**Methodological recommendations**

**for Summative Assessment**

**English**

**Grade 5**

Methodological recommendations for Summative Assessment are designed to assist teachers in planning, organizing and carrying out Summative Assessment in “English” for the Grade 5 learners. Methodological recommendations are aligned with the Subject Programme and Course plan.

Summative Assessment Tasks for unit will allow teachers to determine the level of the learning objectives achievement planned for the term. Methodological recommendations comprise tasks, assessment criteria with descriptors and marks for conducting Summative Assessment across the unit. Also this document includes possible levels of the learners’ academic achievement (rubrics). Tasks with descriptors and marks can be considered as recommendations.

Methodological recommendations are designed for secondary school teachers, school administrations, educational departments’ seniors, regional and school coordinators in criteria-based assessment and others.

Free access to the Internet resources such as pictures, cartoons, photos, texts, video and audio materials, etc. have been used in designing these Methodological recommendations.

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# TERM 1

# Summative assessment for the unit “Home and away”

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| **Learning objectives** | 5.L3 Understand an increasing range of unsupported basic questions on general and curricular topics  5.S1 Provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S2 Ask simple questions to get information about a limited range of general topics |
| **Assessment criteria** | * Recognise basic general questions without support * Give basic information about themselves and others at sentence level * Make up basic interrogative sentences and get information about the topic |
| **Level of thinking skills** | Knowledge and comprehension  Application  Higher order thinking skills |
| **Duration** | 15 minutes |
| **Listening and speaking**  **Task 1.**Work in pairs. Ask and answer THREE QUESTIONS about the place you live in. The following words will help you to make a dialogue:   |  | | --- | | apartment, house, bedroom, bathroom, kitchen, dining room, living room, roof wall, window, door, small, big, beautiful, yard, floor, there is…, there are…, the room has…, on the right… |  |  |  |  |  | | --- | --- | --- | --- | | **Assessment criteria** | **Task** | **Descriptor** | **Mark** | | **A learner** | | Recognise basic general questions without support.  Give basic information about themselves and others at sentence level.  Make up basic interrogative sentences and get information about the topic. | 1 | asks an appropriate question; | 1 | | answers a question; | 1 | | uses appropriate topical vocabulary; | 1 | | pronounces words, phrases and sentences intelligibly; | 1 | | makes natural pauses; | 1 | | talks coherently; | 1 | | provides grammatically correct sentences. |  | | **Total marks** | | | **7** | | |

**Rubrics for providing information to parents on the results of Summative Assessment for the unit “Home and away”**

**Learner’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Assessment criteria** | **Level of learning achievements** | | |
| **Low** | **Middle** | **High** |
| Recognise basic general questions without support.  Give basic information about themselves and others at sentence level.  Make up basic interrogative sentences and get information about the topic. | Has difficulties in making exchanges with others using supporting topical vocabulary.Uses grammar inaccurately.Pronounces words and phrases incorrectly. Speaks with frequent pauses. | Makes mistakes in maintaining basic exchanges/ in using topical vocabulary (apartment, house, bedroom, bathroom, kitchen, dining room, living room, roof wall, window, door, small, big, beautiful, yard, floor, there is/are, the room has)/ in answering general and wh-questions. Pronunciation of some words is unclear. Experiences challenges in making coherent sentences, in providing appropriate grammatically correct sentences. Speaks with occasional pauses. | Maintains sufficient exchanges. Confidently speaks with peers using appropriate topical vocabulary. Speech is understandable and logically organized with grammatically correct sentences. Makes natural pauses. |

