

**Methodological recommendations
for Summative Assessment**

English

Grade 2

Methodological recommendations for Summative Assessment are designed to assist teachers in planning, organizing and carrying out Summative Assessment in “English” for the Grade 2 learners. Methodological recommendations are aligned with the Subject Programme and Course plan. Summative Assessment in Grade 2 is conducted in Terms 1,2,3 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 1

SUMMATIVE ASSESSMENT TASKS

Summative Assessment for the Cross curricular unit “All about me”

Learning objective	2.L2 Recognize with considerable support an increasing range of common personal questions 2.S8 Give simple instructions for others to follow
Assessment criteria	<ul style="list-style-type: none"> Identify personal questions with considerable support Give simple commands to follow
Level of thinking skills	Knowledge and comprehension Application
Duration	20 minutes

Listening

Task 1. Listen to the questions. Answer the questions.

What is your name?

How old are you?

What colour is your hair?

What colour are your eyes?

Where are you from?

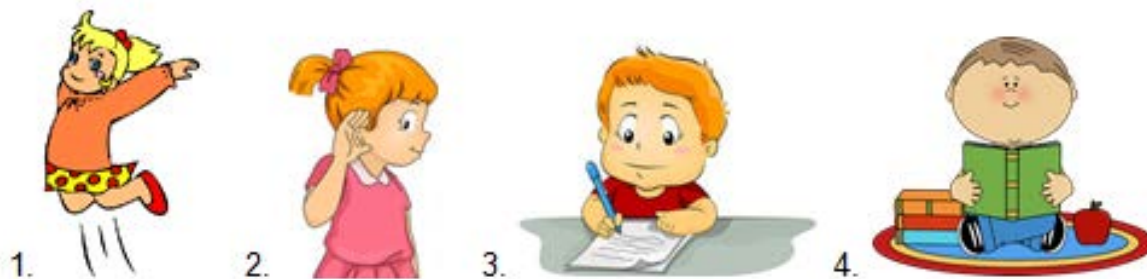
Task 2. Look at the pictures. Listen to the questions twice. Circle Yes or No answers.

- | | | |
|-----------------------------|-----|----|
| 1. Does he brush his teeth? | Yes | No |
| 2. Does she play tennis? | Yes | No |
| 3. Does he wash his face? | Yes | No |
| 4. Do they watch TV? | Yes | No |
| 5. Do they play football? | Yes | No |



Speaking

Task 3. Look at the pictures. Give simple instructions to your classmate. The class follows them.



Assessment criteria	Task	Descriptor	Mark
		A learner	
Identify personal questions with considerable support.	1	says his/her name;	1
		says his/her age;	1
		says colour of his/her hair;	1
		says colour of his/her eyes;	1
		says the name of the country;	1
	2	1. circles Yes;	1
		2. circles No;	1
		3. circles No;	1
		4. circles No;	1
		5. circles Yes;	1
Give simple commands to follow.	3	gives instruction “Jump”;	1
		gives instruction “Listen”;	1
		gives instruction “Write”;	1
		gives instruction “Read”.	1
Total marks			14

Rubrics for providing information to parents on the results of Summative Assessment for the unit “All about me”

Learner’s name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify personal questions with considerable support	Experiences challenges in giving correct answers to the questions. Most of the answers are incorrect <input type="checkbox"/>	Makes mistakes in saying his/her name/ age/ colour of hair/ colour of eyes/ name of the country and in answering the questions according to the pictures <input type="checkbox"/>	Develops the task fully. Confident in identifying questions, answers questions correctly <input type="checkbox"/>
Give simple commands to follow	Experiences challenges in giving commands and instructions <input type="checkbox"/>	Addresses the task. Makes mistakes in giving commands and instructions Jump /Listen/ Write/ Read <input type="checkbox"/>	Addresses the task fully, gives commands and instructions correctly. Follows commands and instructions appropriately <input type="checkbox"/>

Summative Assessment for the Cross curricular unit “My family and friends”

Learning objective

2.R1 Read and spell out words for others
2.U13 Use can to talk about ability and to make requests and offers; use can / can't to talk about permission

Assessment criteria

- Read and spell out words
- Talk about ability, make requests and offers, and ask for permission using can and can't

Level of thinking skills

Knowledge and comprehension
Application

Duration

20 minutes

Reading

Task 1 .Read the words. Match the words to the pictures.



1.

Friends



2.

Car



3.

Family



4.

Ball



5.

House

Use of English

Task 2. Ask question using *can*.



Take a book

Task 3. Read the sentences. Write *can* or *can't*.



1. The _____ climb, but _____ can't fly.



2. _____ can jump, but _____ fly.



