

Methodological recommendations for Summative Assessment
on the subject «The English language»
Grade 4

Nur-Sultan, 2019

Methodological recommendations for Summative Assessment are designed to assist teachers in planning, organising and carrying out Summative Assessment in «The English language» for the Grade 4 learners. Methodological recommendations are aligned with the Subject Programme and Course plan. Summative Assessment in Grade 4 is conducted in Terms 1, 2, 3 and 4.

Summative Assessment tasks for units/ cross curricular 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 units/ cross curricular unit. Also this document includes possible levels of the learners' academic achievement (rubrics). Tasks with descriptors and marks can be considered as recommendations.

Specification of Summative Assessment for term presents sample questions and mark scheme. It is standardised and obligatory to adhere in conducting Summative Assessment for term.

Methodical recommendations are designed for primary 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.

CONTENTS

SUMMATIVE ASSESSMENT TASKS FOR TERM 1	4
Summative assessment for the cross curricular unit «Kazakhstan in the World of Sport»	4
Summative Assessment for the cross curricular unit «Values in Myths and Legends»	7
SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 1	11
SUMMATIVE ASSESSMENT TASKS FOR TERM 2	17
Summative Assessment for the cross curricular unit «Treasure and Heritage»	17
Summative Assessment for the cross curricular unit «Professions and Ways of Communication»	20
SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 2	23
SUMMATIVE ASSESSMENT TASKS FOR TERM 3	29
Summative Assessment for the cross curricular unit «Hot and Cold»	29
Summative Assessment for the cross curricular unit «Healthy World»	32
SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 3	35
SUMMATIVE ASSESSMENT TASKS FOR TERM 4	41
Summative Assessment for the cross curricular unit «Journey into Space»	41
Summative Assessment for the cross curricular unit «Machines»	44
SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 4	47

SUMMATIVE ASSESSMENT TASKS FOR TERM 1

Summative assessment for the cross curricular unit «Kazakhstan in the World of Sport»

Learning objectives	4.1.4.1 Understand an increasing range of short supported questions on general and some curricular topics
	4.2.4.1 Respond to questions on an increasing range of general and some curricular topics
Assessment criteria	<ul style="list-style-type: none">Identify short questions with support on general and some curricular topicsAnswer the questions on general and some curricular topics
Level of thinking skills	Knowledge and comprehension Application
Duration	20 minutes

Listening

Task 1. Answer the questions. Circle “Yes” or “No”. Do the task while you listen. You will listen twice.

Go to this link to listen <http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/interview-swimmer>

<i>Example:</i> Does Dan get up early?	<input checked="" type="radio"/> Yes	No
1. Does he have a small breakfast?	Yes	No
2. Is Dan a student?	Yes	No
3. Does he have lunch at home?	Yes	No
4. Does Dan go swimming after classes?	Yes	No
5. Does he watch TV and go on the internet before bed?	Yes	No

Speaking

Task 2. Look at the pictures, choose ONE and answer the questions.



1. What game are the children playing?
2. How do you usually play the game?
3. What do you need to play the game?
4. Who usually is the winner?

Assessment criteria	Task	Descriptor	Mark
		<i>A learner</i>	
Identify short questions with support on general and some curricular topics	1	chooses “No” for the 1 st question;	1
		chooses “Yes” for the 2 nd question;	1
		chooses “No” for the 3 rd question;	1
		chooses “No” for the 4 th question;	1
		chooses “Yes” for the 5 th question;	1
Answer the questions on general and some curricular topics	2	uses vocabulary words on the topic;	1
		conveys ideas clearly;	1
		pronounces words and phrases correctly;	1
		gives relevant details in answers.	1
Total marks			9

Transcript for listening task

Interviewer: Hello, Dan.

Dan: Hi.

Interviewer: Can you tell me about a typical day in your life for the school magazine?

Dan: Yeah, sure.

Interviewer: So, what time do you get up?

Dan: Oh, I get up very early. I get up every day at 5 o'clock and go to the pool. Then I swim from 6 o'clock to 8 o'clock.

Interviewer: You get up at 5 o'clock? Wow, that's early!

Dan: Yeah. Then at 8 o'clock I have a shower, I get dressed and I have breakfast. I have a big breakfast: cereals, toast, bacon and eggs and orange juice.

Interviewer: What do you do after breakfast?

Dan: At 11 o'clock I go to university. I'm studying sports science and I have classes from 11 o'clock to 4 o'clock.

Interviewer: When do you have lunch?

Dan: I have lunch at about 2 o'clock at the university.

Interviewer: What do you do after classes?

Dan: Sometimes I go to the gym and sometimes I meet my friends at a café.

Interviewer: What time do you have dinner?

Dan: I have dinner at 7 o'clock, then I watch TV or go online and I usually go to bed at 10 o'clock.

Interviewer: Thanks, Dan. That's a busy day!

**Rubrics for providing information to parents on the results of
Summative Assessment for the cross curricular unit «Kazakhstan in the World of Sport»**

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify short questions with support on general and some curricular topics	Identifies general questions and answers few of the “Yes/ No” questions correctly. <div style="text-align: right;"><input type="checkbox"/></div>	Identifies general questions and answers some of the “Yes/ No” questions correctly. <div style="text-align: right;"><input type="checkbox"/></div>	Identifies general questions and answers most of the “Yes/ No” questions correctly. <div style="text-align: right;"><input type="checkbox"/></div>
Answer the questions on general and some curricular topics	Uses very simple vocabulary in answers. Expresses ideas mostly unclear. Gives irrelevant details most of the time. Makes frequent pronunciation errors. <div style="text-align: right;"><input type="checkbox"/></div>	Uses some appropriate topical vocabulary in answers. Sometimes expresses ideas unclear. Gives some relevant details in answers. Makes some mistakes in pronunciation, which do not impede meaning. <div style="text-align: right;"><input type="checkbox"/></div>	Uses proper topical vocabulary in answers. Often expresses ideas clearly. Gives relevant details in answers. Pronounces most of the words and phrases clearly. <div style="text-align: right;"><input type="checkbox"/></div>

Summative Assessment for the cross curricular unit «Values in Myths and Legends»

Learning objectives

- 4.4.1.1 Plan, write and check sentences with support on a range of basic personal, general and some curricular topics
- 4.3.5.1 Understand the main points of short simple texts on a growing range of general and some curricular topics by using contextual clues

Assessment criteria

- Plan, write and check sentences on basic personal, general and curricular topics
- Find the main points in short simple texts using contextual clues

Level of thinking skills

Knowledge and comprehension
Application

Duration

20 minutes

Writing

Task 1. Look at the pictures. Choose ONE picture to describe. Write 4 sentences. Plan your writing by naming people, objects, their actions and feelings.



Example: Picture 1.

Plan:

- what people are in the picture
- what objects are in the picture
- what people are doing
- what are their feelings

Writing

I can see a princess in the picture. There is a big bed and some blankets in the picture. The princess is sleeping. She is unhappy.

Now, write your sentences and check them.

Reading

Task 2. Read the text. Match the sentences to the pictures.

Belling The Cat

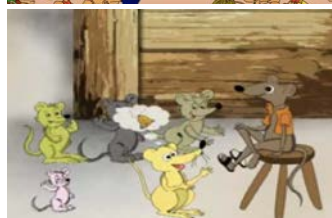
There lived many mice in a grocer's shop, which ate plenty of food, and the grocer suffered very much. So, he brought a fat cat to catch the mice. The mice were worried. They held a meeting to send away the cat.

One mouse said to tie a bell around the cat's neck because the cat moved softly and swiftly. So that when the cat moves, the mice would become aware of the cat. All the mice agreed to this decision.

The old mouse asked, "Can you tell me who is to bell the cat?"

There was no reply.