## Summative assessment for the unit “Living things”

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| **Learning objectives** | 5.R1 Understand the main points in a limited range of short simple texts on general and curricular topics  5.R4 Read with some support a limited range of short fiction and non-fiction texts  5.W2 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics |
| **Assessment criteria** | * Identify main idea of simple texts on familiar topics * Read the given fiction or non-fiction text and identify the general information * Write short sentences on familiar topics with support * Connect sentences into a paragraph |
| **Level of thinking skills** | Knowledge and comprehension  Application |
| **Duration:** | 20 minutes |
| **Reading**  **Task 1.** Read the text carefully and complete the task below.  C:\Users\yessenaliyeva_s@cpi.nis.edu.kz\Desktop\333.png  Logums are animals from the planet Dentol. They are very large. A Logum has a very big body. His neck is short and his head is small. He has four short thick legs. His feet are flat. Each foot has three big toes. A Logum has a long trunk like an elephant. Under the trunk there is a very big mouth. There are four sharp teeth in the mouth. The Logum’s eyes are small and round. His ears are small and narrow. They are in the middle of his head. A Logum has long thick green hair. He lives in cold climate.   1. **Read the text again and choose the best title** 2. A Logum has a very big tail. 3. Strange Animals – Logums. 4. Plants of planet Dentol. 5. **Match the halves of the sentences.**  |  |  | | --- | --- | | 1. Logums are animals | 1. three big toes | | 1. Each foot has | 1. from the planet Dentol | | 1. There are four | 1. sharp teeth in the mouth. |   **Writing**  **Task 2.** Write a short paragraph of 4 sentences to complete a story using the pictures below and words from the box. Check your sentences.   |  |  |  | | --- | --- | --- | | a green tail | a long brown tail | a blue tie | | long leaves | the same brown hair | the blue roof and green door |   C:\Users\Auespaevy\Desktop\6ip6x6eMT.pnghttp://www.mylionking.com/resources/site_images/lk_clipart_120.gifhttp://images.clipartpanda.com/doctor-clip-art-784399_700688_doctor_clipart.pnghttps://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcQVbAR4rOWSbt0j_GP_p0oks9MklZCHfUkZ45n89LWthhx-OOjOighttp://images.clipartpanda.com/sister-clipart-twin-sisters.png  **Happy family**  Once upon a time there lived animals and people together in one house. They were very friendly and happy. They helped each other in different situations. http://images.clipartpanda.com/crocodile-clip-art-alligator-clip-art.jpg*For example:* This is a crocodile. It has a green tail.   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   People call this family “Happy family” because they lived cheerfully. Nobody could dare to disturb them.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Assessment criteria** | **Task** | **Descriptor** | **Mark** | **Additional information** | | **A learner** | | Read the given fiction or non-fiction text and identify the general information. | 1 | chooses B  “Strange Animals – Logums” title”; | 1 |  | | matches 1. B  “Logums are animals from the planet Dentol”. | 1 |  | | matches 2. A  “Each foot has three big toes”. | 1 |  | | matches 3.C  “There are four sharp teeth in the mouth”. | 1 |  | | Write short sentences on familiar topics with support. Connect sentences into a paragraph. | 2 | *Possible answers:*  1) This is a doctor. He has a blue tie. | 1 | 1 point for each correct sentence with following words: a long brown tail/ long leaves/ a blue tie/ the same brown hair/ a blue roof and green door  Sentences can be written in any order. | | 2) These are two girls. They have the same brown hair. | 1 | | 3) This is a lion. It has a long brown tail. | 1 | | 4) This is a palm. It has long leaves. | 1 | | 5) This is a house. It has a blue roof and green door. | 1 | | **Total marks** | | | **9** |  | | |

