

**Session I: Writing**

	Objective(s)	Text Type	Text Length	Points	Duration
<b>WRITING SESSION</b>	<p><b>Students will be able...</b></p> <ul style="list-style-type: none"> <li>● to use well-developed sentences about familiar topics, current and academic issues within a text accurately</li> <li>● to demonstrate basic essay writing skills about familiar topics, current and academic issues using target grammatical and lexical structures at this level</li> <li>● to paraphrase a sentence in a simple way</li> <li>● to apply basic punctuation (e.g. commas, full stops, question marks) rules while writing a text</li> </ul>	a 4-paragraph well organized student made opinion essay supporting only one side	around 200 words	20 points out of 100	60 minutes

See the sample writing exam sheet and writing scoring criteria.

Session II: Multiple Choice Test

Section	Objective(s)	Number of Items	Text Type(s)	Text Length	Points	Duration
LISTENING	<p><b>Students will be able...</b></p> <ul style="list-style-type: none"> <li>to get the gist of a listening text when conducted clearly.</li> <li>to identify most of the details (e.g., instructions, directions, key factual information) provided that the speech is clear.</li> <li>to make basic inferences about a listening text.</li> </ul>	<p>10 items</p> <p>5 items each track</p>	<p>a conversation &amp; an informative text on various matters</p>	<p>two tracks: each around 4 minutes</p>	<p>20 points out of 100</p> <p>each item is 2 points</p>	60 minutes
	<ul style="list-style-type: none"> <li>to use the accurate form of the words in their oral and written language production.</li> <li>To use the language forms and functions in order to communicate with others, share opinions and show understanding of the content in everyday and academic contexts at their level.</li> </ul>	<p>20 items:</p> <p>10 Vocabulary Items; 10 Grammar Items</p>	<p>dialogs; paragraphs about various topics that are familiar to students</p>	<p>100-150 words</p>	<p>20 points out of 100</p>	
	<ul style="list-style-type: none"> <li>to skim a text to identify the main purpose and the key points.</li> <li>to scan a text to find specific information given a time limit.</li> <li>to identify references in a text in a simple way.</li> <li>to find an alternative for the key words in a text given some options.</li> <li>to explain different genres, audience, purpose, source, or the writer's point of view by identifying the tone (e.g., neutral, positive etc.) of the text</li> <li>to complete a text/paragraph by inserting the given information using organisational clues.</li> <li>to make simple inferences from a text</li> </ul>	<p>10 items</p> <p>5 items each text</p>	<p>a newspaper article &amp; an academic article</p>	<p>two texts: each text is around 400 words</p>	<p>20 points out of 100</p> <p>each item is 2 points</p>	

See the sample multiple choice test.

**Session III: Speaking**

	Objective(s)	Parts of the Exam	Text Type	Text Length	Points	Duration
<b>SPEAKING SESSION</b>	<p><b>Students will be able...</b></p> <ul style="list-style-type: none"> <li>to talk about feelings and opinions of themselves and other people in relevant contexts using targeted grammatical structures and vocabulary when provided with prompts.</li> <li>to express their personal beliefs and opinions.</li> <li>to give brief reasons and explanations for a familiar subject using related language given context.</li> <li>to demonstrate knowledge and performance on using proper discourse and nonverbal aspects of communication.</li> <li>to produce intelligible words and sentences while performing a monologue or dialogue showing signals of fluency and pronunciation</li> <li>to show strategic competence skills in order to maintain simple conversations.</li> </ul>	<p><u>Part 1:</u></p> <p>Warm up (Introductory) Questions <i>(not graded)</i></p>	short monologues	each part takes 1-2 minutes	20 points out of 100	10 minutes each pair: 5 minutes a student
		<p><u>Part 2:</u></p> <p>Two Interview Questions about familiar topics</p>				
		<p><u>Part 3:</u></p> <p>Monologue followed by a question</p>				

See the sample speaking exam procedure and speaking scoring criteria.