3. The _____ can run, but _____ climb.

Assessment criteria	Task №	Descriptor	Mark	Additional information
		A learner		
Read and spell out words	1	matches 1 st picture to the “Family”	1	
		matches 2 nd picture to the “House”	1	
		matches 3 rd picture to the “Car”	1	
		matches 4 th picture to the “Friends”	1	
		matches 5 th picture to the “Ball”	1	
Talk about ability, make requests and offers, and ask for permission using can and can’t.	2	Asks question with take a book	1	Any other answers are acceptable until can and cannot have used in sentences appropriately.
	3	1. writes ‘can’	1	
		2. writes ‘can’t’	1	
		3. writes ‘can’t’	1	
Total marks			9	

Rubrics for providing information to parents on the results of Summative Assessment for the unit “My family and friends”

Learner’s name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Read and spell out words	Experiences challenges in matching the words to their pictures <input type="checkbox"/>	Makes mistakes in matching the words to their pictures family/ house/ car/ friends/ ball <input type="checkbox"/>	Correctly matches words to their pictures <input type="checkbox"/>
Talk about ability, make requests and offers, and ask for permission using can and can’t	Experiences challenges in using can and can’t in sentences <input type="checkbox"/>	Makes mistakes in using can / can’t in declarative/ interrogative/ negative sentences <input type="checkbox"/>	Confidently uses can and can’t in questions and affirmative sentences <input type="checkbox"/>

Specification of Summative Assessment for term 1

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 2.

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 1.

3.1 Duration - 40 minutes.

Total marks – 20.

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 5 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	Strand	Learning objective	Task №	Type of question/ Task description	Total marks
All about me My family and friends	Listening	2.L1 Understand a range of short basic supported classroom instructions	1	Open-ended task. Learners listen and follow the instructions.	4
	Reading	2.R1 Read and spell out words for others	2	Matching task. Learners read, spell the words and match them to the pictures.	4
	Writing	2.W5 Write letters and familiar high frequency words when read aloud or spelt out for learners	3	Gap filling task. Learners choose the appropriate letters to complete the words.	4
		2.U1 Use singular nouns, plural nouns – including some common irregular plural forms in giving simple descriptions.	4	Open-ended task. Learners describe the pictures using singular and plural nouns.	4
	Speaking	2.S2 Ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines	5	Open-ended task. Learners answer questions using supporting picture.	4

Sample questions and mark scheme

Tasks for the Summative Assessment for the term 1

Listening

Task 1. Listen and colour.



Teacher reads the following instructions:

1. Colour the boy's T-shirt red.
2. Colour the girl's dress yellow.
3. Colour the boy's shorts blue.
4. Colour the girl's shoes green.

[4]

Reading

Task 2. Read, spell and match pictures to the words.

1.



Friends

2.



Football

3.



Jump

4.



Help





[4]

Writing

Task 3. Complete the words.

Teacher can read the words 'hat, coat, trousers, socks' or initial letters from the box.

Tr	C	S	H
-----------	----------	----------	----------

1.  ____at
2.  ____oat
3.  ____ousers
4.  ____ocks

[4]

Use of English

Task 4. Look at the pictures and make up sentences.

1. 
2. 
3. 
4. 

[4]

Speaking

Task 5. Look at the pictures and ask your classmate question. Use words from the box.

Yes, please.	No problem.	Sure.	Here you are.	Sorry, I need it.
	Sorry, it's not mine.		Sorry, I cannot.	



Example:

- P1.: Can you wash the dishes?
- P2.: Sure.
- P1.: Can you cross the street?
- P2.: Yes, I can.
- P1: Can you help me with cleaning?
- P2: No problem.
- P1: Can you give me the book, please?
- P2: Here you are.

[4]

Mark scheme

Task №	Answer	Mark	Additional information
1.	Colours the boy's T-shirt red.	1	
	Colours the girl's dress yellow.	1	
	Colours the boy's shorts blue.	1	
	Colours the girl's shoes green.	1	
2	Matches 1 st picture to the word 'Football';	1	
	Matches 2 nd picture to the word 'Jump' ;	1	
	Matches 3 rd picture to the word 'Help';	1	
	Matches 4 th picture to the word 'Friends';	1	
3.	1.Hat	1	
	2.Coat	1	
	3.Trousers	1	
	4.Socks	1	

4	The boy has got a puppy/a dog. /	1	Any other answers are acceptable if learners use singular and/or plural nouns in the sentences to describe the pictures.
	There are many books./ Children have got many books.	1	
	The boy has got 3 gifts/ presents.	1	
	The girl has got 4 balloons/ beautiful balloons.	1	
5	Can you wash the dishes? / Yes, I can / I can wash dishes / Sure / No, I cannot	1	Any other questions and answers are acceptable if learners use words, phrases and sentences appropriately.
	Can you cross the street? / Yes, I can / Sure / I can cross the street / No problem / No, I cannot	1	
	Can you help me with cleaning? / Yes, I can / Sure / No problem / I can clean the house / I can help you with cleaning / Sorry, I cannot	1	
	Can you give me the book, please? / Sorry, It's not mine / Yes, I can / Yes, please / Here you are / Sorry, I need it	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 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 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 2

SUMMATIVE ASSESSMENT TASKS

Summative Assessment for the Cross curricular unit “My school”

Learning objective

2.L3 Understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number

2.W7 Spell some familiar high–frequency words accurately during guided writing activities

Assessment criteria

- Recognise the main idea in a short talk on routine and familiar topics such as colour and number
- Write familiar high–frequency words accurately

Level of thinking skills

Knowledge and comprehension
Application

Duration

15 minutes

Listening

Task 1. Listen and number the pictures.

1. It is a yellow room. You can jump and run in this room.
2. There are 5 computers in this room. You can work there.
3. There are many books there. You can come and read them.
4. There are food and drinks in the room. You can eat there.

