

PROJECT

**Methodological recommendations  
for Summative Assessment**

**English**

**Grade 1**

## PROJECT

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.UE5 Use interrogative pronouns *which, what, where, how* to ask basic questions

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

**Level of thinking skills** Knowledge and comprehension  
Application

**Duration** 20 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.



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

Use of English

Task 3. Match the pictures to the questions.

1.



What is it?

2.



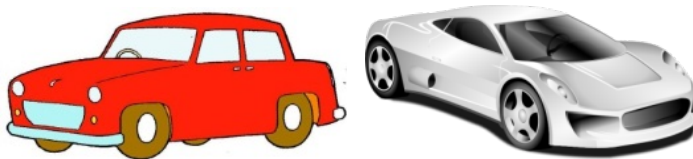
Which car is white?

3.



How do you get to school?

4.



Where do you go?

PROJECT

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	colours the bus yellow	1
		writes number "7" on the door of the bus	1
Ask basic questions with <i>which, what, where</i> and <i>how</i> .	3	matches the 1 <sup>st</sup> picture with "Where do you go?"	1
		matches the 3 <sup>rd</sup> picture with "What is it?"	1
		matches the 4 <sup>th</sup> picture with "Which car is white?"	1
<b>Total marks</b>			<b>8</b>

**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"/>
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 to the pictures. <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

**Assessment criteria**

- Say topic words with clear pronunciation;
- Say expressions clearly
- Identify familiar words from local environment

**Level of thinking skills** Knowledge and comprehension  
Application

**Duration** 20 minutes

**Speaking**

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

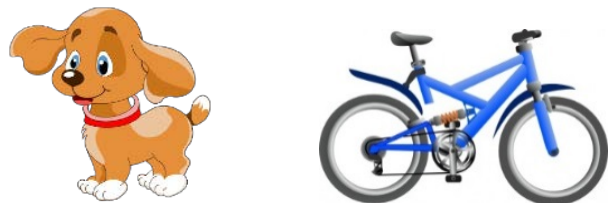
1. What is it?



2. How old are you?



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





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Reading

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

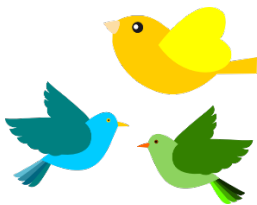


Ice - cream	Cake	Apple
-------------	------	-------

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

Candles	Birthday	Na
---------	----------	----

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



bees

birds

leaves

flowers

PROJECT

Assessment criteria	Task	Descriptor		Mark
		A learner		
Say topic words and expressions with clear pronunciation.	1	answers the 1 <sup>st</sup> question correctly		1
		answers the 2 <sup>nd</sup> question correctly		1
		answers the 3 <sup>rd</sup> questions correctly		1
Identify familiar words from local environment.	2	reads and circles word "Cake" under the 1 <sup>st</sup> picture		1
		reads and circles word "Book" under the 2 <sup>nd</sup> picture		1
		reads and circles word "Nauryz" under the 3 <sup>rd</sup> picture		1
	3	matches bees to the 2 <sup>nd</sup> picture		1
		matches birds to the 1 <sup>st</sup> picture		1
		matches flowers to the 3 <sup>rd</sup> picture		1
<b>Total marks</b>				<b>9</b>

**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 and expressions. <input type="checkbox"/>	Makes mistakes in pronouncing topic words: birthday cake/ balloons/ number/ dog/ bicycle. <input type="checkbox"/>	Confidently pronounces the topic words and expressions. <input type="checkbox"/>
Identify topic words from local environment.	Experiences challenges in identifying the topic words according to the pictures. <input type="checkbox"/>	Makes mistakes in identifying topic words: cake/ book / Nauryz . Makes mistakes in matching words bees / birds/ flowers to their pictures. <input type="checkbox"/>	Confidently identifies the topic words according to the pictures. Correctly matches words 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** - 40 minutes.

**Total marks** – 12.

**Speaking task is conducted separately.**

### **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.

## PROJECT

<b>Cross Curricular Unit</b>	<b>Skill</b>	<b>Learning objective</b>	<b>Task №</b>	<b>Task description</b>	<b>Total marks</b>
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 to the instruction twice and follow them.	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 to talk about days	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.	3
		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.	3

4. Sample questions and mark scheme

Tasks for the Summative Assessment for the term 3

Listening

Task 1. Listen and draw.

1.

2.

3.






