

**Student Name:** \_\_\_\_\_**Class:** \_\_\_\_\_**Student ID:** \_\_\_\_\_**Date:** {{DATE}}

## Assessment Details

**Duration:** 45 minutes**Total Marks:** 100**Topics Covered:**

- Direct and Indirect Speech
- Tense Changes
- Reported Speech Rules

## Instructions to Students:

1. Read all questions carefully before attempting.
2. Show all working out - marks are awarded for method.
3. Write your answers in the spaces provided.
4. If you need more space, use the additional pages at the end.
5. Time management is crucial - allocate approximately 1 minute per mark.

**Question 1**

**[2 marks]**

Identify whether the following sentence is an example of direct or indirect speech: "I will meet you at 5," she said.

A) Direct Speech

B) Indirect Speech

**Question 2**

**[2 marks]**

What is the correct form of the verb in reported speech for the sentence, "I am going to the movies," he said?

A) am going

B) was going

C) is going

D) were going

**Question 3**

**[10 marks]**

Convert the following direct speech into indirect speech, explaining the rule applied: "It's raining," said John.

**Question 4**

**[10 marks]**

Briefly explain the difference between direct and indirect speech, providing an example of each.

**Question 5**

**[40 marks]**

Write a short essay explaining the concept of reported speech, including how to convert direct speech into indirect speech and discussing the importance of tense changes. Provide examples to support your explanations.

**Question 6**

**[20 marks]**

You overhear a conversation between two people discussing their plans for the weekend. One person says, "I'm going to the beach on Saturday." Convert this into indirect speech and explain the changes you made, including any tense changes and why they were necessary.

## Marking Guide

The marking guide for this assessment is as follows:

<b>Multiple Choice Questions:</b> 2 marks each	<b>Short Answer Questions:</b> 10 marks each
<b>Essay Question:</b> 40 marks	<b>Case Study:</b> 20 marks

## Implementation Guidelines

The following guidelines should be followed when administering this assessment:

- Time Allocation: 45 minutes
- Administration Tips: Ensure students have access to a pen/pencil and paper. For students requiring accommodations, provide extra time or a reader/scribe as needed.
- Technology Integration: Consider using online platforms for the assessment, especially for the multiple-choice section, to facilitate easier marking and feedback.

## Differentiation Options

The following differentiation options can be used to support students with varying needs:

- For Students with Learning Disabilities: Provide extra time, a reader/scribe, or use of a computer for typing essays.
- For English Language Learners: Offer a bilingual dictionary or provide the assessment in their native language.
- For Gifted Students: Include additional challenging questions or ask them to create their own examples of direct and indirect speech, along with explanations.

## Teaching Tips

The following teaching tips can be used to support student learning:

- **Pre-Assessment Instruction:** Review the concept of reported speech, direct and indirect speech, and tense changes in class before the assessment.
- **Formative Feedback:** Use the results of this assessment to provide feedback to students on their understanding and to guide future instruction.
- **Bloom's Taxonomy Alignment:** The assessment questions are designed to align with Bloom's Taxonomy, incorporating knowledge, comprehension, application, analysis, and synthesis.
- **Multiple Intelligence Approaches:** The variety of question types (multiple-choice, short answer, essay) caters to different learning styles, incorporating linguistic, logical-mathematical, and spatial intelligence.

## Evidence Collection Methods

The following evidence collection methods can be used to assess student learning:

- Student Responses: Collect and review student answers to assess their understanding.
- Observation: Observe students during the assessment to note any challenges or strategies used.
- Feedback Sessions: Hold one-on-one feedback sessions with students to discuss their performance and understanding.

## Feedback Opportunities

The following feedback opportunities can be used to support student learning:

- Immediate Feedback: Provide immediate feedback on the multiple-choice section using automated tools.
- Detailed Feedback: Offer detailed, written feedback on the short-answer and essay questions, highlighting strengths and areas for improvement.
- Peer Review: Consider having students review and provide feedback on each other's essays in a guided setting.