**Rubrics for providing information to parents on the results of Summative Assessment for the unit “Living things”**

**Learner’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Assessment criteria** | **Level of learning achievements** | | |
| **Low** | **Middle** | **High** |
| Read the given fiction or non-fiction text and identify the general information. | Has a difficulty in identifying the general information of the text. Chooses incorrect title for the text. Has a difficulty in matching the halves of the sentences. | Makes mistakes in identifying the general information of the text; in recognising the title of the text “Logum has a very big tail”/ Plants of planet Dentol”. Makes mistakes in matching halves of the sentences “Logums are animals from the planet Dentol”/“Each foot has three big toes”/“There are four sharp teeth in the mouth”. | Correctly identifies the general information and the title of the text “Strange Animals – Logums”. Matches the halves of the sentences appropriately. |
| Write short sentences on familiar topics with support. Connect sentences into a paragraph | Has difficulties in writing sentences with using appropriate topic related vocabulary and connecting them into a paragraph. | Makes mistakes in writing sentences. *Possible answers:*  This is a doctor. He has a blue tie./ These are two girls. They have the same brown hair./ This is a lion. It has a long brown tail./ This is a palm. It has long leaves./ This is a house. It has a blue roof and green door. | Correctly names the pictures and describes them using topical vocabulary. Writes sentences properly into a coherent paragraph. |

# TERM 2

# Summative assessment for the unit “Values”

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| **Learning objectives** | 5.L8 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics  5.S3 Give an opinion at sentence level on a limited range of general and curricular topics |
| **Assessment criteria** | * Recognise the meaning of a story and extended talk with some support * Provide a point of view in connected sentences |
| **Level of thinking skills** | Knowledge and comprehension  Apploication |
| **Duration** | 15 minutes |
| **Listening**  **Task 1.** Listen to Jenny’s letter and fill in the blanks with suitable words from the box as in the example:  *CD2. Tapescript1.*  **A letter to a friend**   |  | | --- | | sitting doing asking learning shining looking |   Dear Harry,http://www.adelescorner.org/images/spacer1.gif  Hi! It's now 4 o'clock in the afternoon and I'm 0) \_\_sitting \_\_\_ in the living room writing this letter. It's a lovely day outside. The weather is great. The sun’s 1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the birds are singing. My dog, Paddles, is sitting beside me and 2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at me with her big brown eyes. The eyes are 3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ me for some food. But I'm not giving her anything because she's getting fat.I'm 4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Spanish now at evening college. My Spanish is improving slowly. I like my teacher. She's 5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_an excellent job. I'm really enjoying my class.  I hope you are well and happy and that your family is also well. Please write to me soon.  Bye for now,  Jenny  **Speaking**  **Task 2.** Choose one picture you liked most and answer the question “Why is this picture special for you?”  http://boombob.ru/img/picture/Jul/04/580ac58690e9d5145c9e978bef6e7b27/6.jpghttp://erketai.kz/wp-content/uploads/2013/12/otnoshenie-v-semye.jpghttps://s-media-cache-ak0.pinimg.com/736x/f6/fd/b5/f6fdb59d66939a25ca3e86d3009f0ea5.jpg  http://oformit-zajm.ru/wp-content/uploads/2014/01/money-clip-art-16.gifhttp://www.berdof.com/wp-content/uploads/2016/04/UBCs-Got-Talent-Logo-Version-2.jpgКартинки по запросу друзья клипарт   |  |  |  |  | | --- | --- | --- | --- | | **Assessment criteria** | **Task** | **Descriptor** | **Mark** | | **A learner** | | Recognise the meaning of a story and extended talk with some support. | 1 | 1. writes *shining*; | 1 | | 1. writes *looking*; | 1 | | 1. writes *asking*; | 1 | | 1. writes *learning*; | 1 | | 1. writes *doing;* | 1 | | Provide a point of view in connected sentences. | 2 | answers to the question; | 1 | | makes sentences according to the picture; | 1 | | provides grammatically correct sentences; | 1 | | uses appropriate vocabulary on the given topic; | 1 | | speaks with clear pronunciation of the words. | 1 | | **Total marks** | | | **10** | | |

