

2022-2023 оқу жылында II тоқсан бойынша жиынтық бағалау өткізудің жоспары

Пән: Ағылшын тілі

Сынып: 4

Тоқсан	Сынып	БЖБ тақырыптары	Өткізілетін күні	Бағалауды өткізу түрі. БЖБ макс.балы	Жиынтық бағалау рәсімдерінің орындалу ұзақтығы	Мерзімі		Ескерту
						Құрастыру	Сараптама	
I тоқсан	4ә,б,в	БЖБ N1 Treasure and heritage	30.11.2022ж	2 тапсырма түрінде 9 бал	20 мин	23.11.2022ж	29.11.2022ж	
		БЖБ N2 Profession and ways of communication	14.12.2022ж	2 тапсырма түрінде 10 бал	20 мин	7.12.2022ж	13.12.2022ж	
		БЖБ N1 Treasure and heritage/ Profession and ways of communication	21.12.2022ж 22.12.2022ж	4 тапсырма түрінде 18 бал	45 мин	14.12.2022ж	20.12.2022ж	

Пән мұғалімі: Қ.Кушкарлова

## SUMMATIVE ASSESSMENT TASKS FOR TERM 1

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

<b>Learning objectives</b>	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
<b>Assessment criteria</b>	<ul style="list-style-type: none"><li>• Identify short questions with support on general and some curricular topics</li><li>• Answer the questions on general and some curricular topics</li></ul>
<b>Level of thinking skills</b>	Knowledge and comprehension Application
<b>Duration</b>	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?	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 <sup>st</sup> question;	1
		chooses “Yes” for the 2 <sup>nd</sup> question;	1
		chooses “No” for the 3 <sup>rd</sup> question;	1
		chooses “No” for the 4 <sup>th</sup> question;	1
		chooses “Yes” for the 5 <sup>th</sup> 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
<b>Total marks</b>			<b>9</b>

*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.          <input type="checkbox"/>	Identifies general questions and answers some of the "Yes/ No" questions correctly.          <input type="checkbox"/>	Identifies general questions and answers most of the "Yes/ No" questions correctly.          <input type="checkbox"/>
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.          <input type="checkbox"/>	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.          <input type="checkbox"/>	Uses proper topical vocabulary in answers. Often expresses ideas clearly. Gives relevant details in answers. Pronounces most of the words and phrases clearly.          <input type="checkbox"/>

## 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

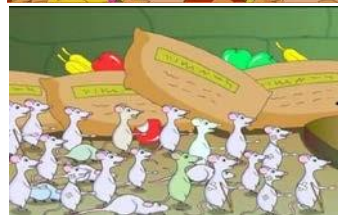
There lived many mice in a grocer's shop, which ate plenty of food, and the grocer suffered very much. So, he brought a fat cat to catch the mice. The mice were worried. They held a meeting to send away the cat.

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
		<i>A learner</i>	
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
<b>Total marks</b>			<b>10</b>

**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.  <input type="checkbox"/>	Writes 3 sentences. Follows some correct word order. Includes some relevant details using range of vocabulary.  <input type="checkbox"/>	Writes 4 sentences. Follows correct word order. Includes most relevant details using sufficient range of vocabulary.  <input type="checkbox"/>
Find the main points in short simple texts using contextual clues	Identifies the main ideas in the text and matches 1-2 pictures correctly.  <input type="checkbox"/>	Identifies the main ideas in the text and matches 3 pictures correctly.  <input type="checkbox"/>	Identifies the main ideas in the text and matches 4-5 pictures correctly.  <input type="checkbox"/>



## **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

<b>Cross curricular unit</b>	<b>Strand</b>	<b>Learning objective</b>	<b>Task №</b>	<b>Type of question/ Task description</b>	<b>Total marks</b>
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
<b>Total</b>					<b>18</b>

#### 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=UMo2NDIfIw>.

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”. | True | False |
| 2. The Gods were always quarreling with each other.  | True | False |
| 3. Aphrodite was a beautiful Goddess of care and peace.                                      | True | False |
| 4. Aphrodite’s symbols were doves, sparrows, swans, and roses.                               | True | False |
| 5. Aphrodite was the mother of three sons.   | 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.

