

2021-2022 оқу жылында II тоқсан бойынша жиынтық бағалау өткізудің жоспары

Пән: Ағылшын тілі

Сынып: 6а

Тоқсан	Сынып	Бөлім бойынша жиынтық бағалаудың тақырыптары	Өткізілетін күні	Бағалауды өткізу түрі. БЖБ мак.баллы	Жиынтық бағалау рәсімдерінің орындалу ұзақтығы	Мерзімі		Ескерту
						құрастыру	сараптама	
II тоқсан	6а	БЖБ №1 Our countryside	02.12.2021ж	2 тапсырма түрінде 13 балл	20 мин	13.11.2021ж	25.11.2021ж	
		БЖБ №2 Drama and comedy	14.12.2021ж	Тест 13 балл	20 мин	30.11.2021ж	20.12.2021ж	
		ТЖБ №1 Our countryside\ Drama and comedy	21.12.2021ж	4 тапсырма түрінде 22 балл	45 мин	10.12.2021ж	22.12.2021ж	

TERM 2
Summative assessment for the unit “Our countryside”

Learning objectives 6.L4 Understand with limited support the main points of extended talk on a range of general and curricular topics
6.S3 Give an opinion at sentence and discourse level on an increasing range of general and curricular topics
6.S8 Recount some extended stories and events on a limited range of general and curricular topics

Assessment criteria • Identify the main ideas in extended talk with some support
• Provide a point of view in conversations and discussions
• Retell extended stories and episodes on a given topic

Level of thinking skills Application
Higher order thinking skills

Duration 20 minutes

Listening

Task 1. Listen to the story and choose the correct option.

Go to the link to listen information <http://eslyes.com/easyread/es/easy027.htm>. Transcript can be found after the rubrics.

Example: The chicken and the duck were friends/enemies.

1. The speaker tells the story about *farm friends/ city friends*.
2. The speaker says that the cat is a *good animal/a bad animal*.
3. The speaker is sure that the dog is *friendly/ angry*.

Task 2. Listen to the second time and complete the sentences.

1. In the beginning the chicken and the duck are speaking about the _____.
2. The second animal they speak about is the _____.
3. At the end of the story they speak about the _____.

Speaking

Task 3. *Learners work in pairs. Each pair gets a picture. Learners describe the picture participating in the discussion equally. Give some time to learners to get ready with questions to the picture.*

Look at the picture. Make a 2-3-minutes talk asking and answering the questions. Participate in the conversation equally. You have 1 minute to prepare.

Possible questions for discussion.

- ✓ What can you see on the picture?
- ✓ Is it a city or a country?
- ✓ How many animals can you see on the farm?
- ✓ Can you name some animals?

- ✓ What do people do in villages?
- ✓ Do you want to live in a village? Why? / Why not?



Assessment criteria	Task	Descriptor	Mark
		A learner:	
Identify the main ideas in extended talk with some support.	1	1. chooses 'farm friends';	1
		2. chooses 'a bad animal';	1
		3. chooses 'friendly';	1
	2	1. writes 'Cat';	1
		2. writes 'Dog';	1
		3. writes 'Man/farmer';	1
Provide a point of view in conversations and discussions Retell extended stories and episodes on a given topic.	3	expresses his/her opinion in discussion clearly;	1
		answers the questions properly;	1
		uses vocabulary words appropriately;	1
		conveys ideas clearly;	1
		speaks with clear pronunciation of words.	1
		uses grammatically correct sentences in speech;	1
Total marks			13



Rubrics for providing information to parents on the results of Summative Assessment for the unit “Our countryside”

