Ағылшын тілі пәнінен жазу дағдысын критериалды бағалау

Орындаған Жумабек Акбопе

212 топ

Writing

A learner plans and makes a brief outline of a written text, edits and proofreads texts of a

range of genres and styles; observes spelling and grammar rules; provides arguments in a written

text; writes discursive texts expressing an opinion of an issue; writes business letters and other

documents; writes essays on a range of familiar general and curricular topics.

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 *True* or *False*.	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 WRITING

Give points out of 6 for each criterion (content, organization, vocabulary and grammar and punctuation), and then calculate a mean to give a total mark out of 6. All fractional marks should be rounded up to the closest whole mark.

Mark / Criterion	Content (relevance and development of ideas)	Organisation (cohesion, paragraphing, and format)	Vocabulary (style and accuracy)	Grammar (style and accuracy) and Punctuation (accuracy)
6	• 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. *Such misuse of register should not harm the format of writing.	• Uses a wide range of connectors accurately; referencing is mostly clear. • 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.	• Uses a range of advanced vocabulary appropriately; uses 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.	• Writes simple and compound sentence forms correctly and demonstrates variety in length and complexity. • Uses complex sentences accurately, including punctuation. • Rare errors in grammar and/or punctuation.
5	• 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. • Most content points are	• Uses a range of basic connectors accurately and attempts to use more advanced connectors, but not always accurately, and referencing, but not always clearly or appropriately. • Uses paragraphs to separate ideas; most paragraphs revolve	• Uses a range of everyday vocabulary appropriately; uses less common lexical items, but may make frequent errors. • Has good control of word formation; may make errors in producing less common word forms. • Spells common vocabulary	• 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.

	addressed, but their development may be slightly imbalanced.	around one idea or a set of like ideas; the size of each paragraph may reflect imbalanced development of ideas. • The format is appropriate.	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	• 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.	• Uses a range of basic connectors accurately. • Uses paragraphs to separate ideas, but tends to misuse paragraphing (a script is a set of very short paragraphs orsome paragraphs may be much longer than other ones for no apparent reason). • The format is generally appropriate.	• 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.	• Writes simple and some compound sentence forms correctly. • While errors in grammar and/or punctuation are noticeable, meaning is rarely distorted.
3	• 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.	• Uses some basic connectors, but these may be inaccurate or repetitive. • 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.	• 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 times.	• Writes simple sentence forms mostly correctly. • Errors in grammar and/or punctuation may distort meaning at times.
2	• Severe irrelevances and misinterpretations of the task may be present. • Only few content points, which	• May use a very limited range of basic cohesive devices, and those used may not indicate a logical relationship between	• Uses an extremely limited range of vocabulary. • Has very limited control of word formation; can produce a	• Writes some simple sentence forms correctly. • Frequent errors in grammar and/ or punctuation distort meaning.

	are minimally addressed.	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.	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.	
1	• Attempts the task, but it is largely misinterpreted and the response is barely relevant to the task.	• Links are missing or incorrect. • Does not write in paragraphs at all (a script is a block of text). • The format is not appropriate.	• Can only use a few isolated words and/or memorised phrases. • Has essentially no control of word formation; can barely produce any word forms. • Displays few examples of conventional spelling.	• No evidence of sentence forms.
0	• Does not attempt the task in any way. OR • The response is completely irrelevant to the task. OR • There is too little language to assess. OR • Content is completely incomprehensible due to extremely poor handwriting: very few words are distinguishable, so there is a lack of context to verify meaning.			

Writing

Task 3. Choose a natural disaster, describe it and write your ideas on how to predict and prevent it.
You should include:

- the description of a natural disaster;
- the description of its consequences;
- possible ways of prediction and prevention.

Follow the steps for writing:

- use topic-related vocabulary and linking words;
- use compound adjectives, adjectives as participles, comparisons, and intensifying adjectives;
- pay attention to grammar.

Example of a paragraph in an article:

What causes landslides and mudslides?

A landslide is the movement of rock, earth or debris down a sloped section of land. Landslides are caused by rain, earthquakes or volcanoes. Other factors can also make the slope unstable.

Landslides are caused by disturbances in the natural stability of a slope. They can accompany heavy rains or follow droughts, earthquakes, or volcanic eruptions. Mudslides develop when water rapidly accumulates in the ground and results in a surge of water-saturated rock, earth, and debris. Mudslides usually start on steep slopes and can be activated by natural disasters. Areas where wildfires or human modification of the land have destroyed vegetation on slopes are particularly vulnerable to landslides during and after heavy rains.

One of simplest ways to prevent landslides is to plant trees and small shrubs on the slope. As these trees and shrubs grow, their roots hold soil together, and help in reducing erosion of soil which is likely to make the slope unstable in course of time.

Assessment criteria	Task №	Descriptors	Mark
		A learner	
Identify the meaning and details of the reading texts on familiar and some unfamiliar topics	1	choses 'C' for the 1st question;	1
		choses 'A' for the 2nd question;	1
		choses 'A' for the 3rd question;	1
		choses 'B' for the 4th question;	1
	2	writes 'tornado' for the 5th question;	1
		writes 'hurricane' for the 6th question;	1
		writes 'earthquake' for the 7th question;	1
Demonstrate the ability to write grammatically correct sentences on familiar topics Apply a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives	3	describes a natural disaster;	1
		describes the consequences of a natural disaster;	1
		indicates ways of prediction and/or prevention of natural disasters;	1
		uses topic-related vocabulary;	1
		uses linking words;	1
		uses adjectives correctly;	1
		writes grammatically correct sentences.	1
Total marks			**14**

Rubrics for providing information to parents on the results of Summative Assessment for the unit «Natural Disasters»

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the meaning and details of the reading texts on familiar and some unfamiliar topics	Experiences difficulties in selecting correct option to complete the sentences and identifying natural disasters while reading the text. ☐	Experiences some difficulties in selecting correct option to complete the sentences and identifying natural disasters while reading the text. ☐	Copes with selecting correct option to complete the sentences and identifying natural disasters while reading the text. ☐
Demonstrate the ability to write grammatically correct sentences on familiar topics Apply a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives	Experiences difficulties in using grammar structures to convey ideas. Does not describe a natural disaster and its consequences. Does not include any ways of prediction and prevention of natural disasters. No use of linking words, short paragraphs show low task response skills, fails to use compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives. ☐	Experiences some difficulties in using grammar structures to convey ideas. Includes a simple description of a natural disaster and it effects and briefly writes about predicting and preventing it. Some use of linking words, paragraphs are not developed and show low task response skills, some mistakes in the use of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives. ☐	Writing presents a grammatically accurate piece, written in a coherent structured manner. Uses descriptive language effectively to write about a natural disaster, its consequences and ways of prediction and prevention. Accurate use of linking words, extended paragraphs with supported reasons. Only minor mistakes occur. ☐

Назарларыңызга рахмет!