



AUTONOMOUS EDUCATIONAL ORGANISATION
«NAZARBAYEV INTELLECTUAL SCHOOLS»

**Methodical
recommendations
for Summative
Assessment**

English

Grade 1

Astana, 2016

**Methodological recommendations
for Summative Assessment**

English

Grade 1

Methodological recommendations for Summative Assessment are designed to assist teachers in planning, organizing and carrying out Summative Assessment in “English” for the Grade 1 learners. Methodological recommendations are aligned with the Subject Programme and Course plan. Summative Assessment in Grade 1 is conducted in Terms 3 and 4.

Summative Assessment Tasks for unit/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 unit/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.

Summative Assessment Specification with mark scheme is suggested for conducting at the end of the term. It is standardized and is obligatory to adhere to for conducting Summative Assessment for the term.

Methodological 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.

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TERM 3
SUMMATIVE ASSESSMENT TASKS

Summative Assessment for the Cross curricular unit "Travel"

- Learning objectives:**
- 1.L1 recognize short basic instructions for a limited range of classroom routines spoken slowly and distinctly
 - 1.L5 recognise the sounds of phonemes and phoneme blends
 - 1.UE5 use interrogative pronouns *which, what, where, how* to ask basic questions; use the question: What colour is it?

Level of thinking skills: Knowledge and comprehension
Application

- Assessment criteria:**
- Follow basic classroom instructions spoken slowly and distinctly
 - Identify phonemes and phoneme blends
 - Ask questions with *which, what, where* and *how*; *what colour is it*

Duration: 15 minutes

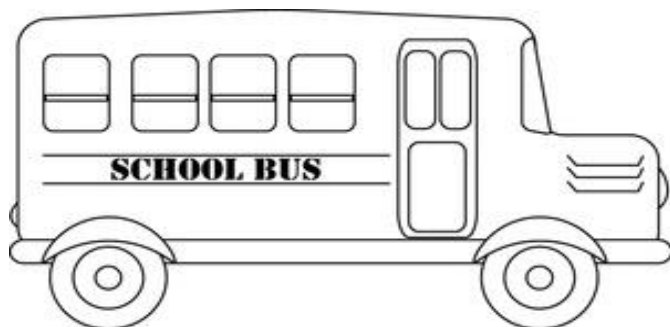
Listening

Task 1. Listen to the teacher and put the number (1, 2, 3) in the boxes.



Teacher reads the instructions twice.
Listen, please! is №1.
Bring me your books, please! is №2.
Open the door, please! is №3.

Task 2. Listen to the teacher and follow instructions.



Teacher reads the instructions twice.
Color the bus yellow.
Write №7 on the door of the bus.

Task 3. Listen to the teacher and circle the correct picture.

[b]



[tr]



Teacher reads phoneme and phoneme blends twice.

[b]
[tr]

Use of English

Task 4. Match the pictures to the questions.

1.



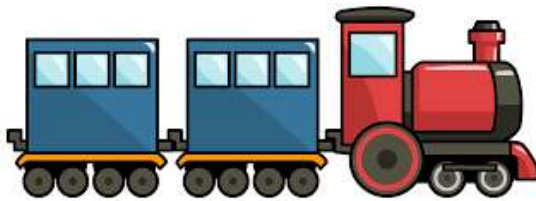
What?

2.



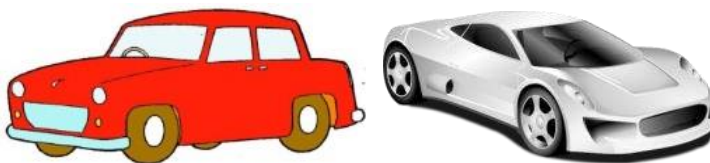
Which?

3.



How?

4.



Where?

