

Annual Assessment 2024

Subject: English

Class: 6

Assessment guidelines for conducting annual examinations 2024 for the secondary level education institutions

- 1) The annual assessment of classes 6, 7, 8, and 9 will be done through written examinations based on the National Curriculum 2022 of NCTB.
- 2) The annual assessment format for classes 6, 7, 8, and 9 will comprise both summative and continuous assessment.
- 3) Out of 100 marks allocated for the assessment of each subject, the summative assessment will carry 70% weightage while the continuous assessment will carry the remaining 30%.
- 4) For each subject, the annual summative assessment will be carried out through a written examination of 100 marks. The marks obtained out of 100 marks written examination will be converted to 70 marks and, these marks will be combined with the marks obtained from the continuous assessment having 30 marks to calculate the subject-wise result out of 100 marks.
- 5) a) The continuous assessment as outlined in the subject-wise guidelines must be completed in each education institution before the annual examination.
b) All records of students' performances in the continuous assessment must be gathered and stored properly.
The subject-wise guidelines for conducting continuous assessments must be followed properly.
- 6) The total time allocated for conducting the summative examination including the objective part will be 3 hours.
- 7) The subject teachers will develop the question papers for the subjects they teach following the sample questions provided by the Ministry of Education for conducting annual examinations while ensuring due level of confidentiality.
- 8) The Heads of concerned institutions in collaboration with the subject teachers will take required measures for conducting annual examinations and ensure due level of confidentiality.
- 9) Teachers who develop the questions/test items are also responsible for providing the sample answers to the open-ended and/or more subjective type test task.
- 10) The schools will provide answer scripts for students to write their answers in the summative examinations. However, no separate OMR sheets/answer scripts will be provided for the objective items. Students will have to write the answers to the objective items in their answer scripts.
- 11) Assessments for the specialized subjects under Madrasah and Vocational streams will be held in the same method as they were conducted before.
- 12) Assessments of all subjects of class 10 will be held in the same method as they were conducted before.

**Subject-wise guidelines for conducting annual summative assessments for the
academic year 2024**

Subject: English

Class: 6

(a) Guidelines for developing questions

1. Questions should be based on the competencies/skills and knowledge focused on the experiences of the NCTB textbooks as prescribed by the syllabus outlined in this guideline.
2. Questions on reading and grammar must be set from the unseen texts which should be similar to the relevant texts given in the textbooks in terms of level of difficulty, genre, and style.
3. Tasks for the writing part need to be set considering the type of writing students have done in the classroom. However, no writing tasks/topics should be copied from the textbook while setting questions.
4. Question setters need to provide sample answers and rubrics for marking the essay type/open-ended writing tasks.

(b) Syllabus for annual examination 2024

Experience Number	Title of Experience	Page numbers
6	The Missing Tenth Man	43-50
7	A Day in the Life of Mina	51-60
9	Politeness	67-74
11	Meeting an Overseas Friend	81-88
13	My Books	100-104
14	Arshi's letter	105-110
15	A Fresh Pair of Eyes	111-120
17	King Lear	127-134

(c) Assessment format

Learners will be assessed on both continuous and summative assessments. However, the formative and summative parts of the assessment will carry the weightage as shown below-

Continuous	Summative
30%	70%

(d) Continuous assessment: Task type and marks distribution

Teachers must give prior notifications to students explaining the details of when and how the continuous assessments will be conducted.

Teachers must select the mentioned items for CA from the given syllabus.

The concerned teachers also have to keep a record of students' performances in various Continuous Assessment tasks and compile the final grades for the Continuous Assessment part obtained by each student by the end of the year.

Name of Items/Tasks	Marks allocated
Homework: As specified by the teacher	10
Classwork (individual or group works, completing tables/charts/flowcharts, etc. as given in the relevant Experiences (see the syllabus in section B) of the textbook	10
Project work/Assignments as specified in the relevant Experiences (see the syllabus in section B) of the textbook	10
Total	30

(e) Summative assessment: Task type and marks distribution

Type of Examination: Written

Full Marks: 100

Time 3 hours

Skills/Competencies covered	Type of Test Tasks/Items	Number of Items	Total marks
Reading (25 marks)	MCQ	5	1x5 = 5
	Short answer questions	5	2x5= 10
	True/False	5	1x5= 5
	Matching	5	1x5= 5
Appreciating Poems (10 marks)	Short answer questions	3	2x3= 6
	One word/number answer	1	1x1= 1
	Matching rhyming words	6	0.5x6= 3
Grammar (30 marks)	Punctuation and capitalization	1	1x10= 10
	Use of adjectives (Writing synonyms, Writing sentences using adjectives, Identifying adjectives and corresponding nouns in a given text)	3	5x3= 15
	Use of modals	5	1x5= 5
Writing (35 marks)	Writing Letters/Emails/Text Messages	1	12x1=12
	Writing stories	1	15x1= 15
	Writing dialogues	1	8x1= 8
Total			100

N.B. Question setters may include alternative items of similar nature and level of difficulty to give options for the candidates to choose from. For example, in the writing part, there could be three (03) writing tasks e.g. writing letters, writing emails, or writing text messages on given topics. Thus candidates will have the flexibility to choose any one out of the three tasks.