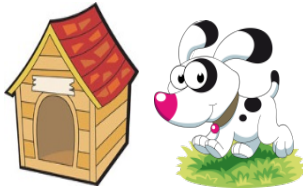



[3]



Teacher reads the following instructions:

1. Draw two green balls.
2. Draw a blue hat.
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.  
*Learners should say only 3 objects/things/actions.*



**Birthday  
cake**



**Go by car**



**School bag**



**Tiger mask**



**Bicycle**

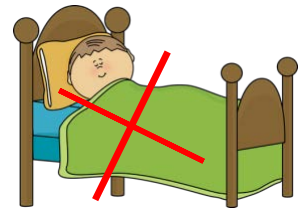


**Balloons**

[3]

### Use of English




**Task 4.** Look at the pictures and say 3 actions. What do you do every morning?  
What don't you do every morning?



[3]



## Mark scheme

Task №	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/Go by car	1	Any other words and expressions can be accepted until they name the pictures. Words and expressions can be said in any order. One mark is awarded for each word/expression pronounced intelligibly.
	Bag/School bag/Mask/Tiger mask	1	
	Bicycle/Balloons	1	
4.	I wake up / I get up	3	Learners should say 3 phrases/sentences out of 7. Sentences can be said in any order. One mark is awarded for each correct answer.
	I brush my teeth		
	I comb my hair / I brush my hair		
	I get dressed / I put on clothes / I put on my clothes (trousers, T-shirt)		
	I don't dance / I don't dance in the morning		
	I go on foot / I go to school		
	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.		
<b>Total marks</b>	<b>12</b>		

## 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, dictionaries (excluding the cases when it is allowed in specification)

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

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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 15 and 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 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

**Assessment criteria**

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

**Level of thinking skills**





Application

**Duration**

15 minutes

**Speaking**

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

<b>Card 1</b>	<b>Card 2</b>
<p>1. What does the cat like? 2. Does the cat like bananas?</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>1. What does the rabbit like? 2. Does the rabbit like fish?</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

**Use of English**

**Task 2.** Look at the pictures. Underline the correct sentences.



I like 

I don't like 



I like 

I don't like 

PROJECT


**Task 3.** Make sentences in Present Simple. Match the words to the sentences.

1. (-) He \_\_\_\_\_  .

*Do you like*

2. (+) I \_\_\_\_\_  .

*doesn't like*

3. (?) \_\_\_\_\_ going to the  ?

*like*

Assessment criteria	Task	Descriptor	Mark
		A learner	
Interact using topic words	1	gives a short answer (Milk) <b>or/and</b> a full answer (The cat likes milk)	1
		gives a short answer (No) <b>or/and</b> a full answer (The cat doesn't like bananas)	1
		gives a short answer (Carrot) <b>or/and</b> a full answer (The rabbit likes carrots)	1
		gives a short answer (No) <b>or/and</b> a full answer (The rabbit doesn't like fish)	1
Apply present simple tense in personal statements	2	underlines "I like juice"	1
		underlines "I don't like coke"	1
	3	matches <i>doesn't like</i> with the 1 <sup>st</sup> sentence	1
		matches <i>like</i> with the 2 <sup>nd</sup> sentence	1
		matches <i>Do you like</i> with the 3 <sup>rd</sup> sentence	1
<b>Total marks</b>			<b>9</b>

**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
Interact using topic words	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 juice/ I don't like coke. Makes mistakes in matching the words to the sentences He doesn't like milk./ I like an ice- cream./ Do you like going to the Zoo? <input type="checkbox"/>	Confidently recognizes and uses present simple. Correctly completes the tasks. <input type="checkbox"/>

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

**Learning objectives** 1.L1 Recognize short basic instructions for a limited range of classroom routines spoken slowly and distinctly  
1.R3 Recognize and identify some familiar sight words from local environment

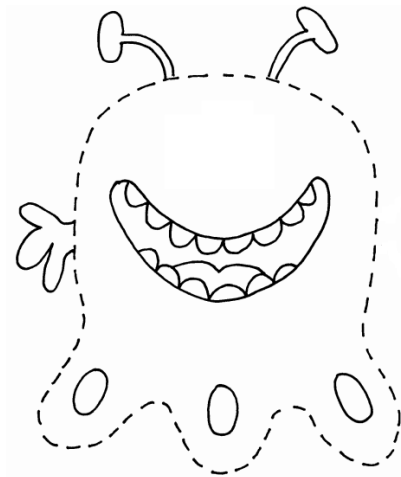
**Assessment criteria**

- Follow basic classroom instructions spoken slowly and distinctly
- Identify familiar words from local environment