**Rubrics for providing information to parents on the results of Summative Assessment for the unit “Values”**

**Learner’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Assessment**  **criteria** | **Level of learning achievements** | | |
| **Low** | **Middle** | **High** |
| Recognise the meaning of a story and extended talk with some support. | Has a difficulty in identifying the correct answer from the recorder. | Makes mistakes in recognising the words shining / looking / asking / learning / doing. | Correctly identifies words and completes the sentences from the heard recording. |
| Provide a point of view in connected sentences. | Has difficulties in making a speech and answer the question. Uses inappropriate vocabulary. | Attempts to answer the question. Makes mistakes in using grammatically correct sentences, pronunciation, topical vocabulary. | Gives a full answer to the question. The speech is comprehensive. Grammar is accurate. Proper topical vocabulary is evident. |

## Summative assessment for the unit “The world of work”

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| **Learning objectives** | 5.R5 Deduce meaning from context in short texts on a limited range of familiar general and curricular topics  5.W8 Spell most high-frequency words accurately for a limited range of general topics |
| **Assessment criteria** | * Figure out the content of a short text with some support * Write topic related vocabulary accurately |
| **Level of thinking skills** | Application  Higher order thinking skills |
| **Duration** | 20 minutes |
| **Reading**  **Task 1.**Read about Tim's normal day and then answer ***Yes*** or ***No*** for each question.  Every day Tim wakes up at five thirty when his alarm clock rings. He gets up and then goes to the bathroom. After that he makes breakfast for him and his wife, Betty. Tim is a train driver and he wears a uniform.  Tim starts work at seven o'clock and drives trains on the London Underground. He usually works in the mornings from Monday to Friday. At noon he stops work for half an hour to have his lunch. He eats cheese and tomato sandwiches which Betty makes for him, and drinks a bottle of milk. After lunch he works until four o'clock and then he goes home. In the evening he plays with his baby son, Ben, and watches TV with Betty. At ten thirty they all go to bed because they are very tired - and because they get up so early in the morning!   |  |  |  | | --- | --- | --- | | **№** | **Question** | **Yes / No** | |  | Does Tim wake up before his alarm clock rings? |  | |  | Is Tim married? |  | |  | Does Tim drive a car to his job? |  | |  | Does Tim have 30 minutes for a lunch break? |  | |  | Does Tim finish work late in the evening? |  |   **Writing**  **Task 2.**Describe the pictures. Write short sentences.    *Example:* He is a tailor. He sews the costume.     1. **\_\_\_\_\_\_\_\_** \_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   **­­**     1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**      1. \_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**      1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**      1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Assessment criteria** | **Task** | **Descriptor** | **Mark** | **Additional information** | | **A learner** | | Figure out the content of a short text with some support. | 1 | 1. writes No; | 1 |  | | 1. writes Yes; | 1 |  | | 1. writes No; | 1 |  | | 1. writes Yes; | 1 |  | | 1. writes No; | 1 |  | | Write topic related vocabulary accurately. | 2 | *Possible answers* |  | Any other answers are acceptable if sentences describe pictures and are written grammatically correct. 1 point for 2 grammatically correct sentences. | | He is a cook. He cooks meals. | 1 | | She is a singer. She sings songs. | 1 | | He is a waiter. He serves in a restaurant. | 1 | | He is a vet. He treats animals. | 1 | | He is a painter. He paints a picture. | 1 | | **Total marks** | | | **10** |  | | |

**Rubrics for providing information to parents on the results of Summative Assessment for the unit “The world of works”**

**Learner’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Assessment criteria** | **Level of learning achievements** | | |
| **Low** | **Middle** | **High** |
| Figure out the content of a short text with some support. | Has a difficulty in identifying the aspects of a text as needed to respond to questions posed in assigned tasks. | Makes mistakes in responding to the questions about Tim’s normal day according to the text. | Correctly identifies the aspects of a text as needed to respond to questions posed in assigned tasks. |
| Write topic related vocabulary accurately. | Has difficulty in describing the pictures, in spelling words and using appropriate topical vocabulary. | Makes mistakes in writing descriptions to the pictures and in spelling correctly topical vocabulary. Possible answers  He is a cook. He cooks meals./ He is a cook. He cooks meals./ He is a waiter. He serves in a restaurant./ He is a vet. He treats the animals./ He is a painter. He paints a picture. Makes mistakes in spelling topical vocabulary. | Properly writes descriptions to the pictures. Uses appropriate topical vocabulary. Spells words accurately. |