A

☐

B

☐

C

☐

D

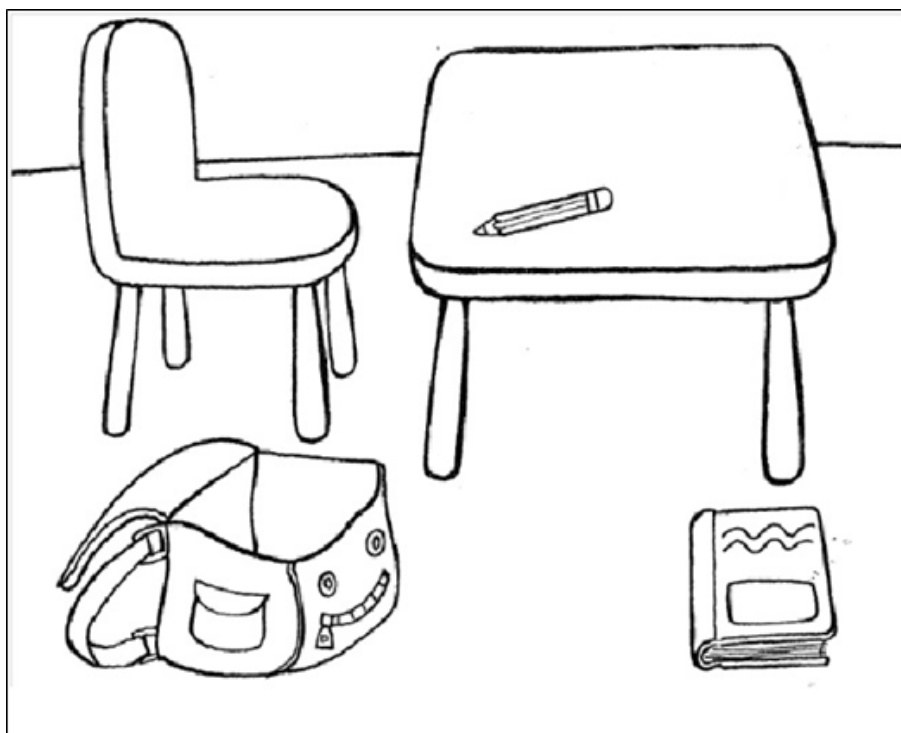
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Writing

Task 2. Write the name of the objects.

Teacher reads the words

1. Chair
2. Table
3. Pencil
4. Bag
5. Book



1. _____
2. _____
3. _____
4. _____
5. _____

Assessment criteria	Task №	Descriptor	Mark	Additional information
		A learner		
Recognise the main idea in a short talk on familiar topics such as colour and number	1	writes № 3 for A	1	
		writes №1 for B	1	
		writes №4 for C	1	
		writes № 2 for D	1	
Write familiar high-frequency words accurately	2	writes ‘chair’	1	Learner can write in any order. 1 point for each correct answer.
		writes ‘table’	1	
		writes ‘pencil	1	
		writes ‘bag	1	
		writes ‘book	1	
Total marks			9	

Rubrics for providing information to parents on the results of Summative Assessment for the unit “My school”

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Recognise the main idea in a short talk on routine and familiar topics such as colour and number	Experiences challenges in recognizing the main information in the sentences □	Good at identifying main information in the sentences. Some minor problems at recognizing school's rooms: library/ gym/ canteen/ /computer □	Confident at identifying main information in the sentences. Completes the task correctly □
Write familiar high-frequency words accurately	Experiences challenges in writing school objects □	Makes mistakes in writing school objects; chair/ table/ bag/ book/ pencil □	Correctly writes school objects □

Summative Assessment for the Cross curricular unit “The world around us”

Learning objective

2.S3 Use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines
2.UE13 Use can to talk about ability and to make requests and offers; use can / can't to talk about permission

Assessment criteria

- Apply basic words, phrases and short sentences in a talk about objects, activities and classroom routines
- Talk about ability, make requests and offers, and ask for permission using can and can't

Level of thinking skills





Application

Duration

20 minutes

Speaking

Task 1. Describe the picture. Use the words from the box.

Flag	Kazakhstan	Russia	Great Britain	Japan
				

Use of English

Task 2. Look at the road signs. Choose *can* or *can't* to complete the sentences.

1. 	2. 	3. 	4. 
--	--	---	--

1. Stop! You go. (can / can't)
2. Danger! You enter. (can / can't)
3. Go! You go. (can / can't)
4. Bicycle! You ride a bike. (can / can't)

Task 3. Read the statements about monkeys. Write “True” (T) or “False” (F) next to the sentence.