Assessment criteria	Task	Descriptor	Mark
		A learner	
follow basic classroom instructions spoken slowly and distinctly	1	puts number 3 under the first picture	1
		puts number 1 under the second picture	1
		puts number 2 under the third picture	1
	2	colors the bus yellow	1
		writes number "7" on the door of the bus	1
identify the phonemes and phoneme blends;	3	circles the bus	1
		circles the train	1
ask basic questions with <i>which</i> , <i>what</i> , <i>where</i> and <i>how</i>	4	matches the 1 st picture with "Where"	1
		matches the 3 rd picture with "What"	1
		matches the 4 th picture with "Which"	1
Total marks			9

Rubrics for providing information to parents on the results of Summative Assessment for the Cross curricular unit "Travel"

Learner's name: _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Follow basic classroom instructions spoken slowly and distinctly	Experiences challenges in following basic teacher's instructions <input type="checkbox"/>	Makes mistakes in identifying the order of instructions/ following instructions <input type="checkbox"/>	Correctly follows most teacher's instructions <input type="checkbox"/>
Identify the phonemes and phoneme blends	Experiences challenges in recognising phoneme and phoneme blends <input type="checkbox"/>	Makes mistakes in identifying phoneme/ phoneme blends <input type="checkbox"/>	Fully recognises phoneme and phoneme blends <input type="checkbox"/>
Ask basic questions with <i>which, what, where</i> and <i>how</i>	Experiences challenges in using wh-questions. <input type="checkbox"/>	Makes mistakes in matching <i>which/ what / where</i> questions. <input type="checkbox"/>	Confidently uses wh-questions <input type="checkbox"/>

Summative assessment for the Cross curricular unit “Traditions and Folklore”

- Learning objectives:**
- 1.S3 pronounce familiar words and expressions intelligibly
 - 1.R3 recognize and identify some familiar sight words from local environment

Level of thinking skills: Knowledge and comprehension
Application

- Assessment criteria:**
- Say topic words with clear pronunciation;
 - Say expressions clearly;
 - Identify familiar words

Duration: 20 minutes

Speaking

Task 1. Listen to the questions. Use the pictures to answer them.

1. When is your birthday?



2. How old are you?

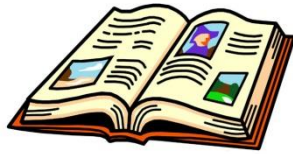


3. What would you like to have for your birthday present?



Reading

Task 2. Look at the pictures. Read and circle the right words.

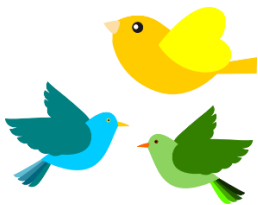


Ice - cream	Cake	Apple
-------------	------	-------

Book	Pen	Desk
------	-----	------

Christmas	Birthday	Nauryz
-----------	----------	--------

Task 3. Read words and draw lines to the pictures.



bees

birds

leaves

flowers

Assessment criteria	Task	Descriptor	Mark
		A learner	
say topic words and expressions with clear pronunciation	1	answers the 1 st question correctly	1
		answers the 2 nd question correctly	1
		answers the 3 rd questions correctly	1
identify topic words	2	reads and circles word "Cake" under the 1 st picture	1
		reads and circles word "Book" under the 2 nd picture	1
		reads and circles word "Nauryz" under the 3 rd picture	1
	3	matches the 1 st picture with birds	1
		matches the 2 nd picture with bees	1
		matches the 3 rd picture with flowers	1
Total marks			9

Rubrics for providing information to parents on the results of Summative Assessment for the Cross curricular unit “Traditions and Folklore”

Learner’s name: _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Say topic words and expressions with clear pronunciation	Experiences challenges in pronouncing topic words. <input type="checkbox"/>	Makes mistakes in pronouncing topic words: month/ number/ dog/ bicycle. <input type="checkbox"/>	Confidently pronounces the topic words. <input type="checkbox"/>
Identify topic words	Experiences challenges in identifying the topic words according to the pictures. <input type="checkbox"/>	Makes mistakes in identifying topic words: cake/ book / Nauryz /bees / birds/ flowers. <input type="checkbox"/>	Confidently identifies the topic words according to the pictures. <input type="checkbox"/>

Specification of Summative Assessment for term 3.