In this way, options might be given for other open-ended/essay-type items. However, no options should be given for objective-type items.

(f) Sample questions for the written test as per the prescribed format

This is a sample question paper. In the light of this sample question paper, you will prepare the question paper for the subject you teach. In no way can this sample question paper be used or copied exactly when setting your own question papers.

Annual Summative Assessment-2024

Sample Question

Subject: English

Grade: Six

Time: 3 hours

Marks: 100

Part A: Reading

- 1. Read the text about cultural and social behavioural similarities and dissimilarities between Bangladesh and the United Kingdom, and answer the questions that follow:**

Bangladesh and the United Kingdom (UK) have distinct cultural and social behaviours shaped by their unique histories and environments. Both countries value family and community, though the ways these values are expressed may differ. In Bangladesh, extended families often live together, and there is a strong emphasis on respecting the elders. In the UK, while there is a greater focus on nuclear families and individualism.

Socially, both countries enjoy festivals and public holidays, but the types of celebrations vary. Bangladesh celebrates religious festivals like Eid and Pohela Boishakh, while the UK celebrates Christmas, Easter, and Bonfire Night. Both countries have a rich tradition of literature and arts. Bangladesh is known for its poetry and music, and the UK for its contributions to literature and theatre.

Behaviourally, there are differences in social etiquette. In Bangladesh, hospitality is a key aspect of social behaviour, and guests are treated with great respect. In the UK, politeness and queuing are important social norms. Despite these differences, both societies value education and have made significant efforts to improve literacy and educational opportunities for their citizens.

- a) Choose the best answer from the alternatives:**

1x5=5

- i. What type of family structure is more common in Bangladesh?
 - a) nuclear family
 - b) extended family
 - c) Single-parent family
 - d) Childless family

- ii. Which festival is celebrated in Bangladesh?
 - a) Christmas
 - b) Easter
 - c) Eid
 - d) Bonfire Night

- iii. What is a key aspect of social behaviour in Bangladesh?
 - a) queuing
 - b) individualism
 - c) hospitality
 - d) punctuality
- iv. What is one thing that is valued by both societies?
 - a) theatre
 - b) individualism
 - c) politeness
 - d) education
- v. Which country is known for its contributions to literature and theatre?
 - a) Bangladesh
 - b) The UK
 - c) Both
 - d) Neither

b) Write short answers to the following questions

5x2=10

- i. How do family structures in Bangladesh differ from those in the UK?
- ii. Name one festival celebrated in Bangladesh and one in the UK.
- iii. Describe a key aspect of social behaviour in the UK.
- iv. What are some cultural contributions of Bangladesh?
- v. How do both countries value education?

2. Read the following story and answer the questions that follow:

The Brave Journey

Once upon a time, there was a young boy named Arif who lived in a small village. He loved nature and always dreamed of exploring the nearby forest. One day, he decided to embark on an adventure into the forest to discover its secrets.

He packed some food, water, and a small knife for protection. As he ventured deeper into the forest, he encountered various animals and beautiful landscapes. He saw colourful birds, playful monkeys, and even a majestic deer. He felt a sense of peace and happiness in the forest.

While exploring, he found an old, abandoned hut. Inside, he discovered a diary left by a previous explorer. The diary was filled with stories of bravery and survival. Inspired by the diary, he decided to stay in the forest for a few days to experience life in the wild.

During his stay, he learned to build a shelter, find food, and make a fire. He realized that living in the forest required courage, resourcefulness, and respect for nature. His adventure taught him valuable lessons about self-reliance and the beauty of the natural world.

After a few days, He returned to his village with a newfound appreciation for nature and the skills he had learned. He shared his experiences with his friends and family, inspiring them to respect and protect the environment.

a) **Read the statements and write whether they are true or false. If false, give the correct answer.** **1x5=5**

- i) Arif lived in a big city.
- ii) Arif found a diary in the forest.
- iii) Arif stayed in the forest for a few weeks.
- iv) Arif learned to build a shelter in the forest.
- v) Arif's adventure made him dislike nature.

b) **Read the story again and match column A with column B.** **1x5=5**

Column A	Column B
a) Arif's home	i. small knife
b) the animal Arif saw	ii. small village
c) the item Arif packed	iii. majestic deer
d) the place Arif found in the forest	iv. making a fire
e) the skill Arif learned	v. abandoned hut

Part B: Appreciating Poems

3. **Read the following poem and answer the questions that follow:**

The Brave Little Explorer

Once there was a little boy,
And his name was Brave Roy.
He set off to the forest deep,
Where secrets and wonders sleep.