Learner’s name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the main ideas in extended talk with some support.	Experiences difficulties in identifying the main points of the talk. Chooses most of the answers incorrectly. Completes most of the sentences inappropriately. <input type="checkbox"/>	Experiences some difficulties in identifying the main points of the talk. Makes mistakes in answers: Farm friends/ A bad animal/ friendly/ Cat/ Dog/ Man or farmer. <input type="checkbox"/>	Properly identifies the main points of the talk while listening. Completes the tasks correctly with proper spelling of words <input type="checkbox"/>
Provide a point of view in conversations and discussions. Retell extended stories and episodes on a given topic.	Experiences difficulties in providing a point of view in discussion and in asking and answering a variety of questions. Tries to tell episodes on topic. Pronounces most of the words unclear. Uses many grammatically incorrect sentences and inappropriate vocabulary.	Experiences some difficulties in providing a point of view in discussion / in asking questions on topic/ in answering a variety of appropriate questions/ in using topical vocabulary accurately and grammatically correct sentences. Gives some inaccuracies in episodes on topic. Pronounces some of the words clearly.	Accurately provides a point of view in discussion and answers a variety of questions. Uses topical vocabulary and grammatically correct sentences accurately. Clearly presents episodes on topic. Pronounces most of the words clearly.

Transcript for listening task.

The chicken and the duck were friends. They lived on a farm. They walked around together. They swam in the pond together. They talked about many things. They talked about the cat. They thought the cat was tricky. They thought the cat was dangerous. The cat looked at them a lot. They didn't trust the cat. "We must always keep our eyes open when the cat is around," they both agreed. They talked about the dog. The dog was very friendly. The dog wanted to play. The dog had lots of energy. It barked a lot. It ran around a lot. They both liked the dog. They talked about the farmer. The farmer brought them food. The farmer took care of them. The farmer took care of all the animals. He fed the cow. He fed the pig. He fed the goat. He fed the sheep. He fed the rabbit. They liked the farmer. He took good care of everyone. He was a nice man. "Farmers are good," said the chicken. "We need farmers," said the duck.

Summative assessment for the unit “Drama and Comedy”

Learning objectives 6.R2 Understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics
6.W2 Write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics
6.W5 Develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics
6.U15 Use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics

Assessment criteria

- Find particular facts and parts in short simple texts
- Write sentences about real and imaginary past events, activities and experiences with support
- Write coherent arguments with support
- Give examples and reasons to support arguments
- Differentiate between the usage of infinitive and gerund forms and infinitive of purpose after common verbs

Level of thinking skills Application
Higher order thinking skills

Duration 20 minutes

Reading

Task 1. Read about a famous movie ‘Life of Pi’ and do the task below.

Life of Pi

When Pi is 16, his family decides to close the zoo and move to Canada. They sell some of the animals to zoos in North America and the family takes the animals with them on a ship to Canada. On the way, there is a terrible storm and the ship sinks. Pi finds himself in a lifeboat with a hyena, zebra, orang-utan and a tiger. When he sees the animals, Pi is scared and he jumps into the ocean. Then he remembers there are sharks in the ocean and he climbs back into the lifeboat.

Pi and the tiger spend 227 days in the lifeboat. They live through terrible storms and are burnt by the Pacific sun. They are often hungry and ill. Sometimes, Pi is happy and hopeful, but sometimes he feels sad and lonely. Finally, they arrive at the coast of Mexico, but you will have to read the book to find out what happens in the end!

Circle True or False for these sentences.

- | | | |
|---|------|-------|
| 1. Pi helps his father look after the animals. | True | False |
| 2. Pi is scared when he sees the animals in the lifeboat. | True | False |
| 3. Pi fights with a big shark. | True | False |
| 4. At the end they land in the USA. | True | False |

Writing

Task 2. Look at the facts about a famous cartoon 'Rio 2'. Write 2 paragraphs using the information below.

General Information:

Directed by - Carlos Saldanha

Starring - Anne Hathaway, Jesse Eisenberg

Production company - 20th Century Fox Animation

Music by - John Powell

Release date - March 20, 2014

Running time - 101 minutes

Country - United States

Language - English



Tips for writing:

1. Write one sentence about this cartoon (Use structures as I like (to watch) and I would like (to tell)).
2. Write general facts about the cartoon.
3. Write about actors, music and the country of production.
4. Include information about company production, release date, running time and language.
5. Recommend this cartoon to your friends.