1. There lived many mice in a grocer's shop, which ate plenty of food, and the grocer suffered very much. A)
2. The grocer brought a fat cat to catch the mice. B)
3. The mice held a meeting to send away the cat. C)
4. One mouse said to tie a bell around the cat's neck because the cat moved softly and swiftly. D)
5. The old mouse asked, "Can you tell me who is to bell the cat?" E)



Assessment criteria	Task	Descriptor	Mark
		A learner	
Plan, write and check sentences on basic personal, general and curricular topics	1	uses plan to describe the pictures;	1
		writes sentences in correct word order;	1
		uses sufficient range of vocabulary;	1
		includes relevant details;	1
		spells topical words accurately;	1
Find the main points in short simple texts using contextual clues	2	matches 1.E;	1
		matches 2.C;	1
		matches 3.A;	1
		matches 4.B;	1
		matches 5.D.	1
Total marks			10

Rubrics for providing information to parents on the results of Summative Assessment for the unit «Values in Myths and Legends»

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Plan, write and check sentences on basic personal, general and curricular topics	Writes 1-2 sentences. Follows mostly incorrect word order. Uses limited range of topical vocabulary. Gives no details. <div style="text-align: right;"><input type="checkbox"/></div>	Writes 3 sentences. Follows some correct word order. Includes some relevant details using range of vocabulary. <div style="text-align: right;"><input type="checkbox"/></div>	Writes 4 sentences. Follows correct word order. Includes most relevant details using sufficient range of vocabulary. <div style="text-align: right;"><input type="checkbox"/></div>
Find the main points in short simple texts using contextual clues	Identifies the main ideas in the text and matches 1-2 pictures correctly. <div style="text-align: right;"><input type="checkbox"/></div>	Identifies the main ideas in the text and matches 3 pictures correctly. <div style="text-align: right;"><input type="checkbox"/></div>	Identifies the main ideas in the text and matches 4-5 pictures correctly. <div style="text-align: right;"><input type="checkbox"/></div>

SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 1

1. Aim of the Summative Assessment for term

Summative assessment is aimed to assess learners' success in terms of the learning objectives achievement and reveal their level of knowledge and skills acquired during the term.

Summative assessment checks the achievement of learning objectives for the term planned in the Subject Programme.

2. The document defining the content of the Summative Assessment for term

The Subject Programme for «The English language» for 1-4 grades of primary education on the updated content.

3. Review of the Summative Assessment for term 1

3.1 Duration - 40 minutes.

Speaking task is conducted separately.

Total marks –18

3.2. The structure of the summative assessment

Different types of tasks are used in the summative assessment for term.

This sample of summative assessment consists of 4 tasks. Matching task requires learners to follow the story and match the information to pictures. "True/False" tasks require learners to read and identify true or false information. Open-ended tasks require learners to write a paragraph giving some personal information, answer questions in words, expressions and sentences.

Characteristic of tasks for summative assessment for term 1

Cross curricular unit	Strand	Learning objective	Task №	Type of question/ Task description	Total marks
Kazakhstan in the World of Sport Values in Myths and Legends	Listening	4.1.8.1 Understand short, supported narratives on an increasing range of general and some curricular topics	1	Matching task. Learners listen to the story twice. They should put the pictures in a correct order using number.	4
	Reading	4.3.3.1 Recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics	2	“True/ False” task. Learners read the text and mark the statements “True” and “False”.	5
	Writing	4.4.4.1 Write with support a sequence of short sentences in a paragraph to give basic personal information 4.5.12.1 Use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly; use common –ly manner adverbs to describe actions e.g. slowly, quickly	3	Open-ended task. Learners write a paragraph. The support is provided by given pictures and topic and conclusion sentences. Some basic personal information is required.	4
	Speaking	4.2.8.1 Express basic likes and dislikes; recount short, basic stories and events on a limited range of general and some curricular topics	4	Open-ended task. Learners should answer only 5 questions using supporting picture.	5
Total					18

4. Sample questions and mark scheme

Tasks for the Summative Assessment for Term 1

Listening

Task 1. Listen to the story about the Fox and the Stork. Put the pictures in correct order. Write the number in the box. You will listen twice.

Follow the link https://www.youtube.com/watch?v=_UMo2NDlflw.

A.



B.



C.



D.



[4]

Reading

Task 2. Read the text and mark the sentences True or False.

Myths and mythology were important in Ancient Greece. People believed that Greek Gods lived in a palace above the clouds, and above a mountain called “Mount Olympus”.

People believed that each God had power over their life. In many Greek myths, the Gods had difficulties with each other sometimes.

There were 12 Gods that the Greek worshipped. Aphrodite was one of them. Aphrodite was a beautiful Goddess of love and beauty, whose symbols were doves, sparrows, swans, and roses. She was the mother of two sons, Cupid and Aeneas. She was a very good mother.

1. People believed that Greek Gods lived in a palace above a mountain called “Mount Alatau”.
2. The Gods were always quarreling with each other.
3. Aphrodite was a beautiful Goddess of care and peace.
4. Aphrodite’s symbols were doves, sparrows, swans, and roses.
5. Aphrodite was the mother of three sons.

True False
True False
True False
True False
True False

[5]

Writing

Task 3. Write a paragraph about the Olympic Games. The topic sentence and the conclusion sentence are given for you. Give some basic personal information and use words *sometimes, often, always, never, well, badly, slowly, quickly*. (You may change the topic sentence and the conclusion sentence).



The Olympic Games

The Olympic Games can be winter and summer ones.

I like watching the Olympic Games on TV very much.

[4]

Speaking

Task 4. Choose ONE picture and describe it. Answer 5 questions:

- Where are the characters?
- What are they doing?
- Who wrote the story?
- How do we call such stories?
- What is the moral of the story?
- Do you like the story? Why?

[5]



Total marks____/18

Mark scheme

Task №	Answer	Mark	Additional information
1	A 4	1	
	B 3	1	
	C 2	1	
	D 1	1	
2	1. False	1	
	2. True	1	
	3. False	1	
	4. True	1	
	5. False	1	
3	writes sentences with personal information	1	
	uses adverbs of time/ frequency/ manner	1	
	uses appropriate grammatical structures	1	
	uses topic vocabulary	1	
4	<i>Possible answers:</i> I can see the tortoise/ the hare/ the lion/ the mouse/ the wind/ the sun	1	1 point is given for the correct answer
	The tortoise is finishing/ the hare is running/ the lion is asking/ the mouse is talking/ the wind is blowing/ the sun is shining	1	
	Aesop wrote these stories/ we call these stories fables	1	
	Slow and steady wins the race./ Little friends may become great friends./ Words are better than force.	1	
	I like/ I don't like this story because...	1	
Total marks		18	

Transcript for listening task

The Fox and the Stork

One day a Fox invited a Stork to her house for a meal. The Fox brought out two flat plates with soup on them.

"Stork, the meal is nothing fancy, but I hope you like it!" The Fox deliciously lapped up all of the soup on her plate.

"Yum, this is so good!"

"Eat up, Stork!" But the Stork wasn't able to taste it. The Stork's beak was too long and pointy to eat the soup off the flat dish.

"OH, Stork! You must not like the soup, and then I shall eat your soup for you!"

The next day the Stork invited the Fox over to her house for a meal. The Stork put some soup into two long thin-necked jars. "Fox, this is a special family recipe. I hope you enjoy!"

The Stork put her beak in the long thin-necked jar and she ate soup.

"Mm, yum! This is my favorite soup". But this time the Fox wasn't able to taste it. Her wide snout could not fit inside the thin long-necked jar.

"Oh, I'm sorry, Fox. I guess you must not like the soup",

As the stork said again, how yummy the soup was, she began to eat all of Fox's soup too.

5. Administration rules

During the Assessment cover all visual materials like, diagram, schemes, posters and maps that can serve as prompts for the learners.

At the beginning of the Assessment read out the instructions and inform the learners about the assessment duration. Remind learners that they are not allowed to talk with each other during the Summative Assessment. After the instructions, make sure they have understood given instructions and ask if they have any questions before the start of the assessment.