The forest was dark and wide,
But Brave Roy walked with pride.
He found a cave, so dark and cold,
And inside, treasures of gold.

Back home, he shared his tale,
Of the forest, dark and pale.
Brave Roy learned to be bold,
And his story was often told.

- a) **Answer the following questions:** **2x3=6**
 i) What was the name of the little boy in the poem?
 ii) Where did Brave Roy go on his adventure?
 iii) What did Brave Roy find inside the cave?
- b) **How many stanzas are there in the poem?** **1x1= 1**
- c) **Write the rhyming words in the following table.** **0.5x6=3**

	Roy
deep	
wide	
	gold
tale	
	told

Part C: Grammar

4. **Read the following story and rewrite it using capital letters or punctuation marks where necessary.** **10**

In a small village in Bangladesh, there was a river where children loved to play. One day, a little boy named Rafiq was playing near the riverbank suddenly, he slipped and fell into the water. A fisherman who was nearby saw him and quickly jumped in to save him. Rafiq was scared, but the fisherman reassured him, "Don't worry, I'm here to help." after a few minutes, they reached the shore safely. Rafiq thanked the fisherman and promised to be more careful from that day on, he always remembered the kind man who saved him.

5. a) **Read the following passage carefully. Identify five adjectives in the text and write their synonyms in the table provided below.** **1x5=5**

In a remote village surrounded by lush green fields, there lived an old man. He was known for his wise advice and helpful nature. The villagers often came to him with their problems, and his calm and gentle words would always bring them comfort. One day, a smart boy came to the old man with a difficult problem. The old man listened with a patient smile and then gave the boy some valuable advice. The boy was grateful and promised to follow his words.

Adjective	Synonym

- b) Read the conversation and write three sentences to describe Rumi using at least 5 adjectives. 1x5= 5

Situation: Helping with Homework

Tania: Hi, Rumi. I'm having trouble with my math homework. Can you help me?

Rumi: Of course, Tania! Let's work on it together. Which part are you stuck on?

Tania: I don't understand how to solve this equation.

Rumi: No worries, I'll explain it to you step by step. You'll get it in no time!

Tania: Thank you, Rumi. You're always so helpful.

Rumi: I'm happy to help, Tania. We're friends after all!

- c) Read the passage below. Then, identify 5 adjectives and write the noun they refer to in the following table: 1x5= 5

People are less active nowadays, partly because technology has made our lives easier. We drive cars or take public transport. Machines wash our clothes. We entertain ourselves in front of a TV or computer screen.

Fewer people are doing manual work, and most of us have jobs that involve little physical effort. Work, household chores, shopping, and other necessary activities are far less demanding than for previous generations.

Adjectives	Nouns
active	people
easier	lives
manual	work
physical	effort
demanding	activities

6. Read the given contexts carefully and answer the questions using appropriate modals.

1x5= 5

- a) Rafi's teacher asks him to bring a book from the library.
How will he ask the librarian for the book? (Request)
- b) Sara's parents have asked her to complete her homework before going out to play.
What should Sara do? (Obligation)
- c) Tarek has an important exam tomorrow. He's thinking about studying late into the night.
What might happen if Tarek doesn't get enough sleep? (Possibility)
- d) The principal needs a volunteer to help organize an event at school.
How should the principal ask the students for help? (Polite Request)
- e) The class monitor notices that the classroom is messy after a group activity.
What should the students do? (Obligation)

Part D: Writing

7. Suppose you are a student of X High School. A Kite Festival is going to be held in your school. You want to invite the Upazilla Secondary Education Officer to visit the festival.

Now, write an invitation letter to the Upazilla Secondary Education Officer to invite him/her to the festival. In your letter include appropriate salutations and closing, mention the main purpose, and follow the format of a formal letter. 12

8. Last Monday you visited a historic place. It has a deep impact on your mind. You want to share your experience with one of your friends. Now write a conversation between you and your friend. 8

9. Write a story based on the following situations. 15

Fact: You have lost your way

Situation: A busy city/remote village/forest

Characters: Yourself, other persons

Time: Last Saturday

Your story should maintain the following features:

- Beginning & closing, theme, time and place
- Characters & incidents

(g) Answers to the objectively marked questions

Answers to test item 1(a)

- i. b) *extended family*
- ii. c) *Bonfire Night*
- iii. c) *hospitality*
- iv. d) *education*
- v. b) *the UK*