Assessment criteria	Task	Descriptor	Mark
		A learner	
Find particular facts and parts in short simple texts.	1	1. chooses 'False';	1
		2. chooses 'True';	1
		3. chooses 'False';	1
		4. chooses 'False';	1
Write sentences about real and imaginary past events, activities and experiences with support. Write coherent arguments with support. Give examples and reasons to support arguments. Differentiate between usage of infinitive and gerund forms and infinitive of purpose after common verbs.	2	writes strong lead sentence;	1
		provides evidence and/or reasons on topic;	1
		writes example of infinitive or/and gerund;	1
		presents ideas clearly;	1
		writes grammatically correct sentences;	1
		includes general information on topic;	1
		uses linking words properly.	1
Total marks			13

Rubrics for providing information to parents on the results of Summative Assessment for the unit "Drama and comedy"

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Find particular facts and parts in short simple texts.	Experiences difficulties in identifying facts and parts while reading. Chooses inappropriate True and False answers.	Experiences some difficulties in identifying facts while reading. Makes some mistakes in True and False answers.	Confidently identifies facts and parts while reading. Chooses appropriate True and False answers with minor mistakes.
Write sentences about real and imaginary past events, activities and experiences with support. Write coherent arguments with support. Give examples and reasons to support arguments. Differentiate between usage of infinitive and gerund forms and infinitive of purpose after common verbs.	Experiences difficulties in writing a 2-paragraph story, in making coherent lead sentence and producing grammatically correct sentences with gerunds and infinitives, in providing evidence and reasons.	Experiences some difficulties in writing a 2-paragraph story/ in making coherent sentences / in producing grammatically correct sentences with infinitive and gerund. Makes mistakes in providing general facts about cartoon/ in explaining ideas about actors, music and place/ in expressing opinion about the film.	Writes a 2- paragraph story, making coherent sentences and producing grammatically correct sentences with gerund and infinitive. Gives evidence and reasons on topic. Presents ideas clearly.

SPECIFICATION OF SUMMATIVE ASSESSMENT FOR TERM 3
Review of summative assessment for term 2

Duration of the summative assessment– 40 minutes

Listening – 10 minutes

Reading – 10 minutes

Writing – 20 minutes

Speaking task is conducted separately.

Total marks- 22

The structure of the summative assessment

This Summative Assessment consists of 12 questions: listening, reading, writing and speaking. Different types of tasks are used in the Summative Assessment for the term.

Reordering tasks require learners to put options in the order of mentioning.

Multiple choice tasks consist of several possible answers from which the correct one should be selected.

True/False tasks require learners to indicate whether the provided option right or wrong.

Open-ended tasks require learners follow instructions of the task, answer questions in words, expressions and sentences.

Tapescript for listening task can be found in CD3. And Transcript for listening task can be found after the mark scheme.

Characteristic of tasks for summative assessment for the 3 term

Unit	Strand	Learning objective	*Total number of questions	*Question №	*Type of question	*Task description	Time	Total marks
Our Health Holidays and Travel Reading for Pleasure	Listening	6.L8 Understand supported narratives including some extended talk, on a range of general and curricular topics	5	1 2 3 4 5	Reordering Multiple choice	Each learner works individually. The task enables learners to identify supported narratives in extended talk. Learners listen to the recording twice on topic 'Holidays and Travel', having chance to look through the questions before the recording starts (1-2 min to read the questions before the recording starts). The task consists of 5 questions. Learners put in order the three places which will be visited first for questions 1-3 and choose the right option for questions 4-5.	10 minutes	5
	Reading	6.R4 Read independently a limited range of short simple fiction and non-fiction texts	5	1 2 3 4 5	True / False Open ended	Each learner works individually. The task enables learners to work independently with the text and deduce the meaning out of the context. Learners read the text on topic 'Our health' and answer the questions. In questions 1-3 learners indicate True and False options. In questions 4-5 learners answer open ended questions.	10 minutes	5
	Writing	6.W5 Develop with support coherent arguments supported when necessary by examples and reasons	1	1	Open ended	Each learner works individually. Learner should choose one topic. They should write on topics 'Our health' or 'Holidays and Travel'. While writing they should provide arguments	20 minutes	6