# TERM 3

## Summative assessment for the unit “Creativity”

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| **Learning objectives** | 5.L5 Understand most specific information and detail of short, supported talk on a wide range of familiar topics  5.S8 Recount basic stories and events on a range of general and curricular topics |
| **Assessment criteria** | * Recognise detailed information in a short conversation with some support * Retell short stories and episodes on a given topic |
| **Level of thinking skills** | Knowledge and comprehension  Application |
| **Duration** | 15 minutes |
| **Listening**  **Task 1.** Listen to the story and fill in the gaps with the words from the box. One word is odd.*CD2. Tapescript2.*  spring autumn a lovely garden a wall winter a hole   |  | | --- | | D:\Program Files\Microsoft Office\MEDIA\OFFICE14\Lines\BD21313_.gif  D:\Users\асель\Desktop\Theselfishgiant2.jpg  **The selfish giant**  The giant has got 1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The children want to play in the garden, but the giant is selfish. “It is my garden”, he says. ‘I don’t want the children here’. He builds 2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ around the garden.  http://www.kartinkijane.ru/download.php?file=201305/1920x1200/kartinkijane.ru-43135.jpg  In spring there are no flowers or birds in the giant’s garden. It is 3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all year. The giant isn’t happy.  Then one day, the children find 4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the wall. They go in and play. The giant hears children in his garden. There are no birds and flowers too.  D:\Users\асель\Desktop\Theselfishgiant6.jpg  The giant is happy because it is 5)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ again. “This is your garden now, children,” he says. The children are happy and the giant is not selfish. |   **Speaking**  **Task 2.** Look at the pictures bellow, choose one and answer the following questions. What do you know about cartoons below? Speak about one of the cartoons.  The following questions will help you to organize the speech:   |  |  | | --- | --- | | 1. | Why do you like this cartoon? | | 2. | Who are the main heroes? | | 3. | What is this cartoon about? | | 4. | Which part do you like most and why? |   Рисунок1   |  |  |  |  | | --- | --- | --- | --- | | **Assessment criteria** | **Task** | **Descriptor** | **Mark** | | **A learner** | | Recognise detailed information in a short conversation with some support. | 1 | fills in the gap 1) with “a lovely garden”; | 1 | | fills in the gap 2) with “a wall”; | 1 | | fills in the gap 3) with “winter”; | 1 | | fills in the gap 4) with “a hole”; | 1 | | fills in the gap 5) with “spring”. | 1 | | Retell short stories and episodes on a given topic | 2 | answers questions; | 1 | | speaks with grammar accuracy; | 1 | | expresses opinion using appropriate linking words or/and phrases; | 1 | | presents accurate pronunciation, rare minor  errors occur; | 1 | | presents topic related vocabulary. | 1 | | **Total marks** | | | **10** | | |

**Rubrics for providing information to parents on the results of Summative Assessment for the unit “Creativity”**

**Learner’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Assessment criteria** | **Level of learning achievements** | | |
| **Low** | **Middle** | **High** |
| Recognise detailed information in a short conversation with some support | Has a difficulty in identifying specific details in a talk and in completing sentences with appropriate words. | Makes mistakes in identifying and completing the sentences with following words a lovely garden/a wall/winter/a hole/spring. | Properly identifies and completes sentences with appropriate topical vocabulary. |
| Retell short stories and episodes on a given topic | Has difficulties in making speech and reteling the story using given questions. | Makes mistakes in using appropriate topical vocabulary and linking words, phrases, in grammar and pronunciation. Answers some questions incorrectly. | Confidently answers the questions and makes a proper story. Uses right topical vocabulary, linking devices and grammar. Pronunciation is clear. |