- | | |
|--------------------------|----------|
| | T F |
| 1. Monkeys can walk. | — — |
| 2. They can play tennis. | — — |
| 3. They can fly. | — — |
| 4. They can eat bananas. | — — |



Assessment criteria	Task №	Descriptor	Mark	Additional information
		A learner		
Apply basic words, phrases and short sentences in a talk about objects, activities and classroom routines	1	Possible answers: This/It is the flag of Kazakhstan.	1	Any answers are acceptable if they describe the flag. 1 point for each correct phrase and sentence.
		The flag/It is blue.	1	
		There is the sun/It has the sun.	1	
		I can see the sun.	1	
Talk about ability, make requests and offers, and ask for permission using can and can't.	2	1. completes the sentence using <i>can't</i>	1	
		2. completes the sentence using <i>can't</i>	1	
		3. completes the sentence using <i>can</i>	1	
		4. completes the sentence using <i>can</i>	1	
	3	1. writes “T/ True”	1	
		2. writes “F/ False”	1	
		3. writes “F/ False”	1	
		4. writes “T/ True”	1	
Total marks			12	

Rubrics for providing information to parents on the results of Summative Assessment for the unit “The world around us”

Learner’s name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Apply basic words, phrases and short sentences in a talk about objects	Experiences challenges in using topic words to describe the pictures of flags <input type="checkbox"/>	Makes mistakes in using topic words Flag/ Kazakhstan/ Russia/ Great Britain/ Japan to describe the picture <input type="checkbox"/>	Confidently uses topic words to describe the picture <input type="checkbox"/>
Talk about ability, make requests and offers, and ask for permission using can and can’t	Experiences challenges in using can and can’t to make up sentences; and in identifying the main information of the statements using supporting picture <input type="checkbox"/>	Makes mistakes in using can and can’t to make up sentences on road sings. Makes mistakes in identifying statements for True /False using the picture <input type="checkbox"/>	Confidently uses can and can’t to make up sentences. Correctly identifies sentences for True and False statements <input type="checkbox"/>

Specification of Summative Assessment for term 2

1. Aim of summative assessment

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 2.

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 2.

3.1 Duration - 40 minutes.

Total marks –20.

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

Cross curricular unit	Strand	Learning objective	Task №	Type of question/ Task description	Total marks
My school. The world around us.	Listening	2.L1 Understand a range of short basic supported classroom instructions	1	Matching task. Learners listen to the teacher and tick the heard instructions.	4
	Reading	2.R3 Read and follow with considerable support simple words, phrases and sentences on familiar topics.	2	Matching task. Learners read the name of road signs and match them to their pictures.	4
	Writing	2.W7 Spell some familiar high-frequency words accurately during guided writing activities	3	Open-ended task. Learners construct words from the given letters.	4
		2. UE2 Use cardinal numbers 1-50 to count	4	Gap filling task Learners have to count and write the number of objects according to the pictures.	4
	Speaking	2.S3 Use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	5	Open-ended task. Learners answer questions using supporting pictures.	4

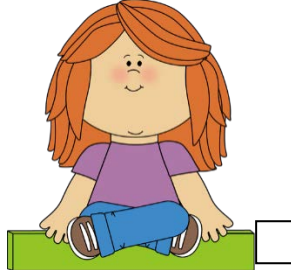
Sample questions for the 2nd term and mark scheme

Listening

Task 1. Listen to the teacher twice. Tick (✓) what you hear.

Teacher reads the instructions

1. Look at the board
2. Open your books
3. Listen
4. Write



[4]

Reading

Task 2. Read the road signs and match them to the pictures.

Cross the road

Don't ride a bike

Bus stop

Don't go



1.



2.



3.



4.

[4]

Writing

Task 3. Write words from the following letters.

1. Abrliry _____
2. Mgy _____
3. Coolsh _____
4. Acolssrom _____

[4]

Use of English

Task 4. Count and complete the sentences.

1. There are _____ school books.



2. There is _____ pencil.



3. There are _____ computers.



4. There are _____ colours.



[4]

Speaking





Task 5. Look at the picture. Answer the following questions:

1. How many children are there in the photo?
2. Who are they?
3. What do they do?
4. Do you like this photo?



[4]

Mark scheme

Task №	Answer	Mark	Additional information
1	Look at the board	1	
	Open your books	1	
	Listen	1	
	Write	1	
2.	 <p>Don't go</p>	1	
	 <p>Cross the road</p>	1	
	 <p>Don't ride a bike</p>	1	
	 <p>Bus stop</p>	1	
3	1. library	1	
	2. gym	1	
	3. school	1	
	4. classroom	1	
4	1. 3 /three	1	
	2. 1/ one	1	
	3. 2/ two	1	
	4. 4/ four	1	
5	Three/ There are three children	1	
	Pupils/students/friends/brother and sisters/ They are pupils/students/friends/brother and sisters	1	
	They are drawing/painting./They draw/paint.	1	
	Yes, I do./ No, I don't.	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 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 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 3
SUMMATIVE ASSESSMENT TASKS

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

Learning objective

- 2.S3 Use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines
- 2.R3 Read and follow with considerable support simple words, phrases and sentences on familiar topics

Assessment criteria

- Talk about objects, activities and classroom routines using topic words, phrases and short sentences
- Use and follow with considerable support simple words, phrases, sentences in reading familiar topics

Level of thinking skills

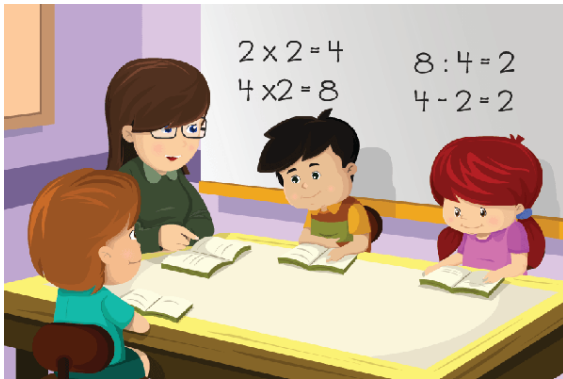
Application

Duration

20 minutes

Speaking

Task 1. Look at the pictures. Describe them. Tell what you can see on the pictures.