Unit	Strand	Learning objective	*Total number of questions	*Question №	*Type of question	*Task description	Time	Total marks
		for a limited range of written genres in familiar general and curricular topics 6.W6 Link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics 6.U8 Use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics				supported by examples and link these sentences into coherent paragraph with the use of future form 'will'. They should follow the structure and answer the questions in full sentences. Learners should write with grammatical accuracy using a variety of topic related vocabulary. Writing tasks can be differentiated by using pictures as a support for learners. Teachers can use own pictures for writing tasks which are familiar to learners as a support.		
	Speaking	6.S4 Respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics 6.S6 Communicate meaning clearly at sentence and discourse level during pair, group	1	1	Open ended	Learners pair up and have a two-way conversation on topics: 'Our health', 'Holidays and Travel'. They have 1 minute to prepare and 2 minutes to talk on the topic. Learners are provided with questions for a discussion. They should ask each other questions and answer sufficiently to keep interaction going and make sure that the meaning is clear to each partner. Teacher can feel free to use topical	Each pair talks for 2 minutes.	6

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Unit	Strand	Learning objective	*Total number of questions	*Question №	*Type of question	*Task description	Time	Total marks
		and whole class exchanges.				pictures (from own teacher's resources/classroom set of pictures) to help learners to develop imagination. Teacher can cut the number of the questions from the card or ask additional questions to support learners if necessary.		
TOTAL:							40 minutes	22

Note: * - sections that can be changed

Sample questions and mark scheme
Tasks for the Summative Assessment for the term 3

Listening

Task. Listen to the conversation between the travel tour guide and the tourists twice.
CD3. Tapescript 2. And transcript for listening task can be found after the mark scheme.

Put in order three places that the tour guide will visit first. [3]

- _____ London Eye
- _____ Madame Tussauds, Museum
- _____ Tower Bridge
- _____ Tower of London
- _____ Houses of Parliament
- _____ Big Ben
- _____ Buckingham Palace
- _____ Oxford Street

Choose the right option.

4. Oxford Street is a famous street for... [1]
- A) Drinking tea
 - B) Eating
 - C) Shopping
 - D) Taking pictures
5. The Queen lives at ... [1]
- A) Tower of London
 - B) Buckingham Palace
 - C) Tower Bridge
 - D) Big Ben

Total [5]

Reading

Task. Read the text about fast food.

Fast food

How did the hamburger become the most popular, most typical American food?

It got its name from the German town of Hamburg, which was famous for its steak. German immigrants to the United States introduced the "hamburger steak". McDonald's sells hamburgers, one of the world's most famous fast food restaurants.

You can find them in Japan, Germany, Panama, Guatemala, Australia, Portugal, Hong Kong and even Moscow. In fact, there are 13,000 in 120 countries.

What makes American fast food so popular?

Lee Cho, a South Korean, says: "I often go to MacDonald's. It's clean, less expensive than other restaurants and saves time."

Natalia Petrova, a girl from Moscow, says "I find the hamburgers very tasty".

Older people are very critical of this sort of food. Lots of young people in the USA are overweight and parents blame these high-calorie foods that their children eat in large quantities.

Mark sentences as True or False.

1. The hamburger is originally American. [1]
True False
2. People can eat hamburgers anywhere around the world. [1]
True False
3. Parents say fast food because their children don't like it. [1]

True

False

Write answers.

4. Who took the hamburger to the United States of America? [1]

5. Why do people go to MacDonald's? [1]

Total [5]

Writing

Task. Choose **ONE** of the topics below.

- ✓ Write answers in full sentences.
- ✓ Give arguments supported by examples.
- ✓ Link these sentences into a well-structured paragraph with some basic connectors.
- ✓ Use future form 'will'.

