52 New Road, but it's a bit difficult to find because the house numbers are really strange here. If you turn left at the post office and keep going past the big white complex on New Road, there's a small side street behind it with the houses 50–56 in. Don't ask me why the side street doesn't have a different name! But call me if you get lost and I'll come and get you.

Let me know if there's anything you do/don't like to eat. Really looking forward to seeing you!

See you soon!

Gopal

Write TRUE for true and FALSE for false statements.**(5x1=5)**

- 3.1. Sarmila and Gopal are going to meet on Sunday.
- 3.2. Sarmila and Gopal are going to have lunch at Gopal's flat.
- 3.3. Sarmila has got a new job.
- 3.4. The house is easy to find.
- 3.5. Gopal suggests Sharmila to call him if she is lost.

Instruction

- Ask the students to read the text carefully to do the given task.
- The correct answers are given below:

3.1 *FALSE*

3.2 *TRUE*

3.3 *TRUE*

3.4 *FALSE*

3.5 *TRUE*

Award 1 mark for each correct answer.

- 4. Write a paragraph describing one of your friends in about 60-75 words. Include the following information. 5**

- your friend's name, age, nationality, etc.
- your friend's physical appearance (height, weight, clothes, etc.)
- your friend's hobbies/interests.

- 5. Write a letter to your foreign friend describing your country in about 100-120 words. Include the following information. 10**

name, neighboring countries, caste, profession, culture, natural beauty and geography

Instructions: Question No: 4 & 5

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4	Level 4 (Proficient 2)	<ul style="list-style-type: none">• Ideas presented on the topic have appropriate supporting details as demanded by the question prompt with some elaboration and originality• Ideas are often incoherently organized despite having noticeable use of simple cohesive devices• Attempts made to use a range of vocabulary with few errors

		<p>however, these do not impede meaning</p> <ul style="list-style-type: none"> • Few errors while using grammatical structures and/or in punctuation and spelling; however, errors do not impede communication • Complete and appropriate match between the text type and the writing format • Accurate match with the expected word limit
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1	Level 1 (Below basic)	<ul style="list-style-type: none"> • Ideas not completely relevant to the topic • Haphazardly organized ideas using inappropriate cohesive devices • Repetition of the vocabulary • No control of simple grammatical structure and multiple spelling and punctuation errors which impede meaning • Inappropriate format and /or layout • High fluctuation in the word limit

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Instructions.

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For writing II (question 5), award two marks for each criterion/level.