**Summative assessment for the unit** **“Fantasy world”**

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| **Learning objectives** | 5.W2 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics  5.R6 Recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics |
| **Assessment criteria** | * Write short sentences on familiar topics with support * Connect sentences into a paragraph * Identify the attitude and opinion of the author in short texts |
| **Level of thinking skills** | Application  Higher order thinking skills |
| **Duration** | 20 minutes |
| **Writing**  **Task 1.** Look at the map and choose **ONE** of the buildings bellow and describe your route from the shop to that building:   1. Museum; 2. Cinema; 3. Library.   Describe your route.  **C:\Users\ergalieva_a.ukk\Desktop\Рисунок1.png**  **Reading**  **Task 2.** Read the text and identify the writer’s opinion and write Yes or No next to the given statements as in the example.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  |  | | --- | --- | | **http://i159.photobucket.com/albums/t136/shelba_photo/FilmStripWavy.png**  **http://i159.photobucket.com/albums/t136/shelba_photo/FilmStripWavy.png** | ***Dream Castle*** | | **Dream Castle is a wonderful new film at the Sunshine Cinema!**  In the film, Katie and her brother Harry visit their uncle. Their uncle lives in a big, old castle. One day, Katie and Harry find a very big, old door. They open the door and enter the room. In the room, a princess thinks she lived one hundred years ago! Katie and Harry try to hide the princess from their uncle. It is very difficult and they all have lots of funny adventures! Dream Castle is a film but the actors also sing! Here is what some people think  *The film has got a good story and it’s very exciting!*  ***Jack, 9***  *The actors in the film are very good. They are great singers too!*  ***Emma, 8*** | |  |   **Answer the question**   1. What were the author’s feelings about the main character of the story?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Which words help you to detect the author’s attitude?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Task 3. Write Yes or No next to the statements as in the example:**   |  |  |  |  | | --- | --- | --- | --- | | *Example:* Katie and Harry visit their grandpa. | | | No\_\_\_ | | 1. Katie and Harry find a princess. | | | \_\_\_\_\_\_\_\_ | | 1. Katie and Harry try to hide the princess. | | | \_\_\_\_\_\_\_\_ | | 1. The princess is sleeping for a few days. | | | \_\_\_\_\_\_\_\_ | | 1. The actors sing in the film. | | | \_\_\_\_\_\_\_\_ | | 1. The film is sad. | | | \_\_\_\_\_\_\_\_ | |  | | |  | | **Assessment criteria** | | **Task** | **Descriptor** | | | **Mark** | | **A learner** | | | | Write short sentences on familiar topics with support. Connect sentences into a paragraph. | | 1 | gives a full answer using linking words and basic connectors; | | | 1 | | writes with grammar accuracy (allowed to make 2 errors); | | | 1 | | spells the words correctly (allowed to make 2 errors); | | | 1 | | writes in a logical way answering all the questions; | | | 1 | | Identify the attitude and opinion of the author in short texts. | | 2 | 1. answers to the 1st question about author’s feeling; | | | 1 | | 1. says words that detects the author’s attitude; | | | 1 | | 3 | 1. writes *Yes;* | | | 1 | | 1. writes *Yes*; | | | 1 | | 1. writes *No*; | | | 1 | | 1. writes *Yes*; | | | 1 | | 1. writes *No*. | | | 1 | | **Total marks** | | | | | | **11** |   **Rubrics for providing information to parents on the results of Summative Assessment for the unit “Fantasy world”**  **Learner’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  |  |  |  | | --- | --- | --- | --- | | **Assessment criteria** | **Level of learning achievements** | | | | **Low** | **Middle** | **High** | | Write short sentences on familiar topics with support. Connect sentences into a paragraph. | Has difficulties in describing the way from a certain point till the destination. | Makes mistakes in possible answers:  I am at the shop. I will go straight Green Street till the crossroad/. Then, I will turn right and go along High Street. /I’ll pass the Post Office./ There is the Museum next to the Post Office, on the right side of the road.  Makes mistakes in writing full sentences, using linking words, in spelling, in organizing information in a logical way. | Confidently describes the way from a certain point till the destination. Writes full sentences with proper linking words and in a logical sequence. Spell words accurately. | | Identify the attitude and opinion of the author in short texts. | Has a difficulty in identifying the author’s opinion. | Makes mistakes in identifying the author’s opinion and in answering the questions. | Correctly identifies the author’s opinion. Properly writes answers. | | |