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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	
<b>Total marks</b>		<b>18</b>	

#### 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.

**ЖШС «Turan mektebi»-нін**

**Жынытык бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**

**III тоқсан**

**Ағылшын тілі пәні бойынша**

**Сынып: 4 Ә,Б,В**

**Оқушылар саны: 22,23,22**

**Педагог: Қушқарова Қ.А.**

**Мақсаты: Жынытык бағалау жүргізу қорытындылары бойынша талдау жүргізу**

**БЖБ және ТЖБ нәтижелерін талдау**

Пән	Орындаған оқушы	Макс балл	ЖБ балдарының пайыздық мазмұны				Сана %	Үлгерім %
			төмен	орта	жақсы	жоғары		
			0-39%	40-64%	65%-84%	85-100%		
<b>Оқушылар саны :</b>								
БЖБ 1	22,23,22	13	0-4 балл	5-7 балл	8-9 балл	10-11 балл		
			-	9	7	6	59,06%	100%
				8	8	7	65,2%	
	12	7	5	54,5%				
БЖБ 2	22,23,22	11	0-3 балл	4-6 балл	7 балл	8 балл		
			-	12	5	5	45,5%	100%
				11	7	5	52,5%	
	11	8	3	50%				
ТЖБ	22,23,22	19	0-6 балл	7-10 балл	11-13 балл	14-16 балл		
			-	9	5	8	60,87%	100%
				10	8	5	58,33%	
	14	9	5	63,64%				

	Қол жеткізілген максаттар	Қиындық тудырған максаттар
БЖБ 1	4.3.1.1. Recognize, identify and sound with support a limited range of familiar words in simple sentences 4.2.3.1. Give short, basic description of people and objects on a limited 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
БЖБ 2	4.1.8.1. Understand short narratives on a limited range of general and some curricular topics 4.4.3.1. Write short phrases to identify people, places and objects	4.1.8.1. Understand short narratives on a limited range of general and some curricular topics
ТЖБ	4.1.8.1. Understand short narratives on a limited range of general and some curricular topics 4.3.2.1. Read and follow with limited support familiar instructions for classroom activities 4.4.5.1. Link with support words or phrases using basic coordinating connectors 4.2.5.1. Pronounce familiar words and short phrases intelligibly when reading aloud	4.2.5.1. Pronounce familiar words and short phrases intelligibly when reading aloud

1. БЖБ және ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті: Жоғары (В): 85-100%, жақсы (С): 65-84%, орта (D): 40-64%, төмен (H): 0-39%

Жоғары (В) 85-100%	Жаксы (С) 65-84%	Орта (С) 40-64%	Төмен (Н) 0-39%

- №1 БЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті:

Жоғары (В): 85-100%,

орта (С): 40-84%,

төмен (Н): 0-39%, білім алушылардың аты-жөнін көрсету

**Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі:**

- Ағылшын сөздерінің әріптерін дұрыс жаза алмауы

Жоспарланған түзету жұмысы: оқушылармен дайындық жұмыстарын жүргізу

- №2 БЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті:

Жоғары (В): 85-100%,

орта (С): 40-84%,

төмен (Н): 0-39%, білім алушылардың аты-жөнін көрсету

**Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі:**

- Берілген мәтінмен жұмыс жасау барысында сұрақтарға жауабын табуда;

**Жоспарланған түзету:** дайындық жұмыстарын жүргізу

- ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті: Жоғары (В): 85-100%, орта (С): 40-84%, (Н): 0-39%, білім алушылардың аты-жөнін көрсету)-

**2. Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі:**

- Берілген мәтінмен жұмыс жасау барысында сұрақтарға жауабын табуда
- Кестемен жұмыс жасау барысында оқушылардың шатасуы

**2. Жоспарланған түзету жұмысы:** қосымша дайындық жұмыстарын жүргізу

**Қорытынды.**

Білім алушылар алған білімдерін көрсете білді. Берілген оқу мақсаттарына қол жеткізді.

Күні: 23.03.2023ж

**Педагог:** Кушкарлова Қ.А.