English MAZE Assessment 2

Term 1 2020 - 2021

Grade 6 General

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Dear Teacher,

This document contains a comprehensive package to help you assess your students and continually improve the effectiveness of your teaching.

MAZE Assessment Package
- MAZE Assessment 2
- Answer Key with item mapping
- Positive Washback
- 3-Mirror Reflection

MAZE items are a hybrid between the familiar MCQ and the gap-fill question types we typically use in ADU to assess reading skills. They are designed to help learners with Cloze reading tasks on the EmSAT tests. The assessment is called a MAZE because it's a word maze, essentially. Learners need to be able to make the right 'turn' on early questions to have a smooth path to correct answers in later questions. Here are some simple instructions to guide you before, during, and after the assessment:

BEFORE: Print this full document for yourself. Make copies of the two-page MAZE Assessment for your students.

DURING: Distribute the Maze Assessment to your students. Remind them that this is an assessment that will help them, and it's important that they do not cheat.

AFTER: Mark the completed MAZE Assessment. Then, follow the instructions on the Positive Washback form and the 3-Mirror Teacher Reflection. Save both of these documents and bring them to your next performance review to demonstrate your commitment to continually improving the quality of your teaching. Record student marks in Al Manhal.

Remember, assessment is evidence of learning, but assessment can also *be* learning. This MAZE Assessment package will help you to make the most of the assessment process, for you and for your students.

Sincerely,

Cycle 2 Assessment Team

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MAZE Assessment 2

Student Name		Class		Date	

Read about school problems. For questions **1 – 10**, choose the correct answer **A**, **B** or **C**.

School Problems

Sam likes school but he has a problem. He can't study well and he **(1)** _____ very tired during the day. He even **(2)** _____ asleep in class yesterday! If he eats less sugary food, **(3)** _____ have more energy.

His friend, Paul, is a bad student. Paul never does his homework and he doesn't listen in class. He **(4)** _____ the teachers very angry. If Paul doesn't listen carefully to the teachers, he **(5)** _____ get good marks in class.

Sam's brother thinks they should change their actions. " **(6)** _____ eating sugary food and drink more water," he **(7)** _____ them. "**(8)** _____ healthy fish and green vegetables every day. Then you will **(9)** _____ easily". If you eat healthy food, you'll be able to concentrate better in class and have more energy.

So, **(10)** _____ what you eat if you want to be a good student!

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MAZE Assessment 2

1.	**A**	feel	**B**	feels	**C**	feelings
2.	**A**	falls	**B**	fell	**C**	fall
3.	**A**	he's	**B**	he'll	**C**	he've
4.	**A**	make	**B**	making	**C**	makes
5.	**A**	won't	**B**	don't	**C**	haven't
6.	**A**	Stop	**B**	Stopping	**C**	Stopped
7.	**A**	tell	**B**	told	**C**	tolds
8.	**A**	Eating	**B**	Eats	**C**	Eat
9.	**A**	learn	**B**	learned	**C**	learning
10.	**A**	watching	**B**	watches	**C**	watch

/10

Reading Answer Key

1. B
2. B
3. B
4. C
5. A
6. A
7. B
8. C
9. A
10. C

Item Mapping

Student Learning Outcomes				Level 3 EN3.2 CEFR A2.1		
Question	Grade	Mark	Domain	Strand	Outcome	Outcome Code
1 - 10	6 Gen	1 each	Reading	Comprehension Skills	Read and identify specific information in simple texts on familiar topics.	En.3.R.CS.2

Supplementary Syllabus				Level 3 EN3.2 CEFR A2.1		
Question	Grade	Mark	Domain	Functional Language	Grammar	Lexis
1 - 10	6 Gen	1 each	Reading	FL.3 Describing habits and routines FL.4 Giving personal information FL.16 Expressing opinion	G.5.2 Conditionals - first conditional G.15.1 Tenses - Present (present simple) G.16.1 Tenses - Past (past simple) G.18.1 Verb forms: Imperatives	Education Food and drink People

Positive Washback / MAZE Assessment 2

After carefully marking Skills Check papers:

1. Complete column A to indicate the total number of students who took the assessment
2. Write the number of students who answered each question correctly in column B.
3. Write the number of students who answered incorrectly (or left it blank) in column C.
4. Divide the total number of students in the class by the number in column A to get the percentage.

Reading			# Students Answering			% Correct	Washback			
	Outcome Code		**A** Total	**B** Correct	**C** Incorrect	**D** B ÷ A = %	Remind	Reinforce	Reteach	Rethink
Ex.	*En.3.R.CS.2*	*Read and identify…*	*20*	*12*	*8*	*60%*			✓	
1	En.3.R.CS.2	Read and identify specific information in simple texts on familiar topics.								
2	En.3.R.CS.2									
3	En.3.R.CS.2									
4	En.3.R.CS.2									
5	En.3.R.CS.2									

After completing the above:

5. Write the number of the question to the right of the corresponding strategy in the table below.
   For example, if 75% of students answer # 3 correctly, write "3" to the right of the description for "reinforce".
6. Think about how you might group them together (by outcome or by question) to design one coherent game or lesson.

Column D	Strategy	Suggested Approach	Question #s
90-100%	Remind	After returning papers to students, quickly invite them to call out the correct answers. Observe which students don't understand. Give support 1:1 or in a small group.	
70-89%	Reinforce	Create a classroom game that allows students to celebrate what they already know, while practicing what they are unsure about.	
50-69%	Reteach	Create a mini lesson. Devote half of a class period to re-presenting this concept.	
0-50%	Rethink	Think about why this concept didn't land with your students. Create an entirely new lesson. If necessary, devote a full class session to teaching it.	

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3-Mirror Teacher Reflection / MAZE Assessment 2

TEACHER: After completing the MAZE Assessment and conducting the Washback, this reflection will help you to document your successes and set goals for future improvements. Feel free to add your own categories.

PERFORMANCE REVIEW:
    You may wish to save your completed "3 Mirror Reflections" for discussion during performance reviews.

	What I did well	**What I think/feel**	**What I'll change**
How (and when) I conducted the assessment			
How I gave students feedback after the assessment			
How I utilized the washback			
Other Comments			