

CONTENT DEVELOPMENT AND CLASSIFICATION OF TEST ITEMS

TABLE OF SPECIFICATION

ENGLISH LANGUAGE FOR SHS & JHS

	Content Areas	Sub-content areas	Competencies	Descriptive statement
1	Oral language	<ol style="list-style-type: none"> 1. Sound description 2. Minimal pairs 3. Stress identification/usage 4. Conversation 	<ol style="list-style-type: none"> 1. Articulate/produce English speech sounds in communication 2. Understand the use of stress in contexts 	<ol style="list-style-type: none"> 1. Provide the words for the sounds to be identified 2. Identify minimal pairs in contexts. 3. Determine the stress pattern of words in context. 4. Describe speech sounds (vowels and consonants) in contexts. 5. Identify the communicative functions of given sentences/utterances
2	Reading	<ol style="list-style-type: none"> 1. Give a passage and test varied levels of meaning, a figurative use of language, synonyms and antonyms 2. Questions on sentence functions (topic sentence, major support, minor support, concluding statement) in a paragraph 3. Questions on reading and appropriate reading techniques. 	<ol style="list-style-type: none"> 1. Understand varied levels of meanings in a given passage 	<ol style="list-style-type: none"> 1. Use context clues to determine the meaning of words used in a given passage 2. Summarize given texts into required forms. 3. Identify various sentence functions (topic sentence, major support, minor support, concluding statement) in contexts
3	Writing	<ol style="list-style-type: none"> 1. Micro: punctuation use, capitalisation, spelling, homonyms. 2. Macro: structure, transition, coherence, cohesion, completeness, unity, order of sentences, register use. 	<ol style="list-style-type: none"> 1. Compose and analyse features/elements/conventions of a written text/discourse type (argumentative, descriptive essay, letters, minutes, CV, speech, report, etc.) 	<ol style="list-style-type: none"> 1. Organize sentences/ideas in a coherent manner 2. Develop/analyse ideas in a paragraph with the appropriate supporting sentences. 3. Determine the appropriate and correct use of language

4	Grammar	<ol style="list-style-type: none"> 1. Parts of speech (word classes) <ol style="list-style-type: none"> i. Usage – prepositions, conjunctions, ii. Identification 2. Order of adjectives 3. Concord 4. Tense and aspect 5. Sequence of tenses 6. Conditional sentences 7. Reported speech 8. Voice (passive & active) 9. Articles and determiners 10. Phrasal verbs 11. Idioms (idiomatic expressions) 12. Question tags 13. Synonyms and antonyms 14. Lexis and structure 15. Phrases and clauses 16. Sentence usage (clausal elements, sentence types) 17. Sentence errors (faulty parallel structures, run-on sentences, dangling modifiers) 	<ol style="list-style-type: none"> 1. Understand and use grammatical forms accurately in speech and writing 	<ol style="list-style-type: none"> 1. Explain fixed expressions (idioms and multi-word verbs) in contexts 2. Identify and correct grammatical errors in given contexts. 3. Identify appropriate synonyms or antonyms for words in contexts. 4. Identify different types of phrases, clauses and sentences, and their functions in contexts.
5	Literature	<ol style="list-style-type: none"> 1. General knowledge 2. Forms and genres of literature 3. Elements of prose, poetry and drama 4. Literary appreciation (unseen prose and poem) 	<ol style="list-style-type: none"> 1. Appreciate literary works 	<ol style="list-style-type: none"> 1. Identify the elements of the literary genres (prose, poetry and drama) 2. Identify literary devices 3. Appreciate the use of literary terms

TABLE OF SPECIFICATION: ENGLISH

	Course Objectives/ OUTCOMES (Depth of Knowledge)				
Content Areas	LEVEL 1- (RECALL)	LEVEL 2 – (SKILL/CONCEPT)	LEVEL 3 – (STRATEGIC THINKING)	LEVEL 4 – (EXTENDED THINKING)	
Oral language	2.25 (2)	3.75 (3)	4.5 (4)	4.5 (4)	15 (13)
Reading	3	5	6	6	20
Writing	3	5	6	6	20
Grammar	4.5 (4)	7.5 (8)	9	9	30
Literature	2.25 (3)	3.75 (4)	4.5 (5)	4.5 (5)	15 (17)
Total	15%	25%	30%	30%	100