Reading

Teacher asks learners to prepare three coloured pencils: red, blue and yellow.

Task 2. Read and circle.

- Circle the “head” in red.
Circle the “hand” in blue.
Circle the “leg” in yellow.



Task 3. Read the sentences and match them to the pictures.

A girl is brushing her teeth.



A girl is writing with a pencil.



A boy is reading a book.



Assessment criteria	Task №	Descriptor	Mark	Additional information
		A learner		
Talk about objects, activities and classroom routines using topic words, phrases and short sentences.	1	Possible answers		
		I can see books/desks./ The learners are reading books.	1	Any other answers are acceptable until they describe the picture (objects, activities, classroom routines).
		I can see numbers. /They do sums./ The learners are solving problems.	1	
		I can see the teacher. / I can see children./ The teacher is helping learners.	1	
		The learners are in the class./ It is a classroom.	1	
Use and follow with considerable support simple words, phrases, sentences in reading familiar topics.	2	circles “head” in red;	1	
		circles “hand” in blue;	1	
		circles “leg” in yellow;	1	
	3	matches “A girl is brushing her teeth” to the 3 rd picture;	1	
		matches “A girl is writing with a pencil” to the 1 st picture;	1	
		matches “A boy is reading a book.” to the 2 nd picture.	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
Talk about objects, activities and classroom routines using topic words, phrases and short sentences	Experiences difficulties in using topical vocabulary. Describes the pictures inappropriately <input type="checkbox"/>	Makes mistakes in naming objects and activities. Experiences minor challenges in making up sentences, grammar and pronunciation <input type="checkbox"/>	Fully completes the task. Confidently uses topic vocabulary, speaks in full sentences with grammar accuracy. Pronunciation is clear <input type="checkbox"/>
Use and follow with considerable support simple words, phrases, sentences as a support in reading familiar topics	Experiences challenges in reading the sentences and in following commands. Matches most of the sentences to their pictures incorrectly <input type="checkbox"/>	Makes mistakes in reading and following the commands: circle the “head” in red/ circle the” hand” in blue/ circle the “leg” in yellow and in matching “A girl is brushing her teeth” to the 3 rd picture/ “A girl is writing with a pencil” to the 1 st picture/ “A boy is reading a book.” to the 2 nd picture <input type="checkbox"/>	Addresses the task fully. Reads the sentences and circles pictures correctly. Matches sentences to their pictures accordingly <input type="checkbox"/>

Summative Assessment for the Cross curricular unit “Traditions and customs”

Learning objective

- 2.L9 Recognize the spoken form of familiar words and expressions
 2.U8 Use simple imperative forms [positive and negative] for basic commands and instructions

Assessment criteria

- Identify familiar words and expressions in a talk
- Apply the positive and negative forms for basic commands and instructions

Level of thinking skills

Knowledge and comprehension
 Application

Duration

20 minutes

Listening

Task 1. Listen to the teacher. Write letters A, B, C and D under the right picture.

- A. It is Independence Day.
 B. I like my birthday very much.
 C. We get presents on New Year's Day.
 D. We visit our friends on Nauryz.














☐

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Task 2. Listen to the sentence. Choose the correct option and put ✓ in the right box.

№	A	B	C
1. We can see the flag on Independence day.	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
2. I have many balloons on Birthday.	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
3. There are many presents on New Year's day.	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
4. There are many flowers on Nauryz.	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

Task 3. Fill in the gap with the word to make instructions.

Make	Cook	Visit	Wear	late
------	------	-------	------	------

Nauryz

1. _____ friends.



2. _____ boursaks, beshbarmak and tea.



3. _____ beautiful national clothes.



4. _____ gifts.



5. Don't be _____!



Assessment criteria	Task	Descriptor	Mark
		A learner	
Identify familiar word and expression in a talk	1	writes D under the 1 st picture;	1
		writes C under the 2 nd picture;	1
		writes A under the 3 rd picture;	1
		writes B under the 4 th picture;	1
	2	1. chooses “A”	1
		2. chooses “C”	1
		3. chooses “B”	1
		4. chooses “C”	1
Apply the positive and negative forms for the basic commands and instructions	3	1. writes “Visit”	1
		2. writes “Cook	1
		3. writes “Wear	1
		4. writes “Make	1
		5. writes “late	1
Total marks			13

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

Learner’s name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify familiar words and expressions in a talk	Experiences challenges in recognizing topical words and in choosing correct options according to the talk <input type="checkbox"/>	Makes mistakes in identifying topical vocabulary for Independence Day/ Birthday / New Year’s Day / Nauryz and in marking appropriate pictures according to the talk <input type="checkbox"/>	Fully completes the task. Confident in identifying topical vocabulary and in marking appropriate pictures according to the talk <input type="checkbox"/>
Apply the positive and negative forms for the basic commands and instructions	Experiences challenges in making commands and instructions <input type="checkbox"/>	Makes mistakes in making commands and instructions on the topic: Visit friends. / Cook boursaks, beshbarmak and tea./ Wear beautiful national clothes./ Make presents/ Don’t be late! <input type="checkbox"/>	Addresses the task fully. Makes instructions properly <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 2.

