Let the mind manage the body
Que l'esprit gère le corps

COMMUNICATION SKILLS

Assessment Booklet

Guidance for Educators



January 2020

Contents

Page

1. Introduction..... 3
2. The Rationale for the Assessment..... 3
3. Pupils with hearing difficulties…… 4
4. Instructions to Educators..... 4
5. The Quality Assurance Mechanism..... 5
   - 5.1 The Monitoring Process..... 5
   - 5.2 The Moderation/ Review Process..... 5
6. Instructions to Head Masters and Deputy Head Masters..... 6
7. Exemplar Tasks..... 6
   - Reading Aloud..... 6
   - Monologues..... 7
   - Interaction..... 8
8. Assessment Criteria..... 13
9. Assessment Criteria in MSL……. 16
10. Grading Structure..... 17
11. Observation Record..... 17
    - 11.1 A Blank Observation Record…… 18
    - 11.2 Example of a filled in Observation Record…… 19
12. Example of a draft result sheet..... 20

1. Introduction

As part of the Nine-Year Continuous Basic Education reform, Communication Skills was introduced as a compulsory non-core subject in 2017 in all primary schools of the Republic of Mauritius.

Pupils will be assessed in Communication Skills in all the languages they are learning at school (English, French and an optional third language if they have opted for one). The assessment is carried out through continuous School Based Assessment across Grade 5 and Grade 6.

Schools must record and report on the progress of pupils through the school report each term. Towards the end of term 2 of Grade 6, they must report on the overall proficiency level of each pupil in Communication Skills in the different languages (English, French and an optional language if applicable) to the Mauritius Examinations Syndicate. The achievement level of the pupils will appear on the Primary School Achievement Certificate.

This booklet sets out the principles which guided the development of the assessment in Communication Skills. It includes:

- Instructions to Educators
- Information about the quality assurance mechanism
- Instructions to Head Masters (HMs) and Deputy Head Masters (DHMs)
- Exemplar Tasks
- Assessment criteria
- An example of the Observation Record
- An example of a draft result sheet

The information contained in this booklet **applies to all the languages where communication skills will be assessed, including all the optional languages.**

2. The Rationale for the Assessment

The revised national curriculum for primary education highlights the fact that communication skills are vital for today's citizen. The ability to communicate effectively is rightly recognised as an important 21st century competency and the curriculum has been revised to encourage the development of strong communication skills in pupils.

The introduction of Communication Skills aims at improving the overall teaching-learning process. It will contribute to vocabulary building, the learning and teaching of grammar and will also support the development of reading and writing skills. In addition, it will be a support in the classroom, **across the curriculum**, with the children being encouraged to speak and verbalise their difficulties and needs. Through enjoyable and fun communication activities, the children will be able to communicate

their feelings, views and emotions about various topics, across the different subjects they are learning and throughout their schooling.

The assessment in Communication Skills reflects the curriculum requirements. It is part of the teaching-learning process and will provide pupils with constructive and motivating learning experiences. The assessment tasks have been articulated around three broad areas:

- Reading Aloud
- Monologue
- Interaction

Educators are expected to provide pupils with a range of communication opportunities throughout grades 5 and 6. Pupils should be given the chance to show what they can do and at what level they can perform. The evidence gathered through continuous observation will be recorded and used to make a judgement on the overall proficiency level of pupils.

3. Pupils with hearing difficulties

Pupils with hearing difficulties will be assessed in Mauritian Sign Language (MSL). Special assessment criteria in the use of MSL have been devised and are found in Section 9 of this booklet.