Topic 1. Our Health

- What is it a healthy lifestyle?
- What should you personally do to stay healthy?
- How will you describe a healthy diet?
- What will you do to stay healthy?

Topic 2. Holidays and Travel

- What will your dream holiday look like?
- Where would you like to go?
- Why will you choose this place?
- What kind of activities can you do there? Who will you go with?

Total [6]

Speaking

Task. Work in pairs. Choose one of the cards and make a dialogue with a partner. Give own points of view on topics, ask questions to clarify the answers and get the needed information, explain and justify your positions and answer your partner's questions.

You have 1 minute to prepare and 2 minutes to talk.

Card 1. Discuss with your partner the topic 'Our Health. The following questions will help you to organize your talk:

- 1) Do you go in for sports?
- 2) What kind of sport do you do?
- 3) How often do you go in for sport?
- 4) Are you a member of a gym?
- 5) What can you advise for people to stay healthy?

Card 2. Discuss with your partner the topic 'Our Health'. The following questions will help you to organize your talk:

- 1) Do you sleep well?
- 2) How many hours of sleep do you usually get?
- 3) What do you do, if you can't get to sleep?
- 4) Have you ever drunk milk to get to sleep?

5) What do you do in order to sleep well?

Card 3. Discuss with your partner the topic 'Our Health'. The following questions will help you to organize your talk:

- 1) How often do you eat fast food?
- 2) What fast food do you eat?
- 3) Do we need to eat as much fast food as we do?
- 4) Why do you think people keep eating unhealthy food?
- 5) What foods do you think are healthy?

Card 4. Discuss with your partner the topic 'Our Health'. The following questions will help you to organize your talk:

- 1) Why is it important to visit a dentist?
- 2) When was the last time you went to a doctor? Why?
- 3) Have you ever been to a hospital?
- 4) When was the last time you were sick?
- 5) What do you do to stay healthy?

Card 5. Discuss with your partner the topic 'Holidays and Travel'. The following questions will help you to organize your talk:

- 1) Have you ever been in any foreign country?
- 2) Where have you been?
- 3) Are you planning to go anywhere for your next vacation?
- 4) If so, where and who with?
- 5) How long will you stay?

Card 6. Discuss with your partner the topic 'Holidays and Travel'. The following questions will help you to organize your talk:

- 1) What festival is the most exciting in your country?
- 2) When is the festival celebrated?
- 3) Why is this festival celebrated?
- 4) Does your family celebrate this festival?
- 5) Are there special foods connected with the festival?

Card 7. Discuss with your partner the topic 'Holidays and Travel'. The following questions will help you to organize your talk:

- 1) Are you afraid of going abroad alone?
- 2) Could you live in another country for the rest of your life?
- 3) What was the most interesting person you met on one of your travels?
- 4) What was your best trip? Why?
- 5) What was your worst trip? Why?

Card 8. Discuss with your partner the topic 'Holidays and Travel'. The following questions will help you to organize your talk:

- 1) What is your favourite holiday?
- 2) What do you like to do on the holidays?
- 3) Who do you usually spend the holidays with?
- 4) What is your parent's favourite holiday?
- 5) Do you think holidays are important? Why?

Total [6]
Total marks_ /22

**Mark scheme
Listening and Reading**

№	Answer	Mark	Additional information
1	Madame Tussaud's Museum	1	
2	Oxford Street	1	
3			
4	Big Ben	1	
5	C	1	
	B	1	
1	False	1	
2	True	1	
3			
4	False	1	
	German immigrants	1	Sentences structure can vary, but the meaning should be the same
5	It's clean/ less expensive than other restaurants / saves time./ Hamburgers are very tasty.	1	
Total marks		22	

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CRITERIA FOR MARKING WRITING*

Give a mark out of 6 for each criterion (content, organization, vocabulary and spelling, and grammar and punctuation), and then calculate a mean to give an overall total out of 6.

