

Formative Assessment Descriptors

Grade 7

GC 1. Listening to oral messages by means of different strategies in a variety of contexts for effective comprehension.

Specific Competences	Curriculum Standards	Level	Descriptors
<p>A range of realities</p> <p>1.1. Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p>	<p>1.1. Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p>	4	Almost always exchange ideas related to narrative / descriptive texts and respond to instructions to carry out a variety of tasks.
		3	Ofentimes exchange ideas related to narrative / descriptive texts and respond to instructions to carry out a variety of tasks.
		2	Sometimes exchange ideas related to narrative / descriptive texts and respond to instructions to carry out a variety of tasks.
		1	Occasionally exchange ideas related to narrative / descriptive texts and respond to instructions to carry out a variety of tasks.
		0	Seldom exchange ideas related to narrative / descriptive texts and respond to instructions to carry out a variety of tasks.
<p>A range of operations</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/nonnative English speakers.</p>	<p>1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it.</p>	4	Almost always use listening strategies "identify the main ideas / ask relevant questions / make predictions and paraphrase it" in a listened to material.
		3	Ofentimes use listening strategies "identify the main ideas / ask relevant questions / make predictions and paraphrase it" in a listened to material.
		2	Sometimes use listening strategies "identify the main ideas / ask relevant questions / make predictions and paraphrase it" in a listened to material.
		1	Occasionally use listening strategies "identify the main ideas / ask relevant questions / make predictions and paraphrase it" in a listened to material.
		0	Seldom use listening strategies "identify the main ideas / ask relevant questions / make predictions and paraphrase it" in a listened to material.

<p><i>A range of attitudes</i></p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p>	<p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue</p>	4	Almost always follow agreed upon rules of discussion "show respect in turn taking / use supportive listening cues...etc" while listening to oral messages <u>or</u> participating in dialogues.
		3	Oftentimes follow agreed upon rules of discussion "show respect in turn taking / use supportive listening cues...etc" while listening to oral messages <u>or</u> participating in dialogues.
		2	Sometimes follow agreed upon rules of discussion "show respect in turn taking / use supportive listening cues...etc" while listening to oral messages <u>or</u> participating in dialogues.
		1	Occasionally follow agreed upon rules of discussion "show respect in turn taking / use supportive listening cues...etc" while listening to oral messages <u>or</u> participating in dialogues.
		0	Seldom follow agreed upon rules of discussion "show respect in turn taking / use supportive listening cues...etc" while listening to oral messages <u>or</u> participating in dialogues.
<p><i>A range of connections</i></p> <p>1.4. Listening to a TV documentary from an English speaking TV channel to broaden their knowledge about topics learned in other subjects in order to present main points.</p>	<p>1.4. Identify some facts related to other school subjects from TV documentaries to complete a project.</p>	4	Almost always present the main ideas related to other school subjects from TV documentaries to complete a project.
		3	Oftentimes present the main ideas related to other school subjects from TV documentaries to complete a project.
		2	Sometimes present the main ideas related to other school subjects from TV documentaries to complete a project.
		1	Occasionally present the main ideas related to other school subjects from TV documentaries to complete a project.
		0	Seldom present the main ideas related to other school subjects from TV documentaries to complete a project.

GC 2. Speaking by using strategies of individual and interactive speech in a variety of communicative contexts.

<i>Specific Competences</i>	Curriculum Standards	Level	Descriptors
<p><i>A range of realities</i> 2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p>	<p>2.1. Exchange opinions or ask/give information build on others' ideas for clarifying their own.</p>	4	Almost always share ideas orally in pairs or in groups to give/get information.
		3	Oftentimes share ideas orally in pairs or in groups to give/get information.
		2	Sometimes share ideas orally in pairs or in groups to give/get information.
		1	Occasionally share ideas orally in pairs or in groups to give/get information.
		0	Seldom share ideas orally in pairs or in groups to give/get information..
<p><i>A range of operations</i> 2.2. Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p>	<p>2.2. Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and role-plays related to grade level topics.</p>	4	Almost always use suitable strategies "using visual cues and paralinguistic elements / asking for and providing explanations" during discussions and role-plays related to grade level topics.
		3	Oftentimes use suitable strategies "using visual cues and paralinguistic elements / asking for and providing explanations" during discussions and role-plays related to grade level topics.
		2	Sometimes use suitable strategies "using visual cues and paralinguistic elements / asking for and providing explanations" during discussions and role-plays related to grade level topics.
		1	Occasionally use suitable strategies "using visual cues and paralinguistic elements / asking for and providing explanations" during discussions and role-plays related to grade level topics.
		0	Seldom use suitable strategies "using visual cues and paralinguistic elements / asking for and providing explanations" during discussions and role-plays related to grade level topics..

<p><i>A range of attitudes</i></p> <p>2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p>	<p>2.3. Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p>	4	Almost always use <u>proper grade level</u> expressions of politeness when expressing consent or disagreement during class discussions.
		3	Oftentimes use <u>proper grade level</u> expressions of politeness when expressing consent or disagreement during class discussions.
		2	Sometimes use <u>proper grade level</u> expressions of politeness when expressing consent or disagreement during class discussions.
		1	Occasionally use <u>proper grade level</u> expressions of politeness when expressing consent or disagreement during class discussions.
		0	Seldom use <u>proper grade level</u> expressions of politeness when expressing consent or disagreement during class discussions
<p><i>A range of connections</i></p> <p>2.4. Speaking about the surrounding environment and other cultures using their knowledge acquired in other subjects.</p>	<p>2.4. Present a short PPT presentation about the surrounding environment or other cultures, indicating what information from other subjects they used.</p>	4	Present an excellent short PPT about the surrounding environment or other cultures.
		3	Present a very good short PPT about the surrounding environment or other cultures.
		2	Present a good short PPT about the surrounding environment or other cultures.
		1	Present a fair short PPT about the surrounding environment or other cultures.
		0	Present a poor short PPT about the surrounding environment or other cultures.