Ensure that the learners are working individually and not helping each other. During the Summative Assessment learners should not have any access to additional resources that can help them, for example, dictionary (excluding the cases when it is allowed in specification)

Recommend learners to cross the wrong answers instead of using an eraser.

During the assessment you can answer learners' questions, regarding the instructions and the assessment duration. You should not spell, paraphrase or provide any information that could give the learner an advantage.

Always tell the learners that they have 5 minutes left before the end of the Summative Assessment.

Tell the learners to stop writing and put down their pens/pencils on the desks at the end of the Summative Assessment.

6. Moderation and marking

All teachers use the same version of the mark scheme. During the moderation process it is necessary to check learner's sample papers with the marks awarded to ensure there are no deviations from the standardised mark scheme.

SUMMATIVE ASSESSMENT TASKS FOR TERM 2

Summative Assessment for the cross curricular unit «Treasure and Heritage»

Learning objectives	4.1.3.1 Understand the main points of short supported talk on an increasing range of general and some curricular topics 4.2.3.1 Give short, basic description of people and objects on a limited range of general and some curricular topics; begin to describe past experiences on an increasing range of general and some curricular topics
Assessment criteria	<ul style="list-style-type: none">• Identify the main ideas of short supported talks• Describe people and objects in short basic sentences, talk about past experiences on general and some curricular topic
Level of thinking skills	Knowledge and comprehension Application
Duration	20 minutes

Listening

Task 1. Listen and mark the statement True or False. You will listen twice.
Follow the link <https://listenaminute.com/m/museums.html>.



1. Museums are important parts of our culture.	True	False
2. Museums teach us many things.	True	False
3. He didn't love to go to museums when he was a child.	True	False
4. He will never forget seeing the skeleton of a T-Rex.	True	False
5. He never saw Tutankhamun's gold mask.	True	False

Speaking

Task 2. Look at the pictures. Choose ONE picture and describe it. The following questions will help you.

1. What do you see in the picture?
2. What are people doing?
3. Are people using special equipment? What equipment are they using?
4. Do you like such activities? Why?
5. Did you do any of these activities? When? Where?



Assessment criteria	Task	Descriptor	Mark
		<i>A learner</i>	
Identify the main ideas of short supported talks	1	marks statement “True”;	1
		marks statement “True”;	1
		marks statement “False”;	1
		marks statement “True”;	1
		marks statement “False”;	1
Describe people and objects in short basic sentences, talk about past experiences on general and some curricular topics	2	tells about the place where people and objects are;	1
		names people and activity;	1
		names an equipment for the activity;	1
		expresses some likes and dislikes with explanation;	1
		says some past activities, where and when he/ she did them.	1
Total marks			10

Transcript for listening task

I totally love museums. They really are one of the most important parts of our culture. Museums are important for so many things. They educate us, they preserve our history, and they show us how we have developed. There are museums on so many different things. In fact, I'm sure there isn't a topic there isn't a museum for. I've loved museums since I was little. We used to go to different museums on school trips. I loved them. I saw so many amazing things. I will never forget seeing the bones of a T-Rex in the natural history museum. I also remember staring at Tutankhamun's gold mask for ages. I couldn't take my eyes off of it. The best museum I've ever been to is the National Museum in Cairo. It's unbeatable.

Rubrics for providing information to parents on the results of Summative Assessment for the cross curricular unit «Treasure and Heritage»

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the main ideas of short supported talks	Identifies the main idea of the talk mostly incorrectly. Marks 1-2 “True and False” statements correctly. □	Identifies the main idea of the talk with some errors. Marks 3“True and False” statements correctly. □	The task is fully achieved. Identifies the main information of the talk. Marks 4-5 “True and False” statements correctly. □
Describe people and objects in short basic sentences, talk about past experiences on general and some curricular topics	Describes people and objects, activities, equipment and places in the picture with many errors and mostly unclear. Gives irrelevant ideas most of the time. □	Describes people and objects, activities, equipment and places in the picture with some errors. Gives some relevant ideas on the topic. □	Describes people and objects, activities, , equipment and places in the picture mostly clearly. Gives mostly relevant ideas on the topic. □

Summative Assessment for the cross curricular unit «Professions and Ways of Communication»

Learning objectives

- 4.4.4.1 Write with support a sequence of short sentences in a paragraph to give basic personal information
- 4.3.1.1 Recognise, identify and sound with support a growing range of language at text level

Assessment criteria

- Write simple sentences in a paragraph to give some personal information
- Identify the meaning of words, expressions and sentences at text level

Level of thinking skills

Knowledge and comprehension
Application

Duration

20 minutes

Writing

Task 1. Write a paragraph about using a telephone 10 years ago and today. Compare pictures and write about 2-3 differences. Write about how you use your smartphone.



Reading

Task 2. Read the text. Find the meaning of the underlined words, expressions and sentences.

People communicate with words. Books, magazines, radio and films help us to communicate with others. They help us to know what is going on in the world.

Can people communicate without words? Smile means that you are happy or friendly. Crying means that you are sad. You put up your hand in class, and teacher knows you want to ask a question. Shaking a head means you are saying “No”. You nod and people know you are saying “Yes”.

People can communicate without words too. For example, an artist can use his drawings to tell about beautiful mountains, about the sea and many other things.

Example:

0. “help” means:

- A. speak
- B. take
- ☒ C. aid

1. “communicate” means:
 - A. think
 - B. draw
 - C. talk

2. “is going on” means:
 - A. is happening
 - B. is walking
 - C. is travelling

3. “put up” means:
 - A. hold up
 - B. raise up
 - C. give up

4. “People can communicate without words too” means:
 - A. People can talk without words too.
 - B. People can think without words too.
 - C. People can draw without words too.

Assessment criteria	Task	Descriptor	Mark
		A learner	
Write simple sentences in a paragraph to give some personal information	1	writes sentences in a paragraph following the requirements;	1
		uses comparison giving 2-3 differences;	1
		uses grammar tenses correctly;	1
		uses relevant topical vocabulary;	1
		includes his/ her own experience of using a mobile;	1
Identify the meaning of words, expressions and sentences at text level, say them	2	chooses 1.C “talk”;	1
		chooses 2.A “is happening”;	1
		chooses 3.B “raise up”;	1
		chooses 4.A “People can talk without words too”.	1
Total marks			9

**Rubrics for providing information to parents on the results of
Summative Assessment for the cross curricular unit «Professions and Ways of Communication»**

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Write simple sentences in a paragraph to give some personal information	Writes sentences with unclear and irrelevant information most of the time. Uses few comparative sentences and topical vocabulary. Includes personal experiences. <input type="checkbox"/>	Writes a paragraph with some clear and relevant ideas. Makes some mistakes in comparative sentences and in using topical vocabulary. Includes personal experiences. <input type="checkbox"/>	Writes a clear paragraph with relevant ideas. Uses comparative sentences and appropriate topical vocabulary. Expresses personal experiences. <input type="checkbox"/>
Identify the meaning of words, expressions and sentences at text level, say them	Identifies few meanings of words, expressions and sentences. <input type="checkbox"/>	Identifies some of the meanings of words, expressions and sentences. Makes some mistakes in answers. <input type="checkbox"/>	Identifies most of the meanings of words, expressions and sentences correctly. Completes the task correctly. <input type="checkbox"/>

SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 2

1. Aim of the Summative Assessment for term

Summative assessment is aimed to assess learners' success in terms of the learning objectives achievement and reveal their level of knowledge and skills acquired during the term.

Summative assessment checks the achievement of learning objectives for the term planned in the Subject Programme.

2. The document defining the content of the Summative Assessment for term

The Subject Programme for «The English language» for 1-4 grades of primary education on the updated content.

3. Review of the Summative Assessment for term 2

3.1 Duration - 40 minutes.

Speaking task is conducted separately.

Total marks –18

3.2. The structure of the summative assessment

Different types of tasks are used in the summative assessment for term.