Mark / Criterion	Content: relevance, style and register, and development of ideas	Organization: cohesion, paragraphing, and format	Vocabulary and Spelling	Grammar and Punctuation: range and accuracy
6	<ul style="list-style-type: none"> ● All content is relevant to the task. ● The register completely corresponds to the requirements of the task; consistent and intentional misuse of register* may indicate a writer's personal style. ● All content points are fully addressed and developed in a balanced way. <p>*Such misuse of register should not harm the format of writing.</p>	<ul style="list-style-type: none"> ● Uses a range of basic connectors correctly and attempts to use referencing, but not always clearly or appropriately. ● Uses paragraphs to separate ideas; all paragraphs revolve around one idea or a set of like ideas; the size of each paragraph allows for a proper and balanced development of ideas. ● The format is appropriate, but may be modified for a better reading experience. 	<ul style="list-style-type: none"> ● Uses a range of everyday vocabulary appropriately; attempts to use less common lexical items with occasional inappropriacies. ● Has good control of word formation; may make occasional errors in producing less common word forms. ● Spells common vocabulary items correctly; very few (one or two) occasional spelling mistakes may be present. ● May occasionally misspell less common lexical items. ● Errors in word choice and/or spelling do not distort meaning. 	<ul style="list-style-type: none"> ● Writes simple and compound sentence forms correctly and demonstrates some variety in length. ● May attempt some complex sentences, but they tend to be less accurate, including punctuation. ● Errors in grammar and/or punctuation do not distort meaning.
5	<ul style="list-style-type: none"> ● All content is relevant to the task; insignificant content omissions may be present. ● The register on the whole corresponds to the requirements of the task; occasional and inconsistent misuse of register may be present. 	<ul style="list-style-type: none"> ● Uses a range of basic connectors correctly. ● Uses paragraphs to separate ideas; most paragraphs revolve around one idea or a set of like ideas; the size of each paragraph may reflect imbalanced development of ideas. 	<ul style="list-style-type: none"> ● Uses a range of everyday vocabulary appropriately; attempts to use less common lexical items, but may make frequent errors. ● Has good control of word formation; may make errors in producing less common word forms. 	<ul style="list-style-type: none"> ● Writes simple and compound sentence forms correctly, but does not demonstrate variety in length. ● Occasional errors in grammar and/or punctuation do not distort meaning.

	<ul style="list-style-type: none"> • Most content points are addressed, but their development may be slightly imbalanced. 	<ul style="list-style-type: none"> • The format is appropriate. 	<ul style="list-style-type: none"> • Spells common vocabulary items correctly; few (no more than five) occasional spelling mistakes may be present. • May often misspell less common lexical items. • Errors in word choice and/or spelling do not distort meaning. 	
4	<ul style="list-style-type: none"> • Most content is relevant to the task; insignificant content omissions may be present. • The register on the whole corresponds to the requirements of the task. • Most content points are addressed, but some content points may be more fully covered than others. 	<ul style="list-style-type: none"> • Uses some basic connectors, but these may be inaccurate or repetitive. • Uses paragraphs to separate ideas, but tends to misuse paragraphing (a script is a set of very short paragraphs or some paragraphs may be much longer than other ones for no apparent reason). • The format is generally appropriate. 	<ul style="list-style-type: none"> • Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexical items. • Has good control of word formation; can produce common word forms correctly. • May make infrequent errors in spelling more difficult words. • Errors in word choice and/or spelling rarely distort meaning. 	<ul style="list-style-type: none"> • Writes simple and some compound sentence forms correctly. • While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted.
3	<ul style="list-style-type: none"> • Some content is relevant to the task; significant content omissions may be present. • The register barely corresponds to the requirements of the task. • Only some content points, which are minimally addressed. 	<ul style="list-style-type: none"> • Uses a very limited range of basic cohesive devices correctly. • Writes in paragraphs, but may not use them to separate ideas (a script may have random breaks between paragraphs). • The format may be inappropriate in places. 	<ul style="list-style-type: none"> • Uses basic vocabulary reasonably appropriately. • Has some control of word formation; can produce some common word forms correctly. • Makes frequent errors in spelling more difficult words, but simple words are spelled correctly. • Errors in word choice and/or spelling distort meaning at 	<ul style="list-style-type: none"> • Writes simple sentence forms mostly correctly. • Errors in grammar and/or punctuation may distort meaning at times.