4. Instructions to Educators

a) Although 'Communication Skills' is being assessed within the different languages (English, French and an optional third language, if applicable), **communication should be encouraged across the different subjects**. For example, a presentation on a topic in History & Geography or an explanation of an experiment in Science would all be appropriate communication tasks.

b) The assessment is school-based, which means that Educators are responsible for making the appropriate judgements.

c) Educators will use the assessment criteria provided by the MES.

d) The communication tasks will be based on the curriculum materials and the exemplar materials prepared by the MES. Educators are free to use other materials for the assessment if they so wish.

e) Educators should ensure that each pupil has the opportunity to be assessed in the following areas:

- Reading Aloud
- Monologue

- Interaction

All pupils should be given the chance to be involved in all three areas.

f) Pupils are assessed during the normal teaching-learning process.

g) Educators will keep an Observation Record for their class. They will use the Observation Record to make a judgement of the overall proficiency level of each pupil.

h) Educators should also keep a portfolio of the different tasks they are using for the assessment of Communication Skills in the different languages.

i) The school will submit a final result sheet to the MES, with the proficiency level of all pupils in Communication Skills in the different languages indicated on the document. This should be done at the end of Term 2 of Grade 6.

5. The Quality Assurance Mechanism

The quality assurance mechanism put in place ensures that teachers are promoting communication skills in their classroom. DHMs and HMs will ensure that communication skills are being encouraged and developed in the classroom. The MES, on its part, will carry out an external monitoring and moderation/review exercise.

5.1 The Monitoring Process

The first component of the quality assurance mechanism is the monitoring process. This monitoring will be implemented at school level and will be carried out by HMs and DHMs, with the support of the Inspectorate.

More specifically, the objectives of the monitoring process are to ensure that:

- educators are encouraging all children to communicate orally and participate in classroom activities;
- educators are using the assessment criteria to make judgements;
- educators are keeping a record of the tasks used in their portfolio;
- the Observation Record is being properly kept;
- proper support is being given to educators where required.

5.2 The Moderation/Review Process

The second component of the quality assurance mechanism is the moderation/review exercise. Throughout Grade 5 and Grade 6, moderators appointed by the MES will conduct school visits (one visit per term per class).

The goal of these visits is to ensure the smooth running of the process and comparability in standards.

After schools have submitted the grades to the MES, a review exercise will be carried out. This review exercise is a quality assurance procedure that ensures that the grades which have been awarded to pupils are reliable.

For both the monitoring and moderation processes, it is important that Educators keep records of the tasks they are using for the assessment in a portfolio. This portfolio should be available to the HMs/DHMs/Inspectors for monitoring purposes and to the MES if required.

6. Instructions to Head Masters and Deputy Head Masters

HMs and DHMs will have the responsibility of conducting the monitoring at school level. They should:

1. encourage the Educators to include communication activities in their teaching;
2. observe educators conducting some communication activities;
3. ensure that the assessment criteria are being applied fairly;
4. ensure that Educators are keeping a record of the tasks on which their judgment is based;
5. ensure that the Observation Record sheet is being filled;
6. authenticate the Observation Record;
7. submit the signed Result Sheet for the school to the MES.

7. Exemplar Tasks

The exemplar tasks provided are organised around the three areas that make up the assessment of Communication Skills:

1. Reading Aloud
2. Monologues
3. Interaction

It is important to note that these tasks are provided only for guidance and illustration purposes. Educators will use materials from the curriculum, devise their own or may use the exemplars provided.

PART 1 Reading Aloud

For the assessment of reading aloud, pupils should be given the opportunity to read aloud short texts or extracts (of at least 100 words) which will ideally contain direct speech. The focus will be on clarity, pronunciation and intonation.

Task 1: Reading Aloud

Read the following text:

A Hare was making fun of the Tortoise one day for being slow.

"Why are you so slow?" he asked with a mocking laugh.

"I am quicker than you think," replied the Tortoise. "I'll run you a race and prove it."

The Hare was much amused at the idea of running a race with the Tortoise, but he agreed. The race started, and both animals set off. The Hare was soon far out of sight. He was so sure of winning that he stopped for a nap.

The Tortoise meanwhile kept going slowly but steadily. But the Hare was still asleep. When at last he woke up, the Tortoise was near the goal. The Hare now ran very quickly, but he could not overtake the Tortoise in time.

PART 2 Monologues

The objective of monologues is to give the chance to pupils to speak and present information for 60-90 seconds. They will be assessed on their ability to produce language in a clear and coherent manner.