This sample of summative assessment consists of 4 tasks. A “Multiple choice” task requires learners to focus their attention and follow a woman talking about 3D movies. Open-ended reading task requires learners to read the text and answer the questions in one or two words. Open-ended task requires learners to write instructions for how to find the treasure on the map. Open – ended speaking task requires learners to give some personal information and share some background knowledge.

Characteristic of tasks for summative assessment for term 2

Cross curricular unit	Strand	Learning objective	Task №	Type of question/ Task description	Total marks
Treasure and Heritage Professions and Ways of Communication	Listening	4.1.2.1 Understand an increasing range of supported questions which ask for personal information	1	A “Multiple choice” task is based on the material of the cross-curricular unit “Professions and Ways of Communication”. Learners listen to a woman twice talking about 3D movies and answer the questions by choosing the correct answer.	4
	Reading	4.3.5.1 Understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues	2	Open - ended task. Learners read the text and answer the questions in one or two words.	5
	Writing	4.4.1.1 Plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.5.8.1 Use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics	3	Open-ended task. Learners draw a sign on a map to mark their treasure. They write instructions for how to find the treasure in positive and negative imperative forms.	4
	Speaking	4.2.1.1 Make basic statements which provide information on an increasing range of general and some curricular topics	4	Open-ended task. Learners answer 5 questions using supporting picture.	5
Total					18

4. Sample questions and mark scheme

Tasks for the Summative Assessment for Term 2

Listening

Task 1. Listen to a man talking about technology. Choose the correct answer. You will listen twice.
Follow the link <https://www.rong-chang.com/easykids/ekid/easykid085.htm>

1. What glasses does he put on?
A. 2D
B. 3D
C. 4D
2. What transportation comes right at him?
A. Car
B. Bus
C. Train
3. Does he enjoy the whole movie?
A. Yes, he does.
B. No, he does not.
C. He does not know.
4. What is the movie compared to real life?
A. It is even good than real life.
B. It is even better than real life.
C. It is even worse than real life.

[4]

Reading

Task 2. Read the text. Answer the questions in ONE or TWO words only.

Seashells

Seashells are skeletons of a class of sea animals called mollusks.

People and animals have skeletons inside of their bodies, but mollusks have their skeletons outside.

Did you know?

- Seashells are made mostly of calcium carbonate.
- Shells help protect sea creatures from other animals and storms.
- Little crabs use shells for homes.
- A person who studies seashells is called conchologist.

How do people use shells?

- People use shells to create jewelry, decorate their houses and clothes.
- Some people use shells as containers for food and water.

1. What are seashells? _____
2. Where do mollusks have their skeletons? _____
3. How do crabs use shells? _____
4. What do people create from shells? _____
5. What do people keep in shells? _____

[5]

Writing

Task 3. Hide your treasure and draw an **X** on the map. Write instructions for how to find your treasure. Use positive and negative imperative forms.

Use: *waterfall, volcano, palm trees, Crocodile pond.*

Check your written work.

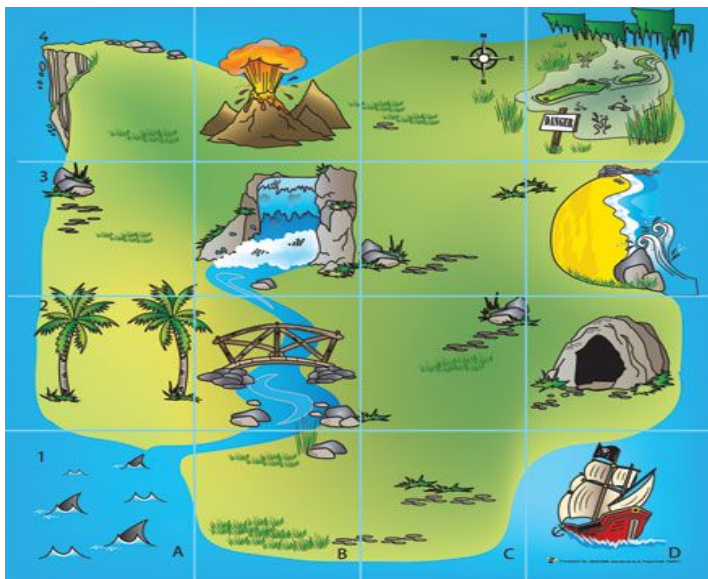
Example: 1. Come ashore.

2. Do not go to the cave.

3. Go straight to the bridge.

4. Cross the bridge.

[4]



Speaking

Task 4. Look at each of the pictures and answer the questions.

1. What is technology?
2. What kind of technology do you have?
3. Do you play computer games? What are they?
4. Do you have friends in some other countries?
5. What social media do you use? How do you use it?

[5]



Total marks____/18

Mark scheme

Task №	Answer	Mark	Additional information
1	1. B	1	
	2. A	1	
	3. A	1	
	4. B	1	
2	1. mollusks	1	
	2. outside	1	
	3. for homes	1	
	4. jewelry	1	
	5. water/ food	1	
3	writes sentences using the picture	1	
	uses positive/ negative imperative forms in instructions	1	
	uses topic vocabulary: waterfall/ volcano/ palm trees/ Crocodile pond	1	
	uses grammatical structures	1	
4	<i>Possible answers:</i> Technology is all devices that make our life easier. It is camera, smartphone and TV.	1	1 point is given if a learner gives appropriate definition.
	I have a smartphone/ laptop/ computer/ camera	1	A learner names different kinds of technology. 1 point is given for correct answer.
	I like to play computer games/ They are ... /I do not play computer games.	1	A learner names some computer games. 1 point is given for correct answer.
	I have internet friends in Russia/ I have no internet friends abroad.	1	A learner names some countries. 1 point is given for correct answer.
	I use Facebook/ VK/ Twitter/ Odnoklassniki to get information/ to post photos/ to write to friends/ to make new friends	1	A learner gives brief explanation. 1 point is given for correct answer.
Total marks		18	

Transcript for listening task

It is movie time! He puts on his 3D glasses. The movie begins. The car comes right at him. He yells. The car gets so close to him! It looks so real with 3D glasses. He enjoys the whole movie. 3D is just like real life. It is even better than real life. It is more exciting.

5. Administration rules

During the Assessment cover all visual materials like, diagram, schemes, posters and maps that can serve as prompts for the learners.

At the beginning of the Assessment read out the instructions and inform the learners about the assessment duration. Remind learners that they are not allowed to talk with each other during the Summative Assessment. After the instructions, make sure they have understood given instructions and ask if they have any questions before the start of the assessment.

Ensure that the learners are working individually and not helping each other. During the Summative Assessment learners should not have any access to additional resources that can help them, for example, dictionary (excluding the cases when it is allowed in specification)

Recommend learners to cross the wrong answers instead of using an eraser.

During the assessment you can answer learners' questions, regarding the instructions and the assessment duration. You should not spell, paraphrase or provide any information that could give the learner an advantage.

Always tell the learners that they have 5 minutes left before the end of the Summative Assessment.

Tell the learners to stop writing and put down their pens/pencils on the desks at the end of the Summative Assessment.

6. Moderation and marking

All teachers use the same version of the mark scheme. During the moderation process it is necessary to check learner sample papers with the marks awarded to ensure there are no deviations from the standardised mark scheme.

SUMMATIVE ASSESSMENT TASKS FOR TERM 3

Summative Assessment for the cross curricular unit «Hot and Cold»

Learning objectives	4.1.7.1 Use contextual clues to predict content and meaning in short supported talk on an increasing range of general and some curricular topics 4.2.7.1 Contribute a growing range of suitable words, phrases, and sentences during short pair, group and whole class exchanges 4.5.16.1 Use conjunctions <i>and</i> , <i>or</i> , <i>but</i> , <i>because</i> to link words and phrases
Assessment criteria	<ul style="list-style-type: none">Identify the content and meaning of a supported talk with the help of contextual cluesTalk to the partner, group and whole class using suitable words, phrases and sentencesConnect words and phrases using <i>and</i>, <i>or</i>, <i>but</i>, <i>because</i>
Level of thinking skills	Application Higher order thinking skills
Duration	20 minutes

Listening

Task 1. Listen to the talk and write the word in the sentence you hear.