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			times.	
2	<ul style="list-style-type: none"> • Severe irrelevances and misinterpretations of the task may be present. • Only few content points, which are minimally addressed. 	<ul style="list-style-type: none"> • May use a very limited range of basic cohesive devices, and those used may not indicate a logical relationship between ideas. • Attempts to write in paragraphs, but their use may be confusing (may start every sentence with a new line). • The format may be inappropriate. 	<ul style="list-style-type: none"> • Uses an extremely limited range of vocabulary. • Has very limited control of word formation; can produce a few common word forms correctly. • Makes many errors in spelling, including a range of simple words. • Errors in word choice and/or spelling distort meaning. 	<ul style="list-style-type: none"> • Writes some simple sentence forms correctly. • Frequent errors in grammar and/or punctuation distort meaning.
1	<ul style="list-style-type: none"> • Attempts the task, but it is largely misinterpreted and the response is barely relevant to the task. 	<ul style="list-style-type: none"> • Links are missing or incorrect. • Does not write in paragraphs at all (a script is a block of text). • The format is not appropriate. 	<ul style="list-style-type: none"> • Can only use a few isolated words and/or memorized phrases. • Has essentially no control of word formation; can barely produce any word forms. • Displays few examples of conventional spelling. 	<ul style="list-style-type: none"> • No evidence of sentence forms.
0	<ul style="list-style-type: none"> • Does not attempt the task in any way. <p>OR</p> <ul style="list-style-type: none"> • The response is completely irrelevant to the task. <p>OR</p> <ul style="list-style-type: none"> • There is too little language to assess. <p>OR</p> <ul style="list-style-type: none"> • Content is completely incomprehensible due to extremely poor handwriting: very few words are distinguishable, so there is a lack of context to verify meaning. 			

*Criteria for Marking Writing may be adapted by teacher according to the type and format of writing. Teacher can assess learners' work using some of the criteria from each column. There is no need to take into account all the points of the criteria.

CRITERIA FOR MARKING SPEAKING*

Give a mark out of 6 for each criterion (development and fluency, grammar and vocabulary), and then calculate a mean to give an overall total out of 6.

Mark / Criterion	Development and Fluency	Grammar and Vocabulary
6	<ul style="list-style-type: none"> • Shows sustained ability to maintain a conversation and to make relevant contributions at some length. • Produces extended stretches of language despite some hesitation. • Can respond to change in direction of the conversation. • Pronunciation is intelligible. • Intonation is appropriate. 	<ul style="list-style-type: none"> • Produces error-free simple sentences. • Attempts some complex grammatical forms, but may make errors, which rarely cause comprehension problems. • Uses a range of appropriate vocabulary to give and exchange views on a growing range of general and curricular topics.
5	<ul style="list-style-type: none"> • Responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation. • Produces mostly extended stretches of language despite some hesitation, although instances of using short phrases may be present. • Can generally respond to change in direction of the conversation. • Pronunciation is generally intelligible. • Intonation is generally appropriate 	<ul style="list-style-type: none"> • Produces error-free simple sentences. • Uses a range of appropriate vocabulary when talking about a range of general and curricular topics. • Occasional mistakes do not cause comprehension problems.
4	<ul style="list-style-type: none"> • Attempts to respond to questions and prompts. • Produces responses which are extended beyond short phrases, despite hesitation. • Effort will need to be made to develop the conversation; only partial success will be achieved. • Pronunciation is mostly intelligible. • May not follow English intonation patterns at times. 	<ul style="list-style-type: none"> • Frequently produces error-free simple sentences. • Uses appropriate vocabulary to talk about a limited range of general and curricular topics. • Errors may cause comprehension problems.
3	<ul style="list-style-type: none"> • Responses tend to be brief and are characterized by frequent hesitation. • Has to be encouraged to go beyond short responses and struggle to develop a conversation. • There is a lack of intelligibility of pronunciation, but it is unlikely 	<ul style="list-style-type: none"> • Produces basic sentence forms and some correct simple sentences. • Uses a limited range of appropriate vocabulary to talk about a limited range of general topics. • Errors are frequent and may lead to misunderstanding.

