



Ағылшын тілі пәнінен ауызша сөйлеу дағдысын критериальды бағалау.

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212 топ

Speaking

A learner participates in a conversation in situations of formal and informal everyday communication; correctly formulates utterances using the lexical and grammatical resources of the language; expresses an emotional and evaluative attitude to the reality using a previously suggested strategy of oral communication; analyses and compares texts providing arguments to support their point of view; reasons evaluating events, opinions, and problems; makes conclusions and suggests ways to solve a given problem

Characteristic of tasks for summative assessment for the academic year

Unit	Strand	Learning objective	*Total number of questions	*Question №	*Type of question	*Task description	Time	Total marks
Science and Scientific Phenomena/ Natural Disasters/ Virtual Reality/ Organic and Non-organic Worlds/ Reading for Pleasure/ Capabilities of Human Brain/ Breakthrough Technologies Space X/ Independent Project	Listening	10.2.3 Understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics	6	1 2 3 4 5 6	True/ False	Learners listen to an interview with the writer, Robin Baker, and mark the given statements <i>True</i> or <i>False</i> .	10 minutes	6
	Reading	10.4.7 Recognize patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics	6	1 2 3 4 5 6	Matching	Learners read a gapped-text about the dangers of radiation and complete the gaps with six parts of sentences that have been removed from it.	10 minutes	6
	Writing	10.5.6 Write coherently at text level using a variety of connectors on a range of familiar general and curricular topics	1	1	Essay	Learners write an essay on one of the given topics, Organic and Non-organic food or Breakthrough technologies.	20 minutes	6
	Speaking	10.3.3 Explain and justify own and others' point of view on a wide range of general and curricular topics	1	1	Open-ended	Learners prepare individual speech on the given topic expressing their opinion. Learners should prepare for 1 minute and talk 2-3 minutes. Teacher can ask supporting questions if necessary to help learners.	2-3 minutes for an individual	6
TOTAL:							40 minutes (excluding Speaking)	24
Note: * - sections that can be changed								

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	Language
6	<ul style="list-style-type: none">• Produces stretches of language in a register which is appropriate to the situation provided in the task and may opt to vary register to enhance meaning.• 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.• Uses 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">• Produces stretches of language in a register which is appropriate to the situation provided in the task.• 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">• Produces stretches of language in a register which is generally appropriate to the situation provided in the task.• 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	<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.

	<p>partial success will be achieved.</p> <ul style="list-style-type: none"> • Pronunciation is mostly intelligible. • May not follow English intonation patterns at times. 	
3	<ul style="list-style-type: none"> • Produces stretches of language without awareness of register. • Responses tend to be brief and are characterised by frequent, hesitation. • Has to be encouraged to go beyond short responses and struggles to develop a conversation. • There is a lack of intelligibility of pronunciation, but it is unlikely to impede communication. • May not follow English intonation patterns frequently. 	<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.
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 memorised utterances. • Uses a limited range of appropriate vocabulary to talk about a very limited range of general topics. • Makes numerous errors except in memorised 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 memorised 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. 	

Speaking

Task 2. Choose **ONE** card and answer the questions. Please, use demonstrative pronouns and quantifiers appropriately. Answer all the questions by explaining and justifying your point of view.

You have 1 minute to prepare and 1-2 minutes to talk about it to your partner.
Your partner will assess your speaking using the following criteria:

Criteria	Tick if your partner achieved it
1. My partner answers to the 1 st question	
2. My partner answers to the 2 nd question	
3. My partner answers to the 3 rd question using demonstrative pronouns and quantifiers	
4. My partner answers to the 4 th question using demonstrative pronouns and quantifiers	
5. My partner provides supporting sentences/examples to justify their answer	
6. My partner talks without pauses	

Assessment criteria	Task №	Descriptor	Mark
		<i>A learner</i>	
Identify the main points in the speech	1	1. chooses the answer B;	1
		2. chooses the answer B;	1
		3. chooses the answer A;	1
		4. chooses the answer C;	1
		5. chooses the answer B;	1
Answer the questions to provide a point of view Use appropriate grammar structures to express ideas	2	is able to answer Question 1;	1
		is able to answer Question 2;	1
		is able to answer Question 3;	1
		is able to answer Question 4;	1
		conveys extended opinion based on sound reasoning, with selected evidence and examples;	1
		is able to use demonstrative pronouns and quantifiers to avoid repetition	1
Total marks:			11

**Rubrics for providing information to parents on the result of
Summative Assessment for the unit «Making Contact»**

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the main points in the speech	Experiences difficulties in identifying the main points in the talk and accurately answers 1-2 questions according to the talk. <input type="checkbox"/>	Experiences some difficulties in identifying the main points in the talk and accurately answers 3 questions according to the talk. <input type="checkbox"/>	Correctly identifies the main points in the talk and accurately answers 4-5 questions according to the talk. <input type="checkbox"/>
Answer the questions to provide a point of view Use appropriate grammar structures to express ideas	Answers the questions on topic with many errors. Experiences difficulties in providing and opinion and justifying his or her point of view. <input type="checkbox"/>	Answers some of the questions relevantly using some determiners. Explains and justifies his or her point of view with some inappropriacies. <input type="checkbox"/>	Relevantly answers most of the questions skillfully using determiners. Confidently conveys opinion on the questions justifying his or her point of view. <input type="checkbox"/>

*Назарларыңызға
рахмет!*