For the oral presentation, which should ideally be on a theme which is related to the curriculum, they can be given the topic a week prior to them being assessed.

The monologues can be devised in the following ways:

Task 1: Oral Presentation

Guided Presentation on a given theme

Procedure: Pupils choose from a series of themes provided in the curriculum materials (e.g Wild Animals or Superheroes). They make a short presentation to their class.
Prompts to guide the presentation should be provided by the Educator. Pupils can be given up to a week of preparation time. Short notes can be allowed, but not complete transcripts that would be read out.

For example, on the topic of Wild Animals, the following prompts may be used:

- Name some wild animals
- What are wild animals?
- Where do they live?
- What do they eat?
- Among all the wild animals, do you have a favourite? Why is it your favourite?
- What dangers do they face?

PART 3 Interaction

In interaction tasks, the objective is to get the pupil to talk to his/her peers and his/her teacher. Tasks may be devised so that pupils are put in pairs or small groups and they can talk to each other. The Educator will be both an observer and a facilitator of these interactions. Some examples of Interaction tasks are given below

Task 1: Introducing oneself

Procedure: The Educator gets the pupils in pairs. He/ She puts them at ease. He/She prompts the pupils to get the conversation going (e.g. Pupil A: Imagine you are new to this school. Pupil B: Imagine you are meeting Pupil A for the first time at school. Can you introduce yourselves to each other? For example, tell each other your name? How old you are? Where you live? What your hobbies are? Etc…).

Here are some examples of things the pupils can say about themselves:

My name's ...
I'm from ... / I live in ...
I was born in ...
I'm ... years old.
I go to ... school.
I like ... because ...
I don't like ... because ...
In my free time / After school, I ...
My best friends are ... because ...
My favourite (school subject, actor, pop group, sport) is ... because ...
I have ... brothers and sisters.
In the future, I'd like to ... because ...

Task 2: Paired conversation

Example: It is your teacher's birthday. Talk together about the different presents your class could buy for him/her and say which would be best.
Here are some ideas to help you**:** *Mug, hat, bouquet, chocolates, guitar, shirt.*

Task 3: Role Play

Student A: You are late for school. You have to go to the headmaster to apologise for your lateness. You should also explain why you are late.

Student B: You are the Headmaster. A student has come to apologise. Ask him why he is late.

Task 4: Conversation on a topic / activity / theme

Example 1: Sports Day will be organised at School. The children are discussing among themselves about the activity. Here are some prompts to guide the conversation:

- Which Sports?
- Where?
- Date?
- Time?
- Food?

Example 2: A School outing has been organised and the children are talking about it among themselves. Here are some prompts to guide the conversation

- When?
- Where?
- How will you travel?
- What should be brought?
- Where will you eat?

Task 5: Conducting an investigation

History and Geography - Grade 5 Unit 3 – Settlement in Mauritius, Rodrigues and Agalega

Pupils to be encouraged to inquire and share information about the place where they live and the facilities available there.

Accept all answers of the pupils. They are encouraged to talk/communicate here not to regurgitate answers/recall. Encourage pupils to use complete sentences (both ***oral*** and ***written)*** to express their views.

Example 1

Assessment activity based on Teacher Notes pages 7-8.

Observe and talk about the place where I live or the school locality

Q1. Where do I live/ Where is my school found? The name of the place/locality.

Q2. What are the facilities that we have in this place?

Q3. What I like about this place.

Q4 What I do not like about this place.

Q5 Why? To give one reason

Q6 How I would like things to change in the place where I live or the school locality.

Example 2

Assessment activity based on Teacher Notes pages 7-8.

Find out why the Dutch felt the need to settle in Mauritius – story telling

After covering the content on page 8, pupils can be encouraged to communicate about the Dutch Settlement – reading aloud part of the text (as a Part 1 Activity) on page 8

Or engage in a short presentation based on observation/ study of Map 1 (Part 3).

Q1. Why did the Dutch sail in the Indian Ocean?

Q2 Where did the Dutch land for the first time in Mauritius?