	<p>to impede communication.</p> <ul style="list-style-type: none"> • May not follow English intonation patterns frequently. 	
2	<ul style="list-style-type: none"> • Responses are so brief that little is communicated. • Barely engages in a conversation. • Pronunciation may cause some communication difficulty. • Does not follow English intonation patterns. 	<ul style="list-style-type: none"> • Attempts basic sentence forms, but with limited success. <p>OR</p> <ul style="list-style-type: none"> • Heavily relies on apparently memorized utterances. • Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics. • Makes numerous errors except in memorized expressions.
1	<ul style="list-style-type: none"> • No communication possible. • Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener. 	<ul style="list-style-type: none"> • Cannot produce basic sentence forms. • Can only produce isolated words and phrases or memorized utterances.
0	<ul style="list-style-type: none"> • No attempt at the response. <p>OR</p> <ul style="list-style-type: none"> • No rateable language. 	

*Criteria for Marking Speaking may be adapted by teacher according to the format of speaking. Teacher can assess learners' work using some of the criteria from each column. There is no need to take into account all the points of the criteria.

Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер

Ш тоқсан Ағылшын тілі пәні бойынша

Сынып: 6 А,Ә

Оқушылар саны: 22,21

Педагог: Кушкарлова Қ.А.

Мақсаты: Жиынтық бағалау жүргізу қорытындылары бойынша талдау жүргізу
БЖБ және ТЖБ нәтижелерін талдау

Пән	Орындаған оқушы	Макс балл	ЖБ балдарының пайыздық мазмұны				Сапа %	Үлгерім %
			төмен	орта	жақсы	жоғары		
			0-39%	40-64%	65%-84%	85-100%		
Оқушылар саны :								
БЖБ 1	22,21	10	0-4 балл	5-6 балл	7-8 балл	9-10 балл		
			-	10	10	2	54,5%	100%
				14	4	3	33,3%	
БЖБ 2	22,21	11	0-3 балл	4-5 балл	6-7 балл	8 балл		
			-	12	9	1	45,4%	100%
				14	6	1	33,3%	
ТЖБ	22,21	22	0-6 балл	7-10 балл	11-13 балл	14 балл		
			-	12	7	3	45%	100%
				11	9	1	47%	

	Қол жеткізілген мақсаттар	Қиындық тудырған мақсаттар
БЖБ 1	5.2.3.1 Use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines. 5.3.3.1 Read and follow with considerable support simple words, phrases and sentences on familiar topics	5.2.3.1 Use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines.
БЖБ 2	5.1.9.1 Recognize the spoken form of familiar words and expressions 5.5.8.1 Use simple imperative forms /positive and negative/ for basic commands and instructions	5.1.9.1 Recognize the spoken form of familiar words and expressions
ТЖБ	5.1.5.1 Identify missing phonemes in incomplete words 5.3.1.1 Read and spell out words for others 5.4.7.1 Spell some familiar high- frequency words accurately during guided writing activities 5.5.13.1 Use can to talk about ability and to make requests and offers; use can/ can't to talk about permission 5.2.8.1 Give simple instructions for others to follow	5.1.5.1 Identify missing phonemes in incomplete words 5.2.8.1 Give simple instructions for others to follow

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 (Н): 0-39%

Жоғары (В) 85-100%	Жақсы (С) 65-84%	Орта (С) 40-64%	Төмен (Н) 0-39%
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- №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)-

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

- Берілген мәтінмен жұмыс жасау барысында сұрақтарға жауабын табуда

- Кестемен жұмыс жасау барысында оқушылардың шатасуы

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

Қорытынды.

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

Күні: 23.03.2023ж

Педагог: Кушкарлова Қ.А.