1. Aim of the Summative Assessment for the 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 within the framework of updating the secondary education content.

Specification describes the content and procedure for the delivery of the Summative Assessment for the term in "English" in Grade 1.

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

Subject Programme in "English" (within the framework of updating the secondary education content) for primary education (Grades 1 – 4).

3. Review of Summative Assessment for term 3.

3.1 Duration - 35 minutes.

Total marks – 20.

3.2. The structure of the Summative Assessment

Different types of multiple choice and open-ended tasks are used in the Summative Assessment for term.

This Assessment consists of 4 tasks. Multiple choice tasks require learners choose one correct answer. Open-ended tasks require learners follow instructions, answer questions in words, expressions and sentences.

Cross Curricular Unit	Skill	Learning objective	Task №	Task description	Total marks
Travel. Traditions and folklore.	Listening	1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly	1	Open-ended task. Learners listen and follow the instructions.	3
		1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words 1.UE14 use basic prepositions of location and position e.g. in, at, next to, near, on, to describe where people and things are use basic prepositions of time: on, in to talk about days and time use with to indicate accompaniment	2	Multiple choice task. Learners listen and choose correct answers.	3
	Speaking	1. S3 pronounce familiar words and expressions intelligibly	3	Open-ended task. Learners look at the pictures and say the words and expressions.	7
		1.UE9 use common present simple forms [positive, negative and question] to give basic personal information	4	Open-ended task. Learners speak about their daily routines in present simple.	7

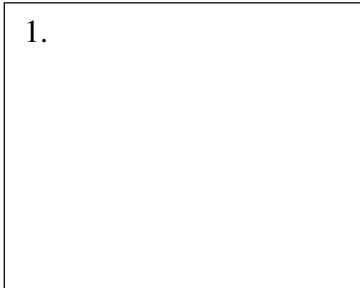
4. Sample questions and mark scheme

Tasks for the Summative Assessment for the term 3

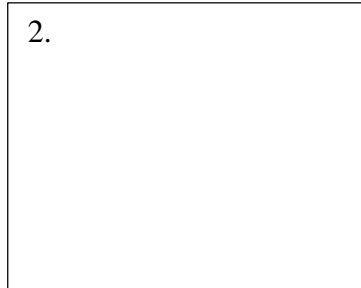
Listening

Task 1. Listen and draw.

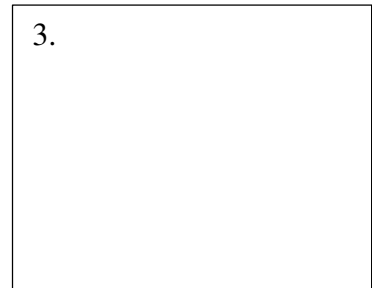
1.



2.



3.








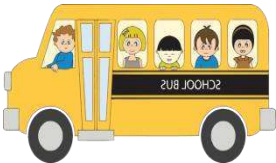



[3]

Teacher reads the following instructions:

1. Draw two balls. Colour them yellow.
2. Draw a hat. Colour it blue.
3. Draw one flower.

Task 2. Look at the pictures and listen. Find and tick (✓) the correct answer in the boxes.

	A	B	C
1	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
2	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
3	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

[3]

Teacher reads the sentences twice.

1. The circus is behind the school.
2. The dog is next to the house.
3. People are in the airplane.

Speaking

Task 3. Look at the pictures and say what you can see.



**Birthday
cake**



Go by car



Bicycle



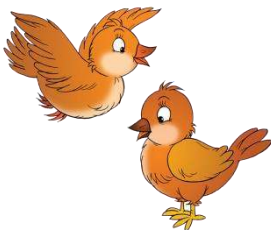
Balloons



School bag



Tiger mask

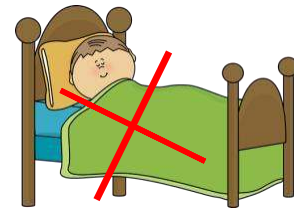
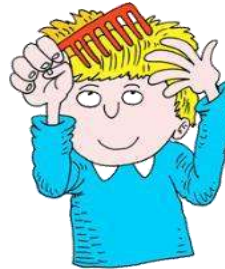


Birds

[7]

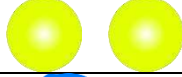


Use of English

Task 4. Look at the pictures and say. What do you do every morning? What don't you do every morning?