Q3. Why did the Dutch decide to live on the island? Think of the advantages shown on map 1.

Example 3

Similarly one activity could be based on observation study/picture study of the original/historical picture of the Dutch settlement with the Fort Frederick Hendrik (Pic 2: Fort Frederik Hendrik).

Task 6: Describing a scientific experiment

The following is an example of the use of oral communication in science experimentation:

One of the experiments that pupils are expected to carry out at Grade 5 is the following:



Activity 2.1 Describing a simple experiment to obtain a plant

This activity will help you to think about an experiment to show how to obtain a plant from a seed (you can use methi or bean seeds). You will discuss and share your ideas with your friends. Finally, you will write or draw your ideas for the experiment in the space provided.

This experiment can give the opportunity to have a communicative class. The steps that may be used are given below:

Step 1: The class can be quizzed on this experiment, what is needed as material. In this context, this can form a basis to assess their prior knowledge.

Step 2: The class can be divided in four groups.

Group 1 – discuss the predictions
Group 2 – discuss the method that will be used
Group 3 – discuss the safety precautions to be observed to obtain reliable results and to ensure safety of all pupils.
Group 4 – discuss on the observations that they will have to note and how to present their results

Step 3: Once the groups are ready, each one can present the discussion of the group. This can give an opportunity for a short presentation which can be used as a communicative task.

Step 4: The class can discuss the findings of each group. The Educator acts as a facilitator here, prompting them with questions such as *Do you think this method is accurate? Why do you think it is important to take 10 seeds instead of only 1 seed for this experiment?*

Step 5: Once the materials are ready, the experiment is carried out. This can give the opportunity for more interaction. For instance, *Why do we have to water the seeds? Is it important that the seeds get plenty of sunshine? Why? What should be done once the seedlings have emerged?*

Step 6: Once the experiment is completed, the results recorded, there can be more discussion as to whether the conclusion is in line with the predictions made or not. There can be discussion, for instance, on the reasons why some seeds have not germinate.

All of the above can give plenty of opportunity for communicative tasks such as interaction or oral presentation while encouraging deeper understanding of scientific concepts.

Task 7: Pre-Reading Activities in a reading comprehension class.

Reading Comprehension (With reference to Grade 5 – Unit 3 – Robinson Crusoe)

One example of a pre-reading task that can be used for Communication Skills and to motivate learners to read the passage as well:

Procedure:

1. Pupils are divided into groups. Each group would have a representative.
2. Chits of major events of this passage are pasted around the classroom. An example could be:
    - In the end, R.C and Friday sail back to Brazil.
    - R.C finds himself on a lonely island.
    - R.C builds a home and hunts and farms to live.
    - One day, R.C meets a friend and names him ‘Friday’.
    - R.C’s ship is damaged on his way to Africa.

3. Each representative has to move around and come back to his group and pass on the key event to his group. This might require the student to run around four or five times to get a complete collection of major events.

4. The group then puts in order the events according to them and the fastest group reads it aloud.

5. Pupils are then asked to read the passage to find out if their sequence of events was correct.

Another pre-reading task allowing for communication skills could involve interaction between students and their peers or the Educator:

(With reference to Grade 5 – Unit 3 – Robinson Crusoe)

Prompts from Educator:

- Have you been home or gone to a place alone?
- What were your feelings when you were alone?
- What did you do when you were hungry?
- Imagine you are on a planet or an island alone, what difficulties would you face?
- What would you do to spend time?

Task 8: Short Story Writing Task

Procedure:

1. Divide the class in groups

2. Have a speedy dictation of common words, for example,

seaside	**dog**	**Shah Rukh Khan**	**jumped**	**water**
from	**blue**	**quickly**	**Manisha**	**plane**

3. After students catch the words, ask them to verify the list of words with their friends in the groups.

4. They then have to write one interesting story in about 50- 60 words per group and then have to read the story aloud to the class.

5. The students and Educator choose the best story.

This activity not only helps students to engage in the writing of sentences but also develops their communication skills.