Answers to test item 2 (a)

- i. *False. Rif lived in a small village.*
- ii. *True*
- iii. *False. Arif stayed in the forest for a few days.*
- iv. *True*
- v. *False. Arif's adventure made him love/appreciate nature.*

Answers to test item 2 (b)

- a) + **ii**
- b) + **iii**
- c) + **i**
- d) + **v**
- e) + **iv**

Answer to test item 3 (b)

Three/3 (stanzas)

Answers to test item 3(c)

boy	Roy
deep	sleep
wide	pride
cold	gold
tale	pale
bold	told

Answers to test item 4

In a small village in Bangladesh, there was a river where children loved to play. One day, a little boy named Rafiq was playing near the riverbank. Suddenly, he slipped and fell into the water. A fisherman who was nearby saw him and quickly jumped in to save him. Rafiq was scared, but the fisherman reassured him, "Don't worry, I'm here to help." After a few minutes, they reached the shore safely. Rafiq thanked the fisherman and promised to be more careful. From that day on, he always remembered the kind man who saved him.

Answers to test item 5(a)

There are many adjectives in the text. Candidates require to write any five of the adjectives and their synonyms listed here.

For synonym, more than one alternatives are suggested for some words. Any of them will be considered correct answer.

However, candidates need to write BOTH an adjective and its correct synonym to earn one mark.

Adjective	Synonym
remote	distant
old	elderly/aged/mature/senior
wise	intelligent/knowledgeable
helpful	supportive/caring
calm	quiet/cool/tranquil/relaxed
gentle	mild/calm/soft/tender
smart	clever
difficult	Hard/tough/challenging
patient	Tolerant/enduring
valuable	precious
grateful	Thankful/glad/pleasant

Answer to test item 5(b)

There can be many versions of this answer. The following is only a sample. Markers need to use their judgment while marking this item. They must look for five adjectives that describe Rumi well.

Sample answer:

Rumi is a very helpful and a very kind girl. She is also quick to offer help to her friends when they are in trouble. She loves solving difficult math with a friendly gesture.

Answer to test item 5(c)

Adjectives	Nouns
active	people
easier	lives
manual	work
physical	effort
demanding	activities

Answer to test item 6

a) Rafi's teacher asks him to bring a book from the library.
How will he ask the librarian for the book? (request)

Sample answer:

Good morning Sir. I have the library card. May I borrow Hamlet from the library now?

b) Sara's parents have asked her to complete her homework before going out to play.
What should Sara do? (Obligation)

Sample answer:

Sara must complete homework before going out to play.

c) Tarek has an important exam tomorrow. He's thinking about studying late into the night.

Sample answer:

What might happen if Tarek doesn't get enough sleep? (Possibility)

d) The principal needs a volunteer to help organize an event at school.

Sample answer:

How should the principal ask the students for help? (Polite Request)

e) The class monitor notices that the classroom is messy after a group activity.

Sample answer

What should the students do? (Obligation)

(h) Rubrics

Rubrics for item 7: Writing an invitation letter

Category	4	3	2	1
Salutation and Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Format	Complies with all the requirements for a formal letter.	Complies with almost all the requirements for a formal letter.	Complies with several of the requirements for a formal letter.	Complies with very few requirements for a formal letter.

Rubrics for item no 8: Writing a conversation

Category	4	3	2	1
Greeting, Closing Addressing	Informal addressing/greetings and closing have no errors in using an informal tone.	Informal addressing/greetings and closing using an informal tone. (with a few errors)	Informal addressing/greetings and closing using an informal tone. (with some errors)	Informal addressing/greetings and closing using informal tone. (with many errors)
Idea	Ideas are expressed in a clear and organized fashion. Used necessary features of turn-taking and fillers.	Ideas are expressed in a clear and organized fashion. Used necessary features of turn-taking and fillers. (with a few errors)	Ideas are somewhat organized but were not very clear. It takes more than one reading to figure out what it is about. (with some errors)	It seems to be a collection of unrelated sentences. It is very difficult to figure out what it is about. (with many errors)

Rubrics for item no 9: Writing a story

Category	4	3	2	1
Beginning & closing	Attractive beginning and well-closing (no errors)	Attractive beginning and well-closing (with a few errors)	Attractive beginning and well-closing (with some errors)	Attractive beginning and well-closing (with many errors)
	7	5	3	2
Characters, incidents, time and place	The incidents of the story are well organized with characters, time and place.	Characters should be selected for the story. Time and place should be included (with a few errors)	Characters should be selected for the story. Time and place should be included. (with some errors)	Characters should be selected for the story. Time and place should be included (with many errors)
	4	3	2	1
Theme	The story contains a well-developed theme.	The story contains a partially developed theme	The story contains no clear theme	The story contains no theme