[7]

Mark scheme

Task No	Answer	Mark	Additional information
1.		1	Any two balls in yellow can be accepted
		1	Any form of a hat in blue can be accepted
		1	Any type of a flower can be accepted.
2.	1. B	1	
	2. C	1	
	3. A	1	
3.	Birthday cake	1	Words and expressions can be said in any order. One mark is awarded for each word/expression pronounced intelligibly.
	Go by car	1	
	Bicycle	1	
	Balloons	1	
	School bag	1	
	Birds	1	
	Tiger mask	1	
4.	I wake up / I get up	1	Sentences can be said in any order. One mark is awarded for each correct answer.
	I brush my teeth	1	
	I comb my hair / I brush my hair	1	
	I get dressed / I put on clothes / I put on my clothes (trousers, T-shirt)	1	
	I don't dance / I don't dance in the morning	1	
	I go on foot / I go to school	1	

	I don't sleep/ I don't sleep in the morning /I don't go to bed / I don't go to bed in the morning	1	
Total marks		20	

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 queries 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, calculator (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 students 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 standardized mark scheme.

TERM 4
SUMMATIVE ASSESSMENT TASKS

Summative Assessment for the Cross curricular unit "Food and drink"

Learning objectives: 1.S5 use words in short exchanges
1.UE9 use common present simple forms [positive, negative and question] to give basic personal information.

Level of thinking skills: Application





Assessment criteria:

- Interact using topic words
- Apply present simple in personal statements.

Duration: 15 minutes

Speaking

Task 1. Listen to the questions and answer them. Use the pictures to help you.

Card 1	Card 2
1. What does the cat like? 2. Does the cat like bananas?	1. What does the rabbit like? 2. Does the rabbit like fish?
 	 

Use of English

Task 2. Underline the correct sentence.



I like 

I don't like 



I like 

I don't like 

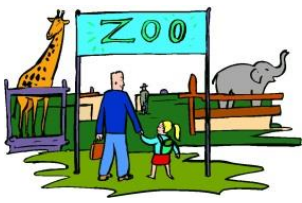
Task 3.

Make sentences in Present Simple. Fill in the gaps using the words from the box.

like *doesn't like* *Do you like*

1. (-) He _____  .

2. (+) I _____  .

3. (?) _____ going to the  ?

Assessment criteria	Task	Descriptor	Mark
		A learner	
answer questions in a short dialogue	1	gives a short answer (Milk) or/and a full answer (The cat likes milk)	1
		gives a short answer (No) or/and a full answer (The cat doesn't like bananas)	1
		gives a short answer (Carrot) or/and a full answer (The rabbit likes carrots)	1
		gives a short answer (No) or/and a full answer (The rabbit doesn't like fish)	1
apply present simple tense in personal statements	2	underlines "I like cheese"	1
		underlines "I don't like coke"	1
	3	fills in <i>doesn't like</i>	1
		fills in <i>like</i>	1
		fills in <i>Do you like</i>	1
Total marks			9

Rubrics for providing information to parents on the results of Summative Assessment for the Cross curricular unit “Food and drink”

Learner’s name: _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Answer questions in a short dialogue	Experiences challenges in answering questions using given pictures. <input type="checkbox"/>	Makes mistakes in answering questions using given pictures. <input type="checkbox"/>	Confidently answers questions using given pictures. <input type="checkbox"/>
Apply present simple tense in personal statements	Experience challenges in recognizing correct answers in present simple <input type="checkbox"/>	Makes mistakes in identifying correct answers in present simple: I like cheese/ I don’t like coke/ doesn’t like/ like/ Do you like <input type="checkbox"/>	Confidently recognizes and uses present simple. <input type="checkbox"/>

Summative Assessment for the Cross curricular unit “Health and body”