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 –20.

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 5 tasks. Multiple choice tasks require learners choose one correct answer. Open-ended tasks require learners follow instructions, answer questions in words, expressions and sentences. Gap filling tasks require learners to put word(s) in the spaces provided.

Cross curricular unit	Strand	Learning objective	Task №	Type of question/ Task description	Total marks
Health and body. Traditions and Customs	Listening	2.L5 Identify missing phonemes in incomplete words	1	Gap filling task. Learners choose the appropriate letters to complete the words	4
	Reading	2.R1 Read and spell out words for others	2	Multiple choice task. Learners look at the pictures, read and find the correct word and spell it	4
	Use of English	2.U13 Use can to talk about ability and to make requests and offers; use can / can't to talk about permission	3	Gap filling task. Learners look at the pictures and insert the correct verb or expression into the gap	4
	Writing	2.W7 Spell some familiar high-frequency words accurately during guided writing activities	4	Open-ended task. Learners write the words and spell them	4
	Speaking	2.S8 Give simple instructions for others to follow	5	Open ended task. Learners look at the pictures and give simple instructions to each other	4

Sample questions and mark scheme

Tasks for the Summative Assessment for the Term 3

Listening

Task 1. Listen to the teacher and fill in the gaps with appropriate letters.

Teacher reads the words:

Fish

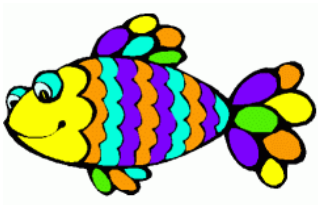
Thin

Brush

Cheese

br	sh	ch	th
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fi_ _



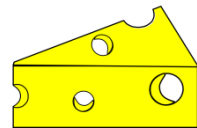
_ _in



_ _ush



_ _eese



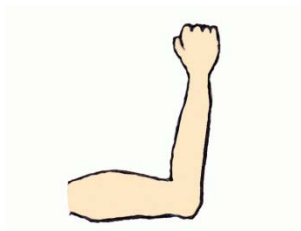
[4]

Reading

Task 2. Read the words. Find **the parts of the head**, circle and spell them.



ear



arm



mouth



foot



nose



hand



eye

[4]

Use of English

Task 3. Look at the pictures. Write simple sentences about what you can/ can't do.



Example: I can speak English.

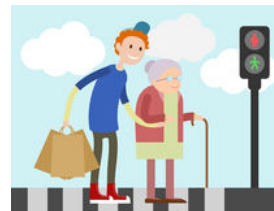
1. I _____ draw.



2. You _____ take my book.



3. _____ I help you?



4. You _____ use phone at the lesson.



[4]

Writing

Task 4. Write the missing words in the sentences.

1. We get _____



on New Year's Day.

2. You eat a _____



at the birthday Party!

3. They can see many _____



on Independence Day!

4. We wear _____ clothes



on Nauryz Day.

[4]

Speaking

Task 5. Look at the pictures and give instructions to your classmates.

1.



2.



3.



4.



[4]

Mark scheme

Task №	Answer	Mark	Additional information
1	Fish	1	
	Thin	1	
	Brush	1	
	Cheese	1	
2	Ear	1	These words may come in any order.
	Mouth	1	
	Nose	1	
	Eye	1	
3	1. I can draw.	1	
	2. You can take my book.	1	
	3. Can I help you?	1	
	4. You cannot use phone at the lesson.	1	
4	1. presents/gifts	1	
	2. cake	1	
	3. flags	1	
	4. national	1	
5	Dance!	1	
	Jump!	1	
	Write!	1	
	Clap your hands!	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 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 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 “The natural environment”

Learning objective

- 2.L4 Recognise with support short basic questions relating to features such as colour and number
2.U13 Use can to talk about ability and to make requests and offers; use can / can't to talk about permission

Assessment criteria

- Identify short questions on curricular topics with support such as colour and number
- Talk about ability, make requests and offers, and ask for permission using can and can't

Level of thinking skills

Knowledge and comprehension
Application

Duration

20 minutes

Listening

Task 1. Listen to the teacher and answer the questions.

1. Are the trees green in autumn?
2. Are the trees white in winter?
3. Are there flowers in summer?
4. Are there 3 seasons in a year?
5. Are there 5 months in autumn?
6. Do we celebrate the New Year in winter?
7. Is your big holiday in spring?



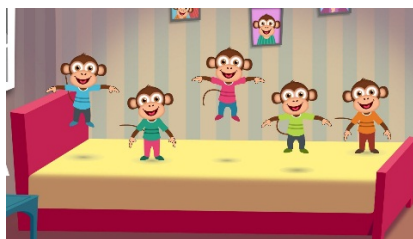
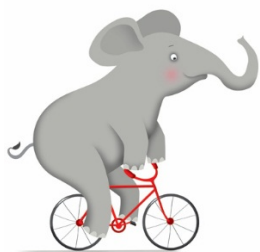
Use of English

Task 2.