8. Assessment Criteria

Assessment Criteria for Reading Aloud

Proficiency Level	Descriptors
Proficient	Reading is very clear with good pronunciation. No difficulty in understanding the pupil. Pupil reads at an appropriate pace, neither too slowly, nor too fast. Uses intonation appropriately to convey emotions.
Intermediate	Reading is not always very clear, with some pronunciation mistakes. Reading pace is generally appropriate. Attempts at varying intonation, but these might not be appropriate.
Basic	Reading is not clear. Difficulty in understanding the pupil. Many pronunciation mistakes. Pace is likely to be too slow or too fast. Reading might be hesitant or jerky. Does not vary intonation.

Assessment Criteria for Monologue and Interaction

Proficiency level	Descriptors
Proficient	Communicates clearly and precisely. Uses a wide range of vocabulary and sentence structures. Expresses himself/herself (ideas, emotions etc.) clearly and accurately. ..... Conversations are smooth. Pauses do not disrupt the natural flow. Needs only minimal prompting from the teacher to be able to express himself.
Intermediate	Communication is not always clear and precise. There may be moments where communication breaks down. Vocabulary used is generally accurate, but the range of words used is not very wide. Likely to use simple sentence structures. ..... Conversations might be hesitant at times. Some prompting by the teacher is required to maintain the conversation.
Basic	Communication is difficult. Speaks mainly in isolated words and phrases. Vocabulary is elementary and not always accurate. Pupil struggles to convey what he/she wants to say. May resort to mother tongue often. ..... Hardly any conversation produced. Relies heavily on the teacher's prompt to maintain the interaction

Communication Skills - Overall Assessment Criteria

Proficiency level	Descriptors
Proficient	- Communicates clearly and with confidence, in a detailed and elaborate way. - Reads fluently and with correct pronunciation and intonation. - Can listen and participate in conversations.
Intermediate	- Communicates in a clear way but without elaboration. - Reads mostly clearly but pronunciation and intonation errors may occur. - Can listen and follow instructions and respond to questions.
Basic	- Communicates in a very elementary manner using only words and phrases. - Reading is not very clear and intelligible. - Can follow very simple instructions.

9. Communication Skills in Mauritian Sign Language (MSL)

Pupils with hearing difficulties will be assessed in Mauritian Sign Language. The assessment will be based on their ability to produce monologues and their interactions with their peers and teacher. The final grading will be based on the following assessment criteria:

Overall Assessment Criteria

Proficiency Level	Descriptors
Proficient	- Communicates clearly and with confidence, in a detailed and elaborate way (using appropriate signs) - Uses appropriate facial expressions and/or body language to convey meaning and emotions - Can participate in interactions
Intermediate	- Communicates in a clear way but without elaboration - Uses some facial expressions and/or body language - Can follow instructions and respond to questions
Basic	- Communicates in a very elementary manner using only basic signs - Hardly any use of facial expressions and/or body language - Can follow very simple instructions – little or no use of MSL to communicate

j) Grading Structure

A three level grading structure will be used to gauge the proficiency level of pupils: Basic, Intermediate or Proficient.

Pupils will be graded according to this structure on each of the assessment task they have done and also on their overall proficiency level in Communication Skills in each language.



k) Observation Record

The Observation Record serves the purpose of providing evidence of the tasks carried out by the Educator. **An Observation Record must be kept for each pupil** and the Educator will record which tasks have been used. The Educator may also record the level at which the pupil performed.

The result sheet grid is filled towards the end of term 2 of Grade 6, just before submission to the MES. The Educator will decide, based on observations carried out during the teaching, what the overall proficiency level of the pupil is. This proficiency level will feature on the pupil's Primary School Achievement Certificate.

The observation record **should be kept confidential** and made available only to moderators and the HM/DHM upon request. In addition, **Observation Records should be kept securely at school for at least 6 months after the proclamation of results.**

An example of an Observation Record is provided on the next page.