Learning objectives: 1.L3 recognize with support common names and names of places;
recognize the spoken form of a limited range of everyday and classroom words
1.R1 recognize, sound and name the letters of the alphabet

Level of thinking skills: Knowledge and comprehension
Application







Assessment criteria:

- Identify common names and names of places with support; recognize basic limited range of everyday and classroom words
- Identify and say letters of the alphabet

Duration: 20 minutes

Listening

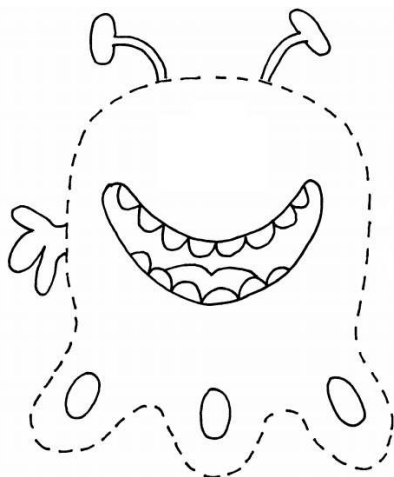
Task 1. Look at the pictures. Listen and tick (✓) in the boxes the places you hear.

 1. <input style="float: right;" type="checkbox"/>	 2. <input style="float: right;" type="checkbox"/>	 3. <input style="float: right;" type="checkbox"/>
 4. <input style="float: right;" type="checkbox"/>	 5. <input style="float: right;" type="checkbox"/>	 6. <input style="float: right;" type="checkbox"/>

Teacher reads the sentences twice.

1. We watch films in a cinema.
2. My father works in the bank.
3. I like to play in the park.
4. Our school is big and beautiful.

Task 2. Listen to the teacher and follow the instructions.

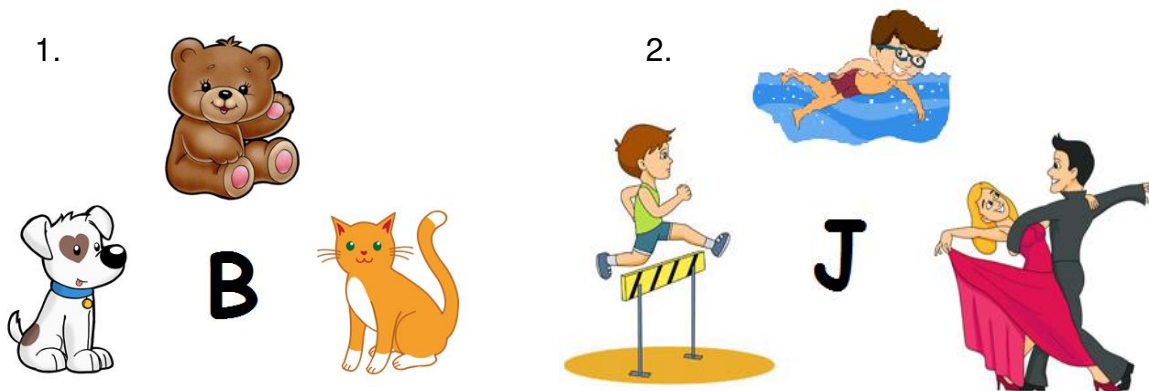


Teacher reads the instructions twice.

1. Draw three hands.
2. Draw one eye.
3. Color ears blue.
4. Color teeth green.

Reading

Task 1. Find and circle the pictures for letters B and J.