Go to the following link to listen information:

<https://learnenglishkids.britishcouncil.org/ru/games/whats-the-weather>

1. In England it is _____.
2. In Portugal it is _____.
3. In Japan it is _____.
4. In Australia it is _____.
5. In Sweden it is _____.
6. In China it is _____.
7. In Egypt it will be _____.
8. In India there will be _____.



Speaking

Task 2. Talk to your partner. Choose ONE picture. Ask and answer 2 questions (each of you) about the weather and activities. Use *and*, *or*, *but*, *because* to make up sentences.

Example:

- Student 1: What is the weather like in the picture?
- Student 2: It is a sunny **but** cold winter day.
- Student 1: Are the children happy?
- Student 2: Yes, the children **are** happy and excited.
- Student 2: Why are they making a snowman?
- Student 1: They are making a snowman **because** it is fun.
- Student 2: What do you like to wear in summer?
- Student 1: My favourite clothes in summer are shorts **and** a T-shirt.



Assessment criteria	Task	Descriptor	Mark	Additional information
		A learner		
Identify the content and meaning of a supported talk with the help of contextual clues	1	1. writes “raining”;	1	
		2. writes “sunny”;	1	
		3. writes “foggy”;	1	
		4. writes “very hot”;	1	
		5. writes “snowing”;	1	
		6. writes “windy”;	1	
		7. writes “cloudy”;	1	
		8. writes “storms”;	1	
Talk to the partner, group and whole class using suitable words, phrases and sentences Connect words and phrases using <i>and, or, but, because</i>	2	asks a question about the weather/ activity in one sentence;	1	Each correct question and answer with a linking word is counted as 1 point
		answers the question about the weather /activity of children in a sentence;	1	
		asks a question about children’ s clothes/mood/feelings;	1	
		answers the question about children’ s clothes/ mood/ feelings;	1	
		uses conjunctions <i>and, or, but, because</i> .	1	
Total marks			13	

Transcript for listening task

- Now it’s time for the world weather with Peter.
- Hello, Peter.
- Hello, Sam. There is a lot of different weather around the world.
- In England it is raining.
- In Portugal it is sunny.
- In Japan it is foggy.
- In Australia it is very hot.
- In Sweden it is snowing.
- In China it is windy.
- In Egypt it is cloudy.
- In India it storms.

**Rubrics for providing information to parents on the results of
Summative Assessment for the cross curricular unit «Hot and Cold»**

Learner's name _____

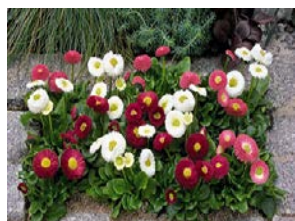
Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the content and meaning of a supported talk with the help of contextual clues	Experiences challenges in recognising correct words on the topic. Most of the answers are written incorrect. <input type="checkbox"/>	Identifies the meaning of the talk. Makes some mistakes in identifying topic words. Some words can be spelt with mistakes, which do not prevent general understanding. <input type="checkbox"/>	Develops the task fully. Confident in identifying the meaning of the talk, writes most of the words correctly. <input type="checkbox"/>
Talk to the partner, group and whole class using suitable words, phrases and sentences Connect words and phrases using <i>and, or, but, because</i>	Experiences problems in making up sentences and a question to talk to a partner. Most of the connectors are used in a wrong way. <input type="checkbox"/>	Addresses the task. Makes some mistakes in making up sentences and a question. Some connectors are misused. <input type="checkbox"/>	Addresses the task fully, makes up sentences and a question intelligibly; uses connectors correctly. <input type="checkbox"/>

Summative Assessment for the cross curricular unit «Healthy World»

Learning objectives	4.3.5.1 Understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues
	4.4.7.1 Spell most familiar high-frequency words accurately when writing independently
	4.5.8.1 Use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics
Assessment criteria	<ul style="list-style-type: none">• Identify the main points of a short simple text using contextual clues• Write the most familiar high-frequency words accurately• Use imperative forms (positive and negative) to give short instructions
Level of thinking skills	Knowledge and comprehension Application
Duration	20 minutes

Reading

Task 1. Read the text. Use the words and pictures.



daisies



tulips



daffodils



garden

Dana's Garden



Dana has got many flowers in her garden and loves them, but her favourites are daisies, tulips, daffodils. Tulips and daffodils come up every spring and daisies come up later in summer. These plants live long. They come up every year and make the garden bright. The garden makes Dana happy and healthy.

Dana likes to take care of the garden. She loves spring, because she can go to the flower market to buy her annuals. The annuals live only one season, but they add a lot of colour to the garden and emotions and feelings to Dana.

Write True or False next to the sentence.

Example: This is a story about tulips.

False

1. Dana has got only daisies, tulips and daffodils in her garden.
2. Daisies appear later in spring.
3. Dana is healthy and happy in her garden.
4. Dana loves to go to the flower market in summer.
5. The annuals are plants that live only one year.

Writing

Task 2. Write 4 sentences on the topic. Use imperative forms. Write two positive and two negative commands. Use pictures.



Example:

Don't cut the trees!
It's home for many birds!
Save birds and animals!
Don't kill animals and birds!



You can use the words: *collect, reduce, reuse, water, clean, put*

1. _____
2. _____
3. _____
4. _____

Assessment criteria	Task	Descriptor	Mark	Additional information
		A learner		
Identify the main points of a short simple text	1	1. writes “False”;	1	
		2. writes “False”;	1	
		3. writes “True”;	1	
		4. writes “False”;	1	
		5. writes “True”;	1	
Write the most familiar high-frequency words accurately Use imperative forms (positive and negative) to give short instructions	2	writes sentences on the topic;	1	
		spells the most familiar topic words accurately;	1	
		writes 2 sentences in imperative positive form;	2	Any sentence written in imperative form (positive and negative) correctly can be counted as 1 point.
		writes 2 sentences in imperative negative form.	2	
Total marks			11	

**Rubrics for providing information to parents on the results of
Summative Assessment for the cross curricular unit «Healthy World»**

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the main points of a short simple text	Experiences challenges in identifying the main points of the text. Most of the answers are incorrect. <input type="checkbox"/>	Identifies the main ideas of the text; makes some mistakes in True/False answers. <input type="checkbox"/>	Develops the task fully. Confident in identifying the main points of the text. Completes the task mostly correctly. <input type="checkbox"/>
Write the most familiar high-frequency words accurately Use imperative (positive and negative) forms to give short instructions	Experiences problems in making up imperative positive and negative sentences. Makes lots of spelling mistakes while writing the most familiar high-frequency words. <input type="checkbox"/>	Addresses the task. Makes some mistakes in making up imperative positive and negative sentences. Makes a few spelling mistakes while writing the most familiar high-frequency words. <input type="checkbox"/>	Addresses the task fully, makes up imperative positive and negative sentences intelligibly; spells most of the words properly. <input type="checkbox"/>

SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 3

1. Aim of the Summative Assessment for term

Summative assessment is aimed to assess learners' success in terms of the learning objectives achievement and reveal their level of knowledge and skills acquired during the term.

Summative assessment checks the achievement of learning objectives for the term planned in the Subject Programme.

2. The document defining the content of the Summative Assessment for term

The Subject Programme for «The English language» for 1-4 grades of primary education on the updated content.

3. Review of the Summative Assessment for term 3

3.1 Duration - 40 minutes.

Speaking task is conducted separately.

Total marks –18

3.2. The structure of the summative assessment

Different types of tasks are used in the summative assessment for term.