**Level of thinking skills** Knowledge and comprehension  
Application

**Duration** 20 minutes

**Task 1.** Listen to the teacher and follow the instructions.



*Teacher reads the instructions twice.*

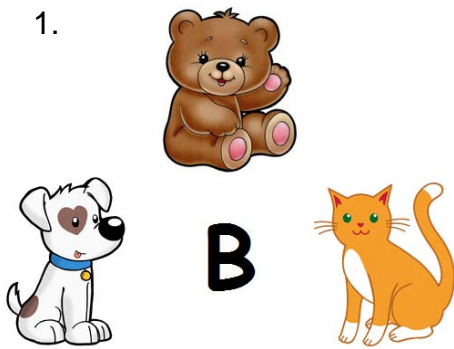
1. Draw two hands.
2. Draw one eye.
3. Colour ears blue.

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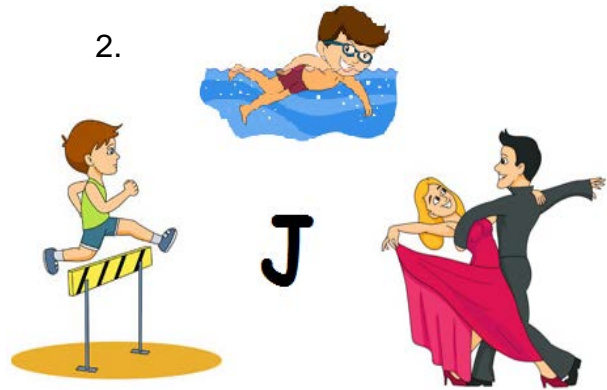
**Reading**

**Task 2.** Find and circle the pictures for letters B and J. Name them.

1.



2.





PROJECT

Assessment criteria	Task	Descriptor	Mark	Additional information
		A learner		
Follow basic classroom instructions spoken slowly and distinctly	1	draws two hands	1	
		draws one eye	1	
		colours ears blue	1	
Identify familiar words from local environment	2	circles the picture of "Bear" for "B"	1	
		circles the picture of "Jump" for "J"	1	
		says "Bear"	1	
		says "Jump"	1	
<b>Total marks</b>			<b>7</b>	

**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
Follow basic classroom instructions spoken slowly and distinctly	Experiences challenges in identifying and following classroom instructions. <input type="checkbox"/>	Makes mistakes in following instructions draws two hands/ draws one eye/ colours ears blue. <input type="checkbox"/>	Confidently identifies and correctly follows instructions. <input type="checkbox"/>
Identify familiar words from local environment	Experiences challenges in identifying familiar words. <input type="checkbox"/>	Makes mistakes in identifying familiar words Bear / Jump. <input type="checkbox"/>	Confidently identifies familiar 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** - 40 minutes.