Assessment criteria	Task	Descriptor	Mark
		A learner	
identify common names and names of places with support; recognize basic limited range of everyday and classroom words	1	ticks the picture № 2	1
		ticks the picture № 3	1
		ticks the picture № 4	1
		ticks the picture № 6	1
	2	draws three hands	1
		draws one eye	1
		colors ears blue	1
		colors teeth green	1
identify initial letters of the words	3	circles the picture of "Bear" for "B"	1
		circles the picture of "Jump" for "J"	1
Total marks			10

Rubrics for providing information to parents on the results of Summative Assessment for the Cross curricular unit “Health and body”

Learner’s name: _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify common names and names of places with support; recognize basic limited range of everyday and classroom words	Experiences challenges in identifying names of places and following instructions. <input type="checkbox"/>	Makes mistakes in identifying names of places: school / bank / park / cinema and following instructions. <input type="checkbox"/>	Confidently identifies names of places and follows instructions appropriately <input type="checkbox"/>
Identify initial letters of the words	Experiences challenges in identifying initial letters of the words. <input type="checkbox"/>	Makes mistakes in identifying initial letters of the words: Bear / Jump. <input type="checkbox"/>	Confidently identifies initial letters of the words. <input type="checkbox"/>

Specification of Summative Assessment for Term 4.

1. Aim of the Summative Assessment for the term

Summative assessment is aimed to assess of the learning objectives achievement by learners and revealing their level of knowledge and skills acquired during the term within the framework of updating the secondary education content.

Specification describes the content and procedure for the delivery of the Summative Assessment for the term in “English” in Grade 1.

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

Subject Programme in “English” (within the framework of updating the secondary education content) for primary education (Grades 1 – 4).

3. Review of Summative Assessment for term 4.

3.1 Duration - 35 minutes.

Total marks – 20.

3.2. The structure of the Summative Assessment

Different types of multiple choice and open-ended tasks are used in the Summative Assessment for term.

This Assessment consists of 4 tasks. Multiple choice tasks require learners choose one or several correct answers and number right pictures. Open-ended tasks require learners answer questions.

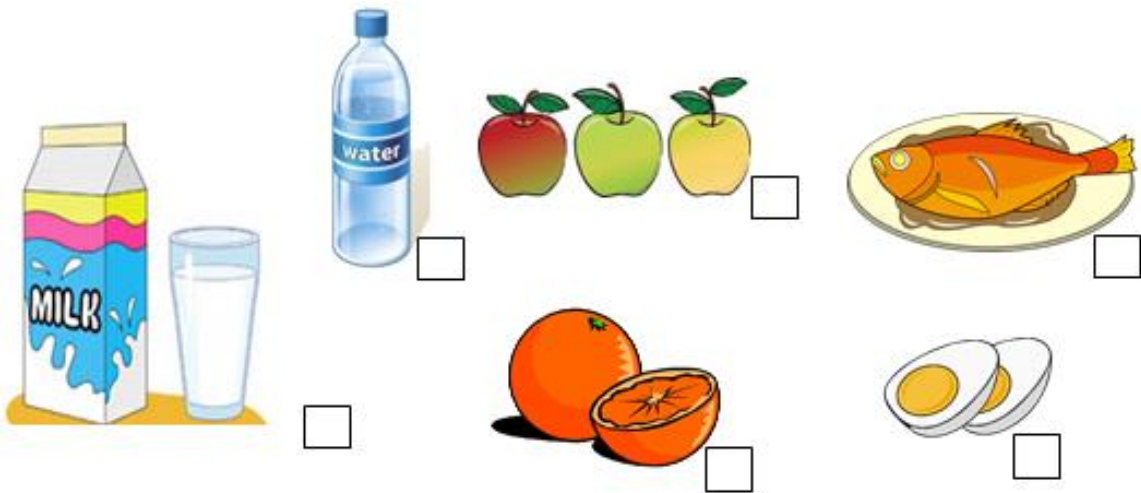
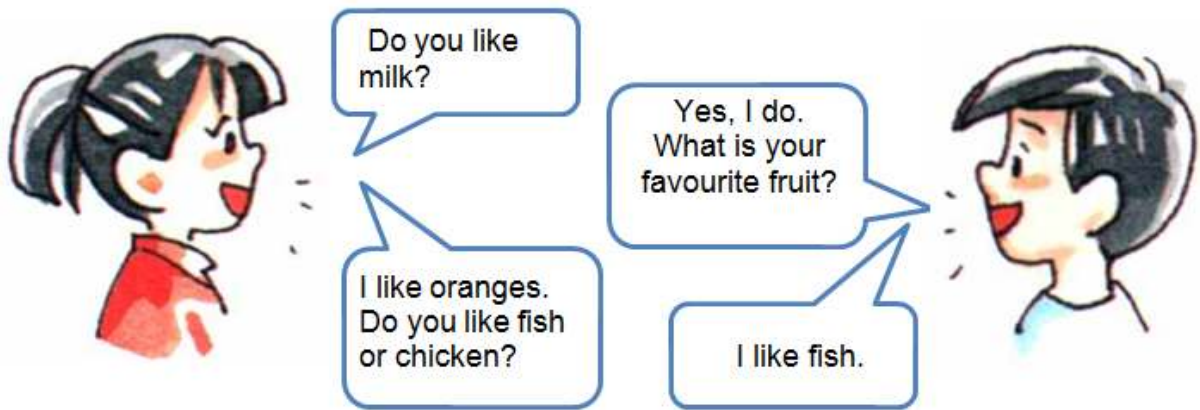
Cross curricular Unit	Skill	Learning objective	Task №	Task description	Total marks
Food and drink. Health and body.	Listening	1.L2 recognise with support a limited range of basic common personal questions spoken slowly and distinctly	1	Multiple choice task. Learners listen to the dialogue and choose the right picture.	3
		1.UE8 use simple imperative forms [positive] for basic commands or instructions	2	Multiple choice task. Learners listen to the commands and number the pictures.	7
	Reading	1.R1 recognise, sound and name the letters of the alphabet	3	Multiple choice task. Learners identify the initial letters of the words.	6
		1.S4 respond to basic supported questions about people, objects and classroom routines	4	Open-ended task. Learners listen to the supported questions and answer them.	4