This sample of summative assessment consists of 4 tasks. Gap filling tasks require learners to put words/ phrases in the sentences. True / False tasks are aimed at identifying the correct ideas or sentences according to the text. Open-ended tasks require learners to describe pictures and give their own ideas, answer questions in sentences.

Characteristic of tasks for summative assessment for term 3

Cross curricular unit	Strand	Learning objective	Task №	Task description	Total marks
Hot and Cold Healthy World	Listening	4.1.9.1 Recognise words that are spelt out from a limited range of general and curriculum topics	1	Gap filling task is developed on the materials of the unit “Hot and cold”. Learners listen to the talk on weather forecast twice. Teacher works with learners before the recording starts. Teacher says 4 words: <i>windy</i> , <i>lightning</i> , <i>snowy</i> , <i>cloudy</i> and learners spell them. Learners should not see the words. Then learners listen to the talk, identify the appropriate word and fill in the gap.	4
	Reading	4.3.5.1 Understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues.	2	True / False task is developed on the material of the unit “Healthy World”. Learners read the text to identify the main points in it. They write True and False near the sentences.	5
	Writing	4.4.5.1 Link with some support sentences using basic coordinating connectors 4.5.16.1 Use conjunctions and, or, but, because to link words and phrases	3	Matching task is developed on the material of the cross curricular unit “Hot and Cold”. Learners use the parts of the sentences and match them to make up a sentence with the correct conjunction.	4
	Speaking	4.S6 Take turns when speaking with others in a growing range of short, basic exchanges	4	Open ended task is developed on the material of the cross curricular unit “Healthy World”. Learners talk to each other, share ideas, ask and answer the questions.	5
Total					18

4. Sample questions and mark scheme

Tasks for the Summative Assessment for Term 3

Listening

Task 1. Listen to the conversation carefully and complete the sentences. You will listen to the recording twice.

Go to the following link to listen information: <https://www.youtube.com/watch?v=x2ZAYPGz7bs>

The teacher with learners spell the words aloud before listening task performance.

Don't show these words to the learners.

w-i-n-d-y	l-i-g-h-t-n-i-n-g	s-n-o-w-y	c-l-o-u-d-y
-----------	-------------------	-----------	-------------

1. There is thunder and _____ now in America.
2. In Northern Canada the weather is cold and _____.
3. The weather in Europe is _____.
4. The weather in Asia is _____ and warm.

[4]

Reading

Task 2. Read the text. Identify True and False sentences.

Tom is an animal lover. He admires all animals. When he was a kid, Tom read many books about animals. The most exciting thing for him was going to the Zoo. He could spend hours watching the animals walk around, sit, or even sleep. When Tom was older he went on a safari to Tanzania. He saw animals in wild nature. Now Tom thinks about the future of animals. Some of his favourite animals are dying out. Tom thinks that people need to save wild nature. Children must have the chance of seeing animals in the wild in future.



Write True or False next to the sentences.

1. Tom doesn't love animals.
2. Tom liked to go to the Zoo very much.
3. When Tom was a kid, he went on a safari to Tanzania.
4. He saw wild animals in cages in a safari park.
5. People must save wild nature.

[5]

Writing

Task 3. Link the sentences. Fill in the gaps with connectors *so*, *or*, *because*, *and*. Use each connector only once.

1. When it is raining people wear raincoats _____ take an umbrella.
2. We put on warm coats and mittens _____ we are going to make a snowman.
3. It is very hot today _____ we are wearing T-shirts, shorts and sandals.
4. It is cool and wet in autumn _____ sometimes it can be windy and foggy.

[4]

Speaking

Task 4. Work in pairs. Choose ONE picture. Look at the picture and talk to your classmate about it. Describe the picture, ask and answer questions.

Example:

Student 1: -What can you see in the picture?

Student 2: - I can see a Zoo in the picture.

Student 1: - Do you like to go to the Zoo?

Student 2: - I like to go to the zoo to watch animals and birds.

Student 1: - What animals are there in the Zoo?

Student 2: - There are many different animals there.

Student 2: - Do you like to visit zoos?

Student 1: - Yes, very much. Sometimes I go to the Zoo with my family.

Student 2: - What can you do there?

Student 1: - We can feed animals there.

Student 2: - What animals do you like?

Student 1: - I like all animals.



[5]
Total marks ____/18

Mark scheme

Task №	Answer	Mark	Additional information
1	1.lightning	1	
	2. snowy	1	
	4. windy	1	
	5. cloudy	1	
2	1. False	1	
	2. True	1	
	3. False	1	
	4. False	1	
	5. True	1	
3	1. When it is raining people wear raincoats or take an umbrella.	1	The learners should write appropriate conjunctions to match two halves of the sentence.
	2. We put on warm coats and mittens because we are going to make a snowman.	1	
	3. It is very hot today so we are wearing T-shirts, shorts and sandals.	1	
	4. It is cool and wet in autumn and sometimes it can be windy and foggy.	1	
Total marks		13	

Mark scheme for Speaking

Description	Mark	Additional information
The learner describes the picture. He/ She can express ideas in 3-4 short sentences, ask and answer 2-3 questions correctly. The speaker understands the questions and gives meaningful answers.	5	
The learner describes the picture in short. He/ She can express ideas in 2 -3 short sentences, asks and answers 1-2 questions correctly. The speaker is not confident and sometimes misunderstands the questions, gives short answer.	3-4	
The learner has problems to describe the picture. He/ She can't express ideas without help, can ask and answer 1 question correctly. The speaker makes mistakes, says only 1 or 2 sentences or even phrases.	1-2	

Transcript for listening task

- Mom do you think it's going to be rainy tonight?
- Yes, sweetie. I think it will because there is thunder and lightning.
- What do you think, honey?
- Well, I guess so, because it was foggy this morning and it's humid.
- I think we should watch the world weather forecast.
- That's a great idea.
- Good evening. Welcome to the world weather forecast. Let's take a look at the weather now. It is cold and snowy today. In northern Canada people are staying in their homes for a

long winter day. While in South America the weather is hot and sunny. Everybody is enjoying their summer holidays. In some parts of Europe the temperature is cool. It will be very windy. It's like fall but today in Asia the weather is cloudy and warm. Everybody wants spring. Tonight in America the weather is overcast and rain is possible. And that's the world weather forecast for tonight. Brian Landers reporting.

- All right, sweetie. Have you heard the news?
- Yes, mom.
- Well tonight it might rain. Let's go to bed early.
- Are you sleeping now, honey?
- No, not really.
- I am just scared of thunder and lightning.
- All right.
- Let's go to bed then.

5. Administration rules

During the Assessment cover all visual materials like, diagram, schemes, posters and maps that can serve as prompts for the learners.

At the beginning of the Assessment read out the instructions and inform the learners about the assessment duration. Remind learners that they are not allowed to talk with each other during the Summative Assessment. After the instructions, make sure they have understood given instructions and ask if they have any questions before the start of the assessment.

Ensure that the learners are working individually and not helping each other. During the Summative Assessment learners should not have any access to additional resources that can help them, for example, dictionary (excluding the cases when it is allowed in specification)

Recommend learners to cross the wrong answers instead of using an eraser.

During the assessment you can answer learners' questions, regarding the instructions and the assessment duration. You should not spell, paraphrase or provide any information that could give the learner an advantage.

Always tell the learners that they have 5 minutes left before the end of the Summative Assessment.

Tell the learners to stop writing and put down their pens/pencils on the desks at the end of the Summative Assessment.

6. Moderation and marking

All teachers use the same version of the mark scheme. During the moderation process it is necessary to check learner sample papers with the marks awarded to ensure there are no deviations from the standardised mark scheme.