# TERM 4

## Summative assessment for the unit “Sports”

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| **Learning objectives** | 5.L4 Understand the main points of supported extended talk on a range of general and curricular topics  5.S1 Provide basic information about themselves and others at sentence level on an increasing range of general topics |
| **Assessment criteria** | * Identify the main information of a talk using supporting information * Give basic information about themselves and others at sentence level |
| **Level of thinking skills** | Knowledge and comprehension  Application |
| **Duration** | 15 minutes |

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| **Listening**  **Task 1.** Listen to the speaker and write “B” if the speaker did the action before and “N” if the speaker does this action now. You will listen to the recording twice.  *CD2. Tapescript3.*  **My Secret Team**.   |  |  | | --- | --- | |  | Before or Now | | Pretend |  | | Relax |  | | Enjoy the matches |  | | Go to the bathroom |  | | Hide his posters |  | | Support his team |  | | Cheer with his family |  | | Keep a secret |  |     **Speaking**  **Task 2.** Answer the following questions. Talk for about 1 minute.   |  |  | | --- | --- | | 1. | What kinds of sport do your family members like? What is your favourite one? | | 2. | Do you play sport? What sport do you play? Why? | | 3. | Do you prefer playing sport or watching it? Why? | | 4. | What is the most popular sport in your country? Do you like it? | | 5. | What are the advantages of playing sport? |  |  |  |  |  | | --- | --- | --- | --- | | **Assessment criteria** | **Task** | **Descriptor** | **Mark** | | **A learner** | | Identify the main information of a talk.  Use supporting information. | 1 | Writes B for “Before” to |  | | Pretend;  Go to the bathroom;  Hide his posters;  Keep a secret. | 1 | | 1 | | 1 | | 1 | | Write N for “Now” to |  | | Relax;  Enjoy the matches;  Support his team;  Cheer with his family. | 1 | | 1 | | 1 | | 1 | | Give basic information about themselves and others at sentence level. | 2 | gives full and extended answers; | 1 | | demonstrates grammar accuracy (allowed to make 1-2 mistakes) | 1 | | expresses opinion using appropriate linking words or phrases; | 1 | | presents accurate pronunciation, rare minor  errors occur (no more than 2); | 1 | | presents topic related vocabulary. | 1 | | **Total marks** | | | **13** | |

**Rubrics for providing information to parents on the results of Summative Assessment for the unit “Sport”**

**Learner’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Assessment criteria** | **Level of learning achievements** | | |
| **Low** | **Middle** | **High** |
| Identify the main information of a talk.  Use supporting information. | Has a difficulty in identifying past and present events in a talk. Answers questions incorrectly. | Makes mistakes in identifying information in a talk. Differentiates between “Before” and “Now” for Pretend/ Relax/  Enjoy the matches/  Go to the bathroom/ Hide his posters/ Support his team/ Cheer with his family/ Keep a secret with difficulties and some mistakes. | Correctly differentiates past and present events. Answers questions appropriately. |
| Give basic information about themselves and others at sentence level. | Has difficulties in making speech by answering the questions. Makes long pauses and has many grammar errors. Pronunciation is unclear. | Makes mistakes in answering the questions. Makes inappropriate pauses and mistakes in grammar, pronunciation, in using appropriate linking words. | Confidently answers the questions. Makes natural pauses. Presents the speech with grammar and pronunciation accuracy. Uses appropriate linking words. |