**Total marks** – 12.

**Speaking task is conducted separately.**

#### **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.

## PROJECT

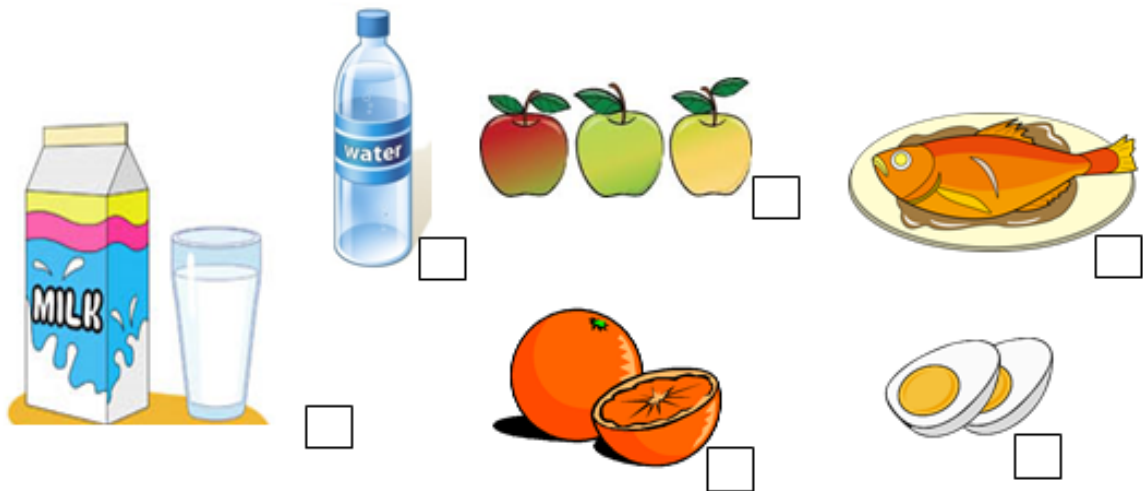
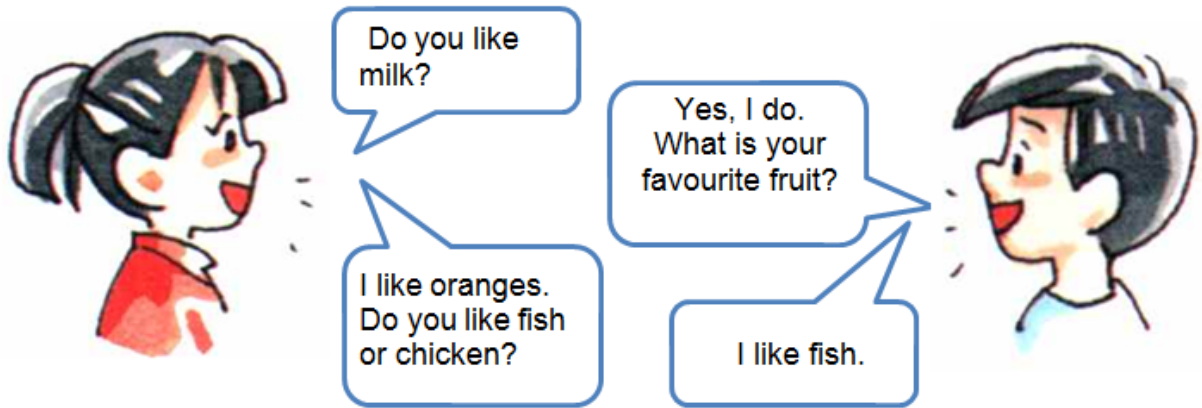
<b>Cross curricular Unit</b>	<b>Skill</b>	<b>Learning objective</b>	<b>Task №</b>	<b>Task description</b>	<b>Total marks</b>
Food and drink. Health and body.	Listening	1.L2 Recognise with support a limited range of basic common personal questions spoken slowly and distinctly	1	Multiple choice task. Learners 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.	3
	Reading	1.R4 Use the alphabet to place the first letters of words in alphabetical order	3	Multiple choice task. Learners read the words and arrange them in alphabetical order.	3
	Speaking	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.	3

4. Sample questions and mark scheme

Tasks for the Summative Assessment for the term 4

Listening

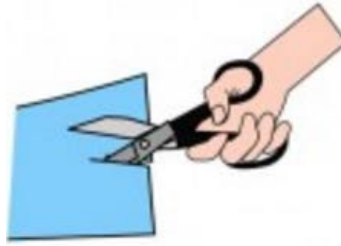
Task 1. Listen to the dialogue and tick (✓) the right pictures.



[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 3 commands and put numbers 1-3 in the boxes. Three pictures are odd.



[3]

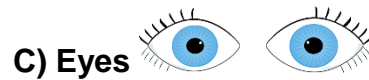
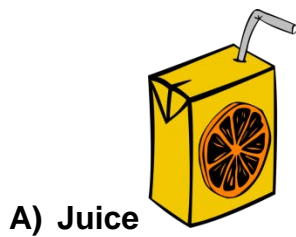


*Teacher reads the commands twice.*

1. Swim!
2. Dance!
3. Jump!

### Reading

**Task 3.** Look at the picture. Put the words in alphabetical order.



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1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

[3]

**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. What do monkeys like?



[3]

**Mark scheme**

Task No	Answer	Mark	Additional information
1.	Milk	1	
	Oranges	1	
	Fish	1	
2.	Jump - 3	1	
	Dance -2	1	
	Swim -1	1	
3.	C)Eyes	1	
	A)Juice	1	
	B)Zebra	1	
4.	10 fingers / I have got 10 fingers.	1	Short and full answers can be accepted.
	My hair is black/brown/blond/red.	1	Short and full answers can be accepted. Learners name the colour of their hair.
	Banana(s) / They like bananas.	1	Other food that monkeys eat can be accepted.
<b>Total marks</b>		<b>12</b>	

## **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, dictionaries (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 15 and 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 standardized mark scheme.