SUMMATIVE ASSESSMENT TASKS FOR TERM 4

Summative Assessment for the cross curricular unit «Journey into Space»

Learning objectives	4.1.8.1 Understand short, supported narratives on an increasing range of general and some curricular topics 4.2.4.1 Respond to questions on an increasing range of general and some curricular topics 4.5.3.1 Use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons
Assessment criteria	<ul style="list-style-type: none">• Identify the general ideas of short simple stories with support• Answer the questions appropriately• Use adjectives [comparative and superlative] to describe things• Use possessive adjectives• Make comparisons using simple one-syllable and some two-syllable adjectives (comparative and superlative)
Level of thinking skills	Knowledge and comprehension Application
Duration	20 minutes

Listening

Task 1. Listen to the text. Write True or False next to the sentence. You will listen to the recording twice.

Go to the following link to listen information: <https://listenaminute.com/p/planets.html>

1. Our planet looks so beautiful from space. _____
2. Mercury is pretty much the same as Venus. _____
3. Rings give Saturn an extra special look. _____
4. Now Pluto is a planet. _____
5. Scientists have decided there are 10 planets in our solar system. _____

Speaking

Task 2. Look at the picture and answer the questions.

Teacher asks 5 questions for each learner.

1. What planet do we live on?
2. How many planets are there in Solar system?
3. Which planet is smaller Jupiter or Mars?
4. Which planet is bigger Earth or Mercury?
5. Which is the biggest planet in Solar system?
6. What planet is the closest to the Sun?
7. What planet is named after a God of war?
8. What planet has got rings?
9. What planet is called a red planet?
10. Which planet is the smallest?



Assessment criteria	Task	Descriptor	Mark	Additional information
		A learner		
Identify the main ideas of short simple stories with support	1	1. writes “True”;	1	
		2. writes “False”;	1	
		3. writes “True”;	1	
		4. writes “False”;	1	
		5. writes “False”;	1	
Answer the questions appropriately Use adjectives [comparative and superlative] to describe things Use possessive adjectives Make comparisons using simple one-syllable and some two-syllable adjectives (comparative and superlative)	2	answers “We live on the planet Earth.”/ “There are eight planets in Solar system”.	1	1 point is given for each correct answer
		answers “Mars is smaller than Jupiter.”/ “Earth is bigger than Mercury.”	1	
		answers “Jupiter is the biggest planet in Solar system.”/ “Mercury is the closest planet to the Sun.”	1	
		answers “Mars is called after a God of war.”/ “Saturn has got rings.”	1	
		answers “Mars is a red planet.”/ “Mars is the smallest planet.”	1	
Total marks			10	

Transcript for listening task

How did all the planets get there? How is it only our planet has life? Will we ever travel to other planets? I often think about these questions. I think our planet is the best. It looks so beautiful from space with its mixture of blue and green. The other planets look too strange to me. Mercury is just a red, hot ball, pretty much the same as Mars. Saturn looks like a real planet. Its rings give it an extra-special look. The other planets don't look that interesting. I don't really know much about Venus, Neptune, Uranus and Jupiter. When I was at school, we learnt that Pluto was a planet. However now it is not. Scientists have decided there are now only eight planets in our solar system and not nine. I wonder why they dropped Pluto.

**Rubrics for providing information to parents on the results of
Summative Assessment for the cross curricular unit «Journey into Space»**

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the general ideas of short simple stories with support	Experiences challenges in identifying the general ideas in the narrative. Answers few questions correctly. <input type="checkbox"/>	Makes some mistakes in identifying general ideas of the narrative. Answers some of the questions properly. <input type="checkbox"/>	Develops the task fully. Confident in identifying general ideas of the narrative. Answers most of the questions correctly. <input type="checkbox"/>
Answer the questions appropriately Use adjectives [comparative and superlative] to describe things Use possessive adjectives Make comparisons using simple one-syllable and some two-syllable adjectives (comparative and superlative)	Has trouble in answering questions, using degrees of comparison of adjectives [comparative and superlative] while describing things. <input type="checkbox"/>	Makes some mistakes in answering questions. Uses adjectives to compare and describe things with mistakes. Uses some degrees of comparison of adjectives [comparative and superlative] while describing things. <input type="checkbox"/>	Performs the task fully. Answers most of the questions correctly. Uses degrees of comparison of adjectives [comparative and superlative] while describing things appropriately. <input type="checkbox"/>

Summative Assessment for the cross curricular unit «Machines»

Learning objectives	4.3.6.1 Understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics 4.4.4.1 Write with support a sequence of short sentences in a paragraph to give basic personal information
Assessment criteria	<ul style="list-style-type: none">• Identify the detailed information in short simple texts with some support• Give basic personal information using short sentences• Organise short sentences in a paragraph with support
Level of thinking skills	Knowledge and comprehension Application
Duration	20 minutes
Reading	

Task 1. Read the text. Complete the task.



Computers can do many jobs. They can do math, store information or play music. You can use a computer to write or to play games. What do you know about the history of computers?

The first computers were very big. They were the size of a room! People did not have them at home. Early computers could only do simple math, like a calculator.

In 1958, Jack Kilby invented the microchip. Microchips are tiny but can store lots of information. They helped make computers smaller. In the 1970s, computers were smaller and cheaper so people started to use them at home.

In 1989, Tim Berners-Lee invented the World Wide Web to organise information on the Internet. Now people all over the world use it.

Do you know that the first computer mouse was made of wood?



Circle True or False.

- | | | |
|---|------|-------|
| 1. Early computers were very big and could do math. | True | False |
| 2. Microchips are very small and store lots of information. | True | False |
| 3. Alan Turing invented the microchip in 1958. | True | False |
| 4. People started to use computers at home in the 1970s. | True | False |
| 5. People created the World Wide Web in 1979. | True | False |
| 6. The first computer mouse was made of plastic. | True | False |

Writing

Task 2. Choose ONE object. Write 6 sentences about it. Use the picture and questions to write a paragraph.



1. What is this?
2. Is it new or old?
3. What do you use it for?
4. Is it fast or slow?
5. How often do you use it?
6. What do you think about it?

Example:

This is my smart phone. It is new and modern. I use it to call my friends, take photos. It is very fast. I use it every day and very often. I like my phone very much it makes me happy.

Assessment criteria	Task	Descriptor	Mark
		<i>A learner</i>	
Identify the detailed information in short simple texts with some support	1	1. circles “True”;	1
		2. circles “True”;	1
		3. circles “False”;	1
		4. circles “True”;	1
		5. circles “False”;	1
		6. circles “False”;	1
Give basic personal information using short sentences Organise short sentences in a paragraph with support	2	names the object;	1
		writes about qualities;	1
		writes what he/she uses it for;	1
		writes if it is fast or slow;	1
		writes how often he/she uses it;	1
		expresses opinion about the object.	1
Total marks			12

**Rubrics for providing information to parents on the results of
Summative Assessment for the cross curricular unit «Machines»**

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the detailed information in short simple texts with some support	Experiences challenges in identifying the detailed information in short simple text. Marks few of the sentences for True and False information correctly. <input type="checkbox"/>	Makes some mistakes in identifying the detailed information in short simple text. Marks some of the answers for True and False information appropriately. <input type="checkbox"/>	Develops the task fully. Confident in identifying the detailed information in the text. Marks most of the answers for True and False information correctly. <input type="checkbox"/>
Give basic personal information using short sentences Organise short sentences in a paragraph with support	Experiences some problems in making up sentences. Makes spelling mistakes while writing the sentences. <input type="checkbox"/>	Covers the task. Makes some mistakes in making up sentences. Has a few spelling mistakes or mistakes in organising a paragraph. <input type="checkbox"/>	Addresses the task fully. Makes up full sentences intelligibly organising them in a paragraph. Spells variety of words correctly. <input type="checkbox"/>

SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 4

1. Aim of the Summative Assessment for term

Summative assessment is aimed to assess learners' success in terms of the learning objectives achievement and reveal their level of knowledge and skills acquired during the term.

Summative assessment checks the achievement of learning objectives for the term planned in the Subject Programme.

2. The document defining the content of the Summative Assessment for term

The Subject Programme for «The English language» for 1-4 grades of primary education on the updated content.

