

English
Diagnostic Test Guidelines and Tools for ReAL Plan Implementation
Grades 6 to 8

Introduction

Recovery and Accelerated Learning (ReAL) as a plan was started in 2079 B.S. by the Government of Nepal, Ministry of Education, Science and Technology to identify the areas of students' learning loss and ideas to diagnose them. This plan is being carried out by developing diagnostic tools for Nepali, English, Mathematics and Science. So, the following guidelines and tools have been developed for English (Grades 6-8). Due to different learning barriers like COVID-19, earthquakes, and other natural disasters, many students have been found lacking basic level competencies in English. Hence, this framework emphasizes achieving preliminary competencies before being placed in the higher class. These tools may not be sufficient to diagnose the challenges and problems faced in teaching and learning English in the classroom. However, they can be used to measure students' basic-level learning and classroom achievements.

The research from the Education Review Office (ERO) has pointed out that students have not achieved the minimum required competencies result in the learning. Although students are upgraded to the upper grades, they are not ready to learn the contents specified for the grade as they lack the fundamentals required for learning. Thus, a diagnostic test is necessary to identify the areas where students need special support. The outcomes of this test will be a guideline to plan for accelerated learning.

Competencies

The curriculum (Grades 6-8) has prescribed the following competencies:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. speak appropriately to communicate with different audiences for a variety of purposes in a variety of personal, social, and academic contexts;
3. read and understand a variety of literary, informational, and graphic texts, using a wide range of strategies or cognitive processes to construct meaning;
4. write for an intended purpose and audience by generating, gathering, and organizing ideas and information; and
5. demonstrate good control of vocabulary and syntax to express basic communicative needs.

Learning outcomes

Since this test will assess only two skills, viz. reading and writing, the level-wise learning outcomes for these skills and scoring guidelines are given below.

Learning Outcomes (Reading)

Grade 6	Grade 7	Grade 8
1. understand short simple personal letters and very simple formal letters and emails.	1. understand a straightforward personal letter and emails and basic type of standard letters and emails on familiar topics.	1. understand the description of events, feelings and wishes.
2. understand and extract specific information from simple everyday materials.	2. understand and extract specific information from simple everyday materials.	2. understand and extract relevant information from everyday materials.
3. understand simple brief rules and regulations.	3. understand simple rules and regulations.	3. understand rules and regulations.
4. understand texts describing people, places, everyday life, and culture.	4. understand texts describing people, places, everyday life, and culture.	4. understand texts describing people, places, everyday life, and culture.
5. understand and retrieve required information from graphic texts (charts, tables, graphs, and maps).	5. understand and retrieve required information from graphic texts (charts, tables, graphs, and maps).	5. understand and retrieve required information from graphic texts (charts, tables, graphs, and maps).
6. understand simple brief recipes and instructions.	6. understand simple recipes and instructions.	6. understand recipes and instructions.
7. find the meaning of unfamiliar words from context.	7. find the meaning of unfamiliar words from context.	7. find the meaning of unfamiliar words from context.
8. find out the main ideas and supporting details from short texts.	8. find out the main ideas and supporting details from a text.	8. find out the main ideas and supporting details from a text.
9. understand a short simple biography of a national figure.	9. understand a short simple biography of a national/international figure.	9. understand a short simple biography of a national/international figure.
10. read short poems and stories for pleasure and understanding.	10. read short poems and stories for pleasure and understanding.	10. read short poems and stories for pleasure and understanding.
11. consult a dictionary (including e-dictionary) to	11. consult a dictionary (including e-dictionary) to	11. consult a dictionary (including e-dictionary) to

Grade 6	Grade 7	Grade 8
learn the different aspects of words.	learn the different aspects of words.	learn the different aspects of words.

Similarly, the curriculum has envisioned the following **writing skill-related** learning outcomes assumed to be achieved by the students.

Grade 6	Grade 7	Grade 8
1. write personal letters and simple official (school-related) letters, e.g. leave application.	1. write personal letters and simple official (school-related) letters, e.g. leave application, a complaint letter to the head teacher.	1. write personal letters and simple official letters.
2. write simple, brief instructions.	2. write simple instructions.	2. write recipes and instructions.
3. interpret charts, tables and diagrams.	3. interpret charts, tables and diagrams.	3. interpret charts, tables and diagrams.
4. write impressions and opinions about topics of personal interest (e.g. lifestyle and culture, stories) using basic everyday vocabulary and expressions.	4. write impressions and opinions about topics of personal interest (e.g. lifestyle and culture, stories) using basic everyday vocabulary and expressions.	4. write impressions and opinions about topics of personal interest (e.g. lifestyle and culture, stories) using basic everyday vocabulary and expressions.
5. write short, simple biographies.	5. write short, simple biographies.	5. write short, simple biographies.
6. write a series of simple sentences about their family, living conditions, and educational background.	6. write a series of simple sentences about their family, living conditions, and educational background.	6. write a series of simple sentences about their family, living conditions, and educational background.
7. write simple stories based on the given picture, or texts or both.	7. write simple stories based on the given picture, or texts or both.	7. write simple stories based on the given picture, or texts or both.
8. write very short, basic descriptions of events, past activities, and personal experiences.	8. write short, basic descriptions of events, past activities, and personal experiences.	8. write short, basic descriptions of events, past activities, and personal experiences.
9. write short simple essays on topics of interest.	9. write simple essays on topics of interest.	9. write simple essays on topics of interest.

10. use punctuation correctly.	10. use punctuation correctly.	10. use punctuation correctly.
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Item Development Guidelines

Areas	Grade 6	Grade 7	Grade 8	Marks
1. Reading comprehension	Two short reading texts (continuous or non-continuous) not given in the textbook of about 100-150 words Questions representing all four cognitive levels can be asked, viz. literal comprehension, reorganization, inference, and evaluation.	Two short reading texts (continuous or non-continuous) not given in the textbook of about 150-200 words Questions representing all four cognitive levels can be asked, viz. literal comprehension, reorganization, inference, and evaluation.	Two short reading texts (continuous or non-continuous) not given in the textbook of about 200-250 words Questions representing all four cognitive levels can be asked, viz. literal comprehension, reorganization, inference, and evaluation.	12
Text types for reading: <i>story, schedule/timetable, menus, charts/graphs, calendar, notice, speech, announcement, instructions, memoir, diary entry, letter/email, news stories/report, leaflet, brochure, biography/autobiography and essay</i>				
2. Guided writing	Give a picture/task with sufficient guidelines and ask them to describe/write in about 35 to 50 words.	Give a picture/task with sufficient guidelines and ask them to describe/write in about 50 to 60 words.	Give a picture/task with sufficient guidelines and ask them to describe/write in about 60 to 75 words.	5
Task types for guided writing: <i>description, paragraph, news story or news report, story, description of tables/charts and diagrams, announcement, a set of instructions with some guidelines</i>				
3. Free writing	Set a task with context and ask them to write the answer in about 60	Set a task with context and ask them to write the answer in about 80	Set a task with context and ask them to write the answer in about	10

Areas	Grade 6	Grade 7	Grade 8	Marks
	to 80 words.	to 100 words.	100 to 120 words.	
Task types for free writing: <i>The personal or official letter, an account of events, a diary entry, or a short essay</i>				
4. Dictation	The teacher reads three simple sentences of different lengths and asks the students to write them.	The teacher reads three sentences (one simple and two compound) and asks the students to write them.	The teacher reads three sentences of different lengths (simple, compound, and complex) and asks the students to write them.	3
Total				30