Test Item Specification

for Grade 5- 8 English Language teachers Test Development

Knowledge Area	Standard	Standard Description		Recall	Comprehension	Application	Analysis	Synthesis	Evaluation	Total no. of Qns	
Content Knowledge	**Standard 7** Objective knowledge	7.1 reasons/objectives for teaching English at lower primary grades in Ethiopia	5	1	1	1	1	1	1		
	Standard 8 Content knowledge	8.1 contents of the English language syllabuses (English language knowledge and skills targeted)	15	2	5	3	2	1	2		
	Standard 9 Knowledge about language										
		9.2 basic and intermediate English grammar rules	10	3	3	2			2		
	Standard 10 Second language activities/tasks knowledge	10.1 vocabulary developing/learning, retaining and retrieving strategies	5								
		10.2 activities for introducing and practicing grammar	6	1	2	2			1		
		10.3 types of reading activities/tasks (the reading-approach to reading)	6	1	3	2			1		
		10.4 types of process-oriented writing activities/tasks	5	1	2	1			1		
		10.5 tasks for early listening skills	4		2	1	1				
		10.6 tasks for early speaking skills	4		2	1	1				

		10.7 poor and good language learning activities	6		1	2	2		1		
		10.8 techniques of modifying/adapting ill-designed language activities in the English textbooks for Grade **5- 8**	4			2	1	1			
Pedagogy knowledge	**Standard 11** Second language pedagogy knowledge	11.1 strategies for vocabulary teaching/learning at lower intermediate level	2			1	1				
		11.2 approaches and techniques of teaching reading skills	2		1	1					
		11.3 techniques for helping learners practise grammar activities at lower grades	2			1			1		
		11.4 techniques of helping learners develop handwriting skills and early writing skills	2			1	1				
		11.5 techniques of helping learners develop lower intermediate listening skills	2			1	1				
		11.6 techniques of helping learners develop speaking skills at upper primary grades	2			1	1				
		11.7 instructional strategies that facilitate second language learning	2	1		1					

		11.8 importance of collaborative language learning strategies	1		1						
	Standard 12 Continuous assessment techniques and language testing knowledge	12.1 progress and summative tests (how they differ in purposes and designs)	2			1	1				
		12.2 techniques of conducting continuous assessments and giving feedbacks	2		1	1					
		12.3 question types for testing vocabulary, reading, grammar, speaking, listening and writing skills	1		1						
	Standard 13 Learner knowledge	13.1 learners' past English language experiences	2		1	1					
		13.2 problems of students with disabilities in L2 learning	1			1					
		13.3 gender in language learning (social factors)	1			1					
		13.4 impacts of environment on learning the English language in Ethiopian contexts	1			1					