## Summative assessment for the unit “Holidays”

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| **Learning objectives** | 5.R1 Understand the main points in a limited range of short simple texts on general and curricular topics  5.W3 Write with support factual descriptions at text level which describe people, places and objects |
| **Assessment criteria** | * Read and identify the main idea in short simple texts * Use the information to write sentences which describe people, places and objects |
| **Level of thinking skills** | Knowledge and comprehension  Application |
| **Duration** | 20 minutes |
| **Reading**  **Task 1.** Use the information in the story to answer the questions below.  **Holidays**  **Henry** liked Spring Holidays, because he liked the weather and St. Patrick’s Day. In that day people wear green. Easter was a good holiday, too. You could see the Easter Rabbit, hunt for eggs and find candy.  **Sandra** liked Summer Holidays, like Independence Day. She always went to the air show to see airplanes. In the evening they’d shoot off fireworks. Mother’s Day and Father’s Day were usually in the summer, too.  **Judith** loved Fall holidays most. Sweetest Day wasn’t that popular, but it was a nice day and sometimes she got candy. Halloween was such a great time. Thanksgiving was just a few weeks later. Between Halloween’s candy and Thanksgiving’s turkey was the best food season of the year.  Winter holidays were **Thomas’** favourites. Christmas was a great time to be with family. New Year was exciting, because everyone stayed up late and cheered when the year changed, and there were often fireworks.  **1**. **What season holidays does Henry like most?**  A. Spring  B. Summer  C. Autumn  D. Winter  **2. Fall is the favourite season for \_\_\_\_\_\_ .**  A. Henry  B. Sandra  C. Thomas  D. Judith  **3. Which of these is NOT a summer holiday?**  A. Father’s Day  B. St. Patrick’s Day  C. Mother’s Day  D. Independence Day  **4. Which of these is a spring holiday?**  A. Easter  B. Christmas  C. Thanksgiving  D. Independence Day  **5. Which of these is a fall holiday?**  A. Christmas  B. Easter  C. Independence Day  D. Halloween  **Writing**  **Task 2.** Write a paragraph about your last holiday celebration answering the following questions.   1. What was your last holiday? 2. Where did you celebrate it? 3. How many people were at the party? Who were they (friends, relatives, classmates etc)? 4. Did anyone get presents? What kind of presents? 5. What did you like the most?  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Assessment criteria** | **Task** | **Descriptor** | **Mark** | | | **A learner** | | Read and identify the main idea in the text. | 1 | 1. chooses A for the first question; | | 1 | | 1. chooses D for the second question; | | 1 | | 1. chooses B for the third question; | | 1 | | 1. chooses A for the fourth question; | | 1 | | 1. chooses D for the fifth question. | | 1 | | Use the information to write sentences which describe people, places and objects. | 2 | gives full answer using linking words and basic connectors; | 1 | | | writes with grammar accuracy (allowed to make 2 errors); | 1 | | | spells the words correctly (allowed to make 2 errors); | 1 | | | writes in a logical way answering all the questions. | 1 | | | **Total marks** | | | **9** | |   **Rubrics for providing information to parents on the results of Summative Assessment for the unit “Holidays”**  **Learner’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  |  |  |  | | --- | --- | --- | --- | | **Assessment criteria** | **Level of learning achievements** | | | | **Low** | **Middle** | **High** | | Read and identify the main idea in the text. | Has a difficulty in identifying the sentences on the fact. | Makes mistakes in recognizing the main information of the text. | Correctly identifies the sentences on the main points. | | Use the information to write sentences which describe people, places and objects. | Some attempts to address the task but response is very unclear. Makes a lot of grammar and spelling mistakes. | Some errors in spelling and grammar. The errors in expression may require patience and interpretation by the reader and impede communication. | Only minor spelling and occasional grammatical errors. Fully addresses the task. | | |
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