A. Look at the pictures and tell what you can and cannot do at the Zoo.



B. Look at the pictures and tell what you can do as animals can.



C. Look at the pictures and make a request or offer.



Assessment criteria	Task	Descriptor	Mark	Additional information
		A learner		
Identify short questions on curricular topics with support such as colour and number.	1	1. No./No, there are not.	1	
		2. Yes./ Yes, they are.	1	
		3. Yes./ Yes, there are.	1	
		4. No./No, there are not.	1	
		5. No./No, there are not.	1	
		6. Yes./ Yes, I do.	1	
		7. No./No, it is not.	1	
Talk about ability, make requests and offers, and ask for permission using can and can't.	2	Possible answers	1	Any other answers are acceptable if they describe pictures using can and can't appropriately.
		A. You cannot feed animals.		
		You cannot stand very close to animals.	1	
		You can come to the Zoo with your parents.	1	
		B. I can ride a bike like an elephant.	1	
		I can jump on the sofa like monkeys.	1	
		C. Can I take a dog for a walk?	1	
Can I feed the chickens?	1			
Total marks			14	

Summative Assessment for the Cross curricular unit “Travel”

Learning objective 2.R3 Read and follow with considerable support simple, words, phrases and sentences on familiar topics
2.S4 Respond to basic supported questions giving personal and factual information

Assessment criteria

- Use and follow with considerable support words, phrases, sentences in reading familiar topics
- Answer basic questions with support
- Provide personal information and facts

Level of thinking skills Knowledge and comprehension
Application

Duration 20 minutes

Reading

Task 1. Read sentences and match them to the appropriate pictures.

1. I like to play with a car.



2. We go to Astana by train.



3. He can't ride a bike.

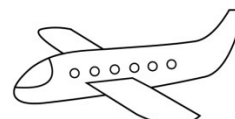
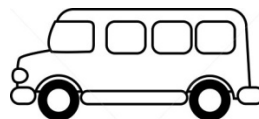
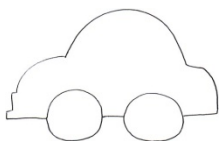


4. She plays with a plane.



Task 2. Read and follow the instructions.

1. Colour the bus into yellow.



2. Cross the plane.



3. Circle the red car.



Task 3. Listen to the teacher and answer the questions.

1. What is your name?
2. Can you ride a bike?
3. Do you go to school by bus?
4. What types of vehicles do you know?
5. Do you fly by plane?

Assessment criteria	Task	Descriptor	Mark	Additional information
		A learner		
Use and follow with considerable support words, phrases, sentences in reading familiar topics.	1	matches the 1 st sentence to a car;	1	
		matches the 2 nd sentence to a train;	1	
		matches the 3 rd sentence to a bike;	1	
		matches the 4 th sentence to a plane;	1	
	2	colours the bus into yellow;	1	
		crosses the plane;	1	
		circles the red car;	1	
Answer basic questions with support. Provide personal information.	3	Possible answers My name is Amir.	1	Any other answers are acceptable if they respond to the questions appropriately.
		I can/can't ride a bike.	1	
		Yes./Yes, I do. No./No, I don't.	1	
		I know a bus, a car, a train, a plane, etc.	1	
		Yes./Yes, I do.	1	
Total marks			12	

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
Use and follow with considerable support words, phrases, sentences in reading familiar topics	Experiences challenges in recognizing sentences. Most of the answers are incorrect <input type="checkbox"/>	Makes mistakes in identifying sentences and matching them to the appropriate pictures. There are some mistakes in performing instructions <input type="checkbox"/>	Fully completes the task. Confident in identifying sentences and matches sentences properly, follows instructions accordingly <input type="checkbox"/>
Answer basic questions with support. Provide personal information	Experiences challenges in answering the questions <input type="checkbox"/>	Makes mistakes in answering personal questions <input type="checkbox"/>	Addresses the task fully. Answers the questions appropriately <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 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 2.

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 - 20.

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 5 tasks. Multiple choice tasks require learners choose one correct answer. Open-ended tasks require learners follow instructions, answer questions in words, expressions and sentences.