4. Sample questions and mark scheme

Tasks for the Summative Assessment for the term 4

Listening

Task 1. Listen to the dialogue and tick (✓) the right pictures.



[3]

Teacher reads the dialogue.

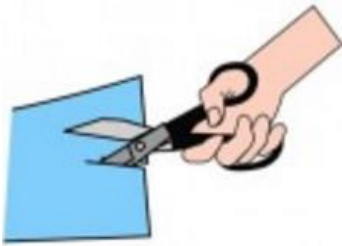
Girl: Do you like milk?

Boy: Yes, I do. What is your favourite fruit?

Girl: I like oranges. Do you like fish or chicken?

Boy: I like fish.

Task 2. Listen to the commands and put numbers 1-7 in the boxes.



[7]

Teacher reads the commands twice.

1. Swim!
2. Dance!
3. Close your eyes!
4. Cut!
5. Jump!
6. Listen!
7. Write!

Reading

Task 3. Look at the picture, find and circle the first letter for the picture.



N

S

F

1)



P
J
K

2)



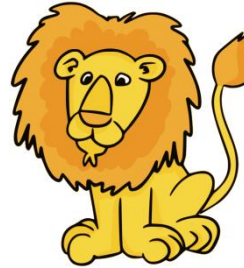
A
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M
T

4)



L
R
B

5)



D
C
H

6)



U
E
Y

[6]

Speaking

Task 4. Listen to the teacher and answer the questions.

1. How many fingers have you got?

2. What colour is your hair?

3. Do monkeys like cheese?

4. What do they like?



[4]

Mark scheme

Task №	Answer	Mark	Additional information
1.	Milk	1	
	Oranges	1	
	Fish	1	
2.	Jump - 5	1	
	Close eyes - 3	1	
	Write - 7	1	
	Dance -2	1	
	Cut - 4	1	
	Swim -1	1	
	Listen - 6	1	
3.	J	1	
	I	1	
	Z	1	
	L	1	
	H	1	
	E	1	
4.	10 fingers / I have got 10 fingers	1	
	My hair is black/brown/blond/red	1	Short and full answers can be accepted. Learners name the colour of their hair.
	No/No, they don't / No, they don't like cheese.	1	
	Banana(s) / They like bananas.	1	Other food that monkeys eat can be accepted.
Total marks		20	

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 queries 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, calculator (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 students 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 standardized mark scheme.

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