GC 3. Reading and viewing a range of texts by means of different strategies in a variety of contexts.

<i>Specific Competences</i>	Curriculum Standards	Level	Descriptors
<p><i>A range of realities</i></p> <p>3.1.</p> <p>Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p>	<p>3.1.</p> <p>Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p>	4	Almost always mention the topic and the purpose of various texts.
		3	Oftentimes mention the topic and the purpose of various texts.
		2	Sometimes mention the topic and the purpose of various texts.
		1	Occasionally mention the topic and the purpose of various texts.
		0	Seldom mention the topic and the purpose of various texts.
<p><i>A range of operations</i></p> <p>3.2.</p> <p>Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p>	<p>3.2.</p> <p>Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p>	4	Almost always use reading strategies "make inferences / determine the main idea / explain how it is supported by key details " while reading a variety of grade level texts.
		3	Oftentimes use reading strategies "make inferences / determine the main idea / explain how it is supported by key details " while reading a variety of grade level texts.
		2	Sometimes use reading strategies "make inferences / determine the main idea / explain how it is supported by key details " while reading a variety of grade level texts.
		1	Occasionally use reading strategies "make inferences / determine the main idea / explain how it is supported by key details " while reading a variety of grade level texts.
		0	Seldom use reading strategies "make inferences / determine the main idea / explain how it is supported by key details " while reading a variety of grade level texts.

<p><i>A range of attitudes</i></p> <p>3.3. Showing interest in reading age appropriate texts for pleasure and information gathering.</p>	<p>3.3. Present their favourite readings in a reading diary, in an oral presentation or during a round table.</p>	4	Almost always present their favourite readings in a reading diary, in an oral presentation or during a round table.
		3	Oftentimes present their favourite readings in a reading diary, in an oral presentation or during a round table.
		2	Sometimes present their favourite readings in a reading diary, in an oral presentation or during a round table.
		1	Occasionally present their favourite readings in a reading diary, in an oral presentation or during a round table.
		0	Seldom present their favourite readings in a reading diary, in an oral presentation or during a round table.
<p><i>A range of connections</i></p> <p>3.4. Exploring various sources for finding information needed to understand age appropriate texts.</p>	<p>3.4. Select information from various sources related to other subjects to complete a project or for different tasks.</p>	4	Almost always select information from various sources related to other subjects to complete a project or for different tasks.
		3	Oftentimes select information from various sources related to other subjects to complete a project or for different tasks.
		2	Sometimes select information from various sources related to other subjects to complete a project or for different tasks.
		1	Occasionally select information from various sources related to other subjects to complete a project or for different tasks.
		0	Seldom select information from various sources related to other subjects to complete a project or for different tasks.

GC 4. Writing a range of texts adapted to a variety of communicative purposes.

<i>Specific Competences</i>	Curriculum Standards	Level	Descriptors
<p><i>A range of realities</i></p> <p>4.1. Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p>	<p>4.1. Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports. etc.) with the help of guide words.</p>	4	<p>Almost always write short coherent and cohesive paragraphs in a variety of forms with the help of guide words.</p>
		3	<p>Oftentimes write short coherent and cohesive paragraphs in a variety of forms with the help of guide words.</p>
		2	<p>Sometimes write short coherent and cohesive paragraphs in a variety of forms with the help of guide words.</p>
		1	<p>Occasionally write short coherent and cohesive paragraphs in a variety of forms with the help of guide words.</p>
		0	<p>Seldom write short coherent and cohesive paragraphs in a variety of forms with the help of guide words.</p>
<p>A range of operations</p> <p>4.2. Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p>	<p>4.2. Plan, write, revise and edit a short text in English</p>	4	<p>Almost always use process writing strategies "plan / write / revise / edit" to develop independent writing skills.</p>
		3	<p>Oftentimes use process writing strategies "plan / write / revise / edit" to develop independent writing skills.</p>
		2	<p>Sometimes use process writing strategies "plan / write / revise / edit" to develop independent writing skills.</p>
		1	<p>Occasionally use process writing strategies "plan / write / revise / edit" to develop independent writing skills.</p>
		0	<p>Seldom use process writing strategies "plan / write / revise / edit" to develop independent writing skills.</p>

<p>A range of attitudes</p> <p>4.3. Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<p>4.3. Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p>	4	Almost always write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.
		3	Oftentimes write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.
		2	Sometimes write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.
		1	Occasionally write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.
		0	Seldom write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.
<p>A range of connections</p> <p>4.4.Using digital resources in writing to complete a project using topics related to other school subjects.</p>	<p>4.4. Compose short paragraphs about familiar topics related to other school subjects using different digital resources.</p>	4	Compose excellent short paragraphs about familiar topics related to other school subjects using different digital resources.
		3	Compose very good short paragraphs about familiar topics related to other school subjects using different digital resources.
		2	Compose good short paragraphs about familiar topics related to other school subjects using different digital resources.
		1	Compose fair short paragraphs about familiar topics related to other school subjects using different digital resources.
		0	Compose poor short paragraphs about familiar topics related to other school subjects using different digital resources.