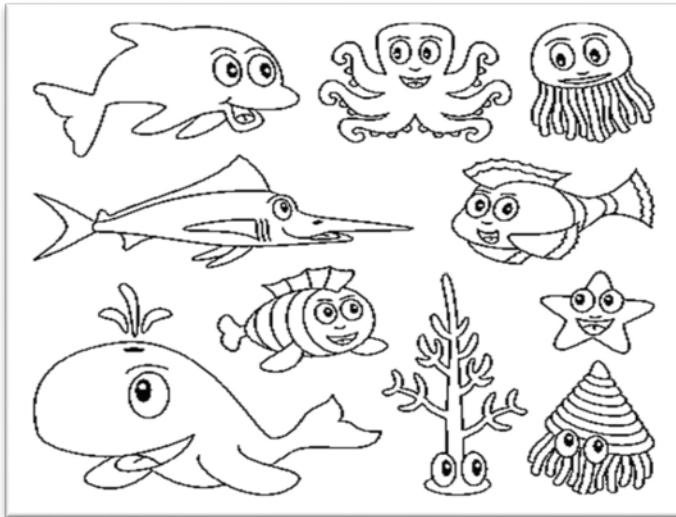
Cross curricular unit	Strand	Learning objective	Task №	Type of question/ Task description	Total marks
The natural environment. Travel	Listening	2.L3 Understand the main points of short, slow and carefully articulated talk on routine and familiar topics such as colour and number	1	Multiple choice task. Learners colour and draw pictures according to the instructions	4
	Reading	2.R3 Read and follow with considerable support simple words, phrases and sentences on familiar topics	2	Multiple choice task. Learners read and underline the sentences describing winter	4
	Use of English	2.UE10 Use common present continuous forms [positive, negative, question]	3	Open-ended task. Learners answer the questions using present continuous forms	4
	Writing	2.W5 Write letters and familiar high frequency words when read aloud or spelt out for learners	4	Open-ended task. Learners write the missing words	4
	Speaking	2.S3 Use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	5	Open-ended task. Learners describe objects, activities and classroom routines using topic words, phrases and short sentences	4

Tasks for the Summative Assessment for the Term 4

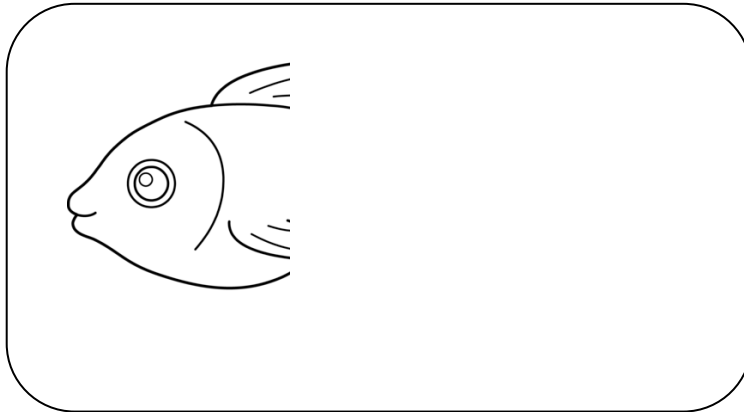
Listening

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

1. Colour a starfish into red.
2. Colour a whale into blue.
3. How many jelly fish are there? Count and circle: 2 3 1
4. Complete the picture.



Complete the fish.



[4]

Reading

Task 2. Look at the picture. Read the sentences. Underline the sentences that describe the picture.

1. Children are going to the lake to swim.
2. It is very cold.
3. Children are playing snowballs, skating and skiing.
4. The weather is very hot.
5. The trees are white with snow.
6. This is the season when the New Year comes.



[4]

Use of English

Task 3. Look at the pictures and answer the questions.
Teacher chooses one card for each learner.

<ol style="list-style-type: none"> 1. Is he riding a bike? 2. What is he doing? 3. What colour T-shirt is he wearing? 4. Is he driving a red car? 	<ol style="list-style-type: none"> 1. What season is it? 2. Is the boy playing with a boat? 3. What colour is the boat? 4. What is he wearing? 	<ol style="list-style-type: none"> 1. Where is he standing? 2. Is he fixing a rocket? 3. What colour jeans is he wearing? 4. Is he playing chess?

[4]

Writing

Task 4. Write the missing word in the sentence.

Teacher reads the sentences.

1. We go to school by a school bus.
2. He flies to London by plane.
3. They can go to Astana by train.
4. We enjoy riding a bike.

1. We go to school by a _____.

2. He flies to London by _____.

3. They can go to Astana by _____.

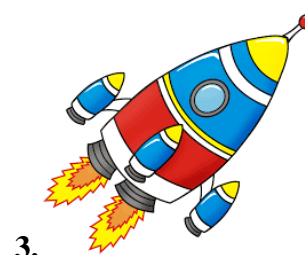
4. We enjoy riding a _____.



[4]

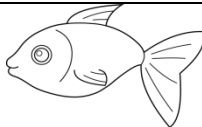
Speaking

Task 5. Look at the pictures. Name the vehicle and describe it.



[4]

Mark scheme

Task №	Answer	Mark	Additional information
1	Colours a starfish into red.	1	 <p>The picture can be various. The answer is acceptable until it is a picture of fish.</p>
	Colours a whale into blue.	1	
	Circles number 2.	1	
	Completes the fish.	1	
2	It is very cold.	1	A learner chooses four sentences about winter and underlines them.
	Children are playing snowballs, skating and skiing.	1	
	The trees are white with snow.	1	
	This is the season when the New Year comes.	1	
3	He is not riding a bike.	1	
	He is driving a car.	1	
	He is wearing a green T-shirt.	1	
	Yes, he is driving a red car.	1	
4	1. school bus	1	
	2. plane	1	
	3. train	1	
	4. bike	1	
5	<i>Possible answers.</i>	1	A learner chooses any kind of transportation. Names it. Tells about its size and colour. Names the action vehicle can do.
	This is a fire machine/ a helicopter/ a rocket.	1	
	It is big/ red/ blue.	1	
	It can fly. It moves.	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 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 recourses 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 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

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