11.1 Example of a blank observation record



School Name	
Pupil's Name	

Competency	Tasks Used	Level Achieved	Date of activity
Reading Aloud			
Monologue			
Interaction			

11.2 Example of a filled-in observation record

School Name	ABCD Government School
Pupil's Name	Pierre-Emerick Aubameyang

Competency	Tasks Used	Level Achieved	Date of activity
Reading Aloud	My Beloved island 'Agalega'	Intermediate	3.2.20
	The Emperor's New Clothes	Intermediate	6.5.20
	The arrival of the French (History and Geography)	Proficient	4.4.20
Monologue	Describing the water cycle	Basic	2.1.20
	Experiment on Air Pressure	Intermediate	14.5.20
	My favourite superhero	Intermediate	20.5.20
Interaction	Conversation about how I spent my holidays	Intermediate	19.7.20
	Role play on "Beauty and the Beast"	Proficient	14.3.20
	Discussion on the "Let's visit Africa" passage	Proficient	21.6.20

I) Example of a draft Result sheet

CONFIDENTIAL

25-JAN-18 04.02 PM

MAURITIUS EXAMINATIONS SYNDICATE
PSAC ASSESSMENT 2018
RESULT SHEET FOR GRADE 6 - COMMUNICATION SKILLS

Page: 1 of 2

School: 1005 RESIDENCE VALLIJEE GOVT SCHOOL

	Index number	Candidate Name	Gender	Optional Core	<-------Competency Level--------> English	French	Optional Core	Remarks (Only for Special cases)
1	1005/00101/09	MYSURNAME, MYPRENAMES	B	KREOL MORISIEN				
2	1005/00102/38	MYSURNAME, MYPRENAMES	B	HINDI				
3	1005/00103/92	MYSURNAME, MYPRENAMES	B	HINDI				
4	1005/00104/83	MYSURNAME, MYPRENAMES	B	KREOL MORISIEN				
5	1005/00105/52	MYSURNAME, MYPRENAMES	B	KREOL MORISIEN				
6	1005/00106/39	MYSURNAME, MYPRENAMES	B	KREOL MORISIEN				
7	1005/00107/02	MYSURNAME, MYPRENAMES	B	KREOL MORISIEN				
8	1005/00108/61	MYSURNAME, MYPRENAMES	B	KREOL MORISIEN				
9	1005/00109/63	MYSURNAME, MYPRENAMES	B	KREOL MORISIEN				
10	1005/00110/64	MYSURNAME, MYPRENAMES	B	KREOL MORISIEN				
11	1005/00111/25	MYSURNAME, MYPRENAMES	B	KREOL MORISIEN				
12	1005/00112/99	MYSURNAME, MYPRENAMES	B	KREOL MORISIEN				
13	1005/00113/53	MYSURNAME, MYPRENAMES	B	KREOL MORISIEN				
14	1005/39301/15	MYSURNAME, MYPRENAMES	G	TAMIL				
15	1005/39302/53	MYSURNAME, MYPRENAMES	G	KREOL MORISIEN				
16	1005/39303/43	MYSURNAME, MYPRENAMES	G	HINDI				
17	1005/39304/49	MYSURNAME, MYPRENAMES	G	KREOL MORISIEN				
18	1005/39305/29	MYSURNAME, MYPRENAMES	G	HINDI				
19	1005/39306/79	MYSURNAME, MYPRENAMES	G	KREOL MORISIEN				
20	1005/39307/46	MYSURNAME, MYPRENAMES	G	KREOL MORISIEN				
21	1005/39308/11	MYSURNAME, MYPRENAMES	G	KREOL MORISIEN				
22	1005/39309/84	MYSURNAME, MYPRENAMES	G	KREOL MORISIEN				
23	1005/39310/45	MYSURNAME, MYPRENAMES	G	KREOL MORISIEN				
24	1005/39311/93	MYSURNAME, MYPRENAMES	G	KREOL MORISIEN				
25	1005/39312/80	MYSURNAME, MYPRENAMES	G	KREOL MORISIEN				

Seal of School

I certify that the above competency levels have been verified and found correct.

Name of Head of School:_____ Signature:_____ Date:___/___/___