3. Review of the Summative Assessment for term 4

3.1 Duration - 40 minutes.

Speaking task is conducted separately.

Total marks –18

3.2. The structure of the summative assessment

Different types of tasks are used in the summative assessment for term.

This sample of summative assessment consists of 4 tasks. Gap filling tasks require learners to put words/ phrases in the sentences. Multiple choice tasks ask learners to choose one correct option out of several suggested. Open-ended tasks require learners to describe pictures and say their own ideas, answer questions in sentences.

Characteristic of tasks for summative assessment for term 4

Cross curricular unit	Strand	Learning objective	Task №	Task description	Total marks
Journey into Space Machines	Listening	4.1.6.1 Understand some specific information and detail of short supported talk on an increasing range of general and some curricular topic	1	Gap filling task is developed on the material of the cross curricular unit “Machines”. Learners listen to the dialogue twice, identify the detail and fill in the gap with the correct word.	4
	Reading	4.3.2.1 Read and understand with some support short simple fiction and non-fiction texts	2	Multiple choice task is developed on the material of the unit “Journey into Space”. Learners read the text and complete the task. There are 8 sentences. Learners should choose only 5 sentences, which are related to the text. 3 sentences are extra.	5
	Writing	4.4.8.1 To include appropriate use of full stops and question marks, at sentence level with some accuracy when writing independently 4.5.12.1 Use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often; begin to use simple adverbs of manner e.g. well, badly; use common –ly manner adverbs to describe actions e.g. slowly, quickly	3	Open ended task is developed on the material of the unit “Journey into Space”. Learners make up 4 sentences answering the questions. They can use the words and adverbs given to them. They should put a full stop at the end of the sentences.	4
	Speaking	4.2.1.1 Make basic statements which provide information on an increasing range of general and some curricular topics	4	Open ended task is developed on the material of the cross curricular unit “Machines”. Learners tell about different machines, describe them, tell how it moves, when and how it can be used.	5
Total					18

4. Sample questions and mark scheme

Tasks for the Summative Assessment for Term 4

Listening

Task 1. Listen to the story very carefully. Write the missing words into the sentences.

Go to the following link to listen information:

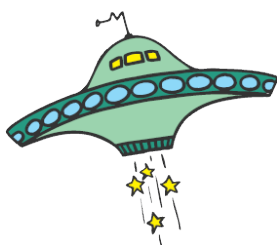
<http://learnenglishkids.britishcouncil.org/en/short-stories/eric-the-engine> Note! Stop at 1:09!

1. One day there was a big _____.
2. "The 10.15 London _____ will be here in one hour." said Rabbit.
3. "Let's get Eric the Engine. He's _____ than all of us."
4. Eric sent his _____ ahead.

[4]

Reading

Task 2. Read the text.



Sam and Tom saw a strange spacecraft.
They went inside the spacecraft and flew into space.
When they landed on Mars and saw an alien sports competition. Sam and Tom went to the stadium. There were alien Olympics!

Tom and Sam decided to compete with the aliens. Tom became a runner and Sam became a swimmer. Tom and Sam won gold, silver and bronze medals for running and swimming.

The first Alien-Human Olympic Games were a big success. Tom and Sam had a wonderful time on the planet. They got back into the spacecraft and blasted off. It took them eight hours to get home.



Circle 5 sentences relevant to the text. There are 3 EXTRA sentences.

1. Tom and Sam went swimming.
2. The spacecraft was strange.
3. They flew to Mercury.
4. Tom and Sam took part in Alien Olympics.
5. Tom and Sam won medals.
6. They got presents.
7. The time on the planet was fun.
8. They flew back home.

[5]

Writing

Task 3. Write 4 sentences about Bob the astronaut's daily routine. Put punctuation marks. Use questions and adverbs *sometimes, often, always, never*.

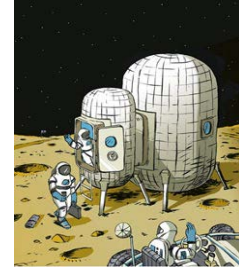
1. What does Bob always have to do in the morning?
2. What does he sometimes do in the afternoon and at night?
3. What does Bob often like to do in space?
4. What can he never eat in space?

You may use the words: do exercises; make an experiment; fix things; go on a spacewalk; watch the planets; talk to a friend, sometimes, often, always, never, well, badly, slowly, quickly.

Example:

Question: - What does/doesn't Bob do in the morning?

Answer: - Bob never does his morning exercises badly.



1. _____
2. _____
3. _____
4. _____

[4]

Speaking

Task 4. Choose ONE picture and tell about this machine. Name the machine, describe it, and tell what it can do, how it moves, where or how we can use it.

Example: It's a wheelbarrow. A wheelbarrow has one small wheel. It is green and new. It is slower than a cart. We can use it to move flowers in the garden.



[5]

Total marks____/18

Mark scheme

Task №	Answer	Mark	Additional information
1	1. storm	1	
	2. train	1	
	3. stronger	1	
	4. friends	1	
2	2. The spacecraft was strange.	1	
	4. Tom and Sam took part in Alien Olympics.	1	
	5. Tom and Sam won medals.	1	
	7. The time on the planet was fun.	1	
	8. They flew back home.	1	
3	answers questions	1	Each correct sentence should be counted 1 point.
	uses appropriate punctuation marks	1	
	uses adverbs: <i>sometimes, often, always, never</i>	1	
	uses grammatical structures	1	
Total marks		13	

Mark scheme for Speaking

Description	Mark	Additional information
The learner names and describes the machine, tells how it moves and works and where it can be used. He/ she can express ideas in short sentences. The speaker uses adverbs and words correctly.	5	
The learner describes the machine in short, tells how it moves and works and where it can be used. He/ She can express ideas, but makes some mistakes. The speaker is not confident using adverbs.	3-4	
The learner has problems describing the machine, telling how it moves and works and where it can be used. He/ She can't express ideas without help. The speaker makes mistakes using adverbs and words. He/she can say only 1-2 sentences or even some phrases.	1-2	

Transcript for listening task

One day there was a big storm. Lightning struck a mountain and a huge rock rolled onto the train line.

Seagull saw what happened. He called his friends: Rabbit, Fox and Mouse.

'We must move it. The 10:15 London train will be here in one hour,' said Rabbit.

The animals tried to move it. They pushed and pushed but it would not move.

'I know,' said Fox. 'Let's get Eric the Engine. He's stronger than all of us.' 'There's no time,' said Mouse. 'I'll get him,' shouted Seagull. 'Help! There is a rock on the train line and the London train is coming very soon.'

Eric tooted his whistle and called his friends. All the engines gathered around. Eric was big and strong but not very fast. He asked the express trains to go ahead. 'You go first. Then you,' said Eric, and he sent his friends ahead. 'I'll follow you.'

5. Administration rules

During the Assessment cover all visual materials like, diagram, schemes, posters and maps that can serve as prompts for the learners.

At the beginning of the Assessment read out the instructions and inform the learners about the assessment duration. Remind learners that they are not allowed to talk with each other during the Summative Assessment. After the instructions, make sure they have understood given instructions and ask if they have any questions before the start of the assessment.

Ensure that the learners are working individually and not helping each other. During the Summative Assessment learners should not have any access to additional resources that can help them, for example, dictionary (excluding the cases when it is allowed in specification)

Recommend learners to cross the wrong answers instead of using an eraser.

During the assessment you can answer learners' questions, regarding the instructions and the assessment duration. You should not spell, paraphrase or provide any information that could give the learner an advantage.

Always tell the learners that they have 5 minutes left before the end of the Summative Assessment.

Tell the learners to stop writing and put down their pens/pencils on the desks at the end of the Summative Assessment.

6. Moderation and marking

All teachers use the same version of the mark scheme. During the moderation process it is necessary to check learner sample papers with the marks awarded to ensure there are no deviations from the standardised mark scheme.