

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



الإمارات العربية المتحدة
وزارة التربية والتعليم

English MAZE Assessment 1

Term 1 2020 - 2021

Grade 6 General



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 1
- 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 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



MAZE Assessment 1

Student Name		Class		Date	
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Read about Ali and Saif. For questions **1 – 10**, choose the correct answer **A**, **B** or **C**.

Free Time

Ali: Hello Saif. Did you **(1)** _____ that picture?

Saif: Hi Ali, yes, I did. I like drawing and painting colourful pictures.

Ali: Hmm, that's nice, but I don't like painting. I **(2)** _____ always outdoors. I **(3)** _____ a lot of photos. I go to the desert and **(4)** _____ the animals. They are very beautiful and interesting. I like to see all the different animals in the countries that I visit. Last year, I **(5)** _____ to Japan. I **(6)** _____ some beautiful monkeys there. They were interesting and very funny. I want to go to Japan again one day.

Saif: That sounds great. I have never **(7)** _____ to Japan. I like doing things at home. Last Saturday, I **(8)** _____ computer games all day. I haven't **(9)** _____ a lot but I always **(10)** _____ a lot of fun.



MAZE Assessment 1

1.

A draw

B drew

C drawing

2.

A is

B be

C am

3.

A taking

B take

C takes

4.

A watch

B watched

C watching

5.

A go

B been

C went

6.

A see

B saw

C seen

7.

A been

B went

C go

8.

A playing

B plays

C played

9.

A win

B won

C wonned

10.

A had

B has

C have

Reading Answer Key

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

Item Mapping

Student Learning Outcomes				Level 3.2		
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 3.2		
Question	Grade	Mark	Domain	Functional Language	Grammar	Lexis
1 - 10	6 Gen	1 each	Reading	FL.2 Expressing preference FL.3 Describing habits and routines FL.4 Giving personal information	G.15.1 Tenses - Present (present simple) G.15.3 Tenses - Present (present perfect simple) G.16 Tenses - Past (simple)	Free time Looking back People



Positive Washback / MAZE Assessment 1

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 $B \div A = \%$	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.	






3-Mirror Teacher Reflection / MAZE Assessment 1

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			