


Formative Assessment Descriptors

Grade 3

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

<i>Specific Competences</i>	Curriculum Standards	Level	Descriptors
<p>A range of realities</p> <p>1.1. Listening to simple (narrative or descriptive) oral messages and identifying the main information they convey.</p> 	<p>1.1. Listen to and understand the main information from a simple (narrative or descriptive) oral message</p>	4	Almost always identify the main information from grade level (narrative or descriptive) oral messages.
		3	Oftentimes identify the main information from grade level (narrative or descriptive) oral messages.
		2	Sometimes identify the main information from grade level (narrative or descriptive) oral messages.
		1	Rarely identify the main information from grade level (narrative or descriptive) oral messages.
		0	Not assessed
<p>A range of operations</p> <p>1.2.1 Paying attention while listening to spoken or recorded texts in order to answer simple questions about specific details</p>	<p>1.2.1 Listen to simple texts and understand them in order to identify the main ideas or some specific details.</p>	4	Identify almost all the main ideas or specific details in grade level texts.
		3	Identify most of the main ideas or specific details in grade level texts.
		2	Identify some of the main ideas or specific details in grade level texts.
		1	Identify few of the main ideas or specific details in grade level texts.
		0	Not assessed

<i>Specific Competences</i>	Curriculum Standards	Level	Descriptors
1.2.2. Listening to simple instructions given by the teacher and peers; understanding and reacting properly to the meaning of the main prepositions indicating location	1.2.2. React to simple instructions by means of understanding the meaning of common prepositions of place: “ in – on – under “ etc. used in an oral text	4	React to almost all grade level oral instructions using common prepositions of place: “ in – on – under “ etc..
		3	React to most grade level oral instructions using common prepositions of place: “ in – on – under “ etc..
		2	React to some grade level oral instructions using common prepositions of place: “ in – on – under “ etc..
		1	React to few grade level oral instructions using common prepositions of place: “ in – on – under “ etc..
		0	Not assessed
<i>A range of attitudes</i> 1.3. Listening respectfully to others and maintain attention and eye contact	1.3 Show respect to others while listening to them by using verbal and non-verbal cues (nodding, eye contact, umm, yes., etc.	4	Almost always show respect while listening to others by using verbal and non-verbal cues.
		3	Oftentimes show respect while listening to others by using verbal and non-verbal cues.
		2	Sometimes show respect while listening to others by using verbal and non-verbal cues.
		1	Rarely show respect while listening to others by using verbal and non-verbal cues.
		0	Not assessed.

<i>Specific Competences</i>	Curriculum Standards	Level	Descriptors
<p><i>A range of connections</i></p> <p>1.4 Identifying simple references to Islamic events and occasions in a clearly articulated listening text</p>	<p>1.4. Identify and understand phrases and sentences about, Islamic events and occasions when delivered clearly and slowly</p>	4	Identify almost all phrases and sentences about Islamic events and occasions in a clearly articulated listening text.
		3	Identify most of the phrases and sentences about Islamic events and occasions in a clearly articulated listening text.
		2	Identify some phrases and sentences about Islamic events and occasions in a clearly articulated listening text.
		1	Identify few phrases and sentences about Islamic events and occasions in a clearly articulated listening text.
		0	Not assessed




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
<i>A range of realities</i> 2.1. Talking about grade level topics using simple language, and .responding verbally to queries and instructions addressed clearly by adults or peers	2.1. Use simple words and phrases to talk about grade level topics; correctly use greetings, queries, instructions	4	Almost always talk about grade level topics (greetings, queries, instructions) using simple words and phrases correctly.
		3	Oftentimes talk about grade level topics (greetings, queries, instructions) using simple words and phrases correctly.
		2	Sometimes talk about grade level topics (greetings, queries, instructions) using simple words and phrases correctly.
		1	Sometimes talk about grade level topics (greetings, queries, instructions) using simple words and phrases correctly.
		0	Not assessed
<i>A range of operations</i> 2.2. Using simple conversational strategies (such as questions , answers and role play in order to share ideas	2.2. Actively participate in simple dialogues using appropriate conversational strategies and other forms of expression in order to communicate with adults and peers	4	Almost always participate in grade level dialogues using appropriate conversational strategies and other forms of expression.
		3	Oftentimes participate in grade level dialogues using most of the appropriate conversational strategies and other forms of expression to communicate with adults and peers.
		2	Sometimes participate in grade level dialogues using appropriate conversational strategies and other forms of expression.
		1	Sometimes participate in grade level dialogues using appropriate conversational strategies and other forms of expression.
		0	Not assessed

<i>Specific Competences</i>	Curriculum Standards	Level	Descriptors
<p><i>A range of attitudes</i></p> <p>2.3. Speaking respectfully and confidently to others in simple situations</p>	<p>2.3. Speak respectfully and confidently to others in simple conversational situations using adequate speech acts (polite requests, gratitude, etc)</p>	4	Almost always speak respectfully and confidently to others in grade level conversational situations using adequate speech acts.
		3	Oftentimes speak respectfully and confidently to others in grade level conversational situations using adequate speech acts.
		2	Sometimes speak respectfully and confidently to others in grade level conversational situations using adequate speech acts.
		1	Rarely speak respectfully and confidently to others in grade level conversational situations using adequate speech acts.
		0	Not assessed
<p><i>A range of connections</i></p> <p>2.4. Using their knowledge and abilities acquired in other subjects for making a presentation about Kuwait</p>	<p>2.4. Use simple sentences to talk about different places or traditions in Kuwait</p>	4	Talk about different places or traditions in Kuwait using almost all grade level sentences.
		3	Talk about different places or traditions in Kuwait using most of the grade level sentences.
		2	Talk about different places or traditions in Kuwait using some grade level sentences.
		1	Talk about different places or traditions in Kuwait using few grade level sentences.
		0	Not assessed



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. Reading and understanding short paragraphs appropriate to the age group following simple instructions/signs/directions to perform a task</p>  <p>التربية وزارة البيروتية الشفهي العام للغة الانجليزية</p>	<p>3.1. Read and understand simple short texts appropriate to the age group following simple instructions, signs and directions to perform different tasks</p>	4	Almost always read grade level texts to perform different tasks by following simple instructions, signs and directions.
		3	Oftentimes read grade level texts to perform different tasks by following simple instructions, signs and directions.
		2	Sometimes read grade level texts to perform different tasks by following simple instructions, signs and directions.
		1	Rarely read grade level texts to perform different tasks by following simple instructions, signs and directions.
		0	Not assessed
<p><i>A range of operations</i></p> <p>3.2. Reading simple texts with proper intonation related to basic punctuation marks</p>	<p>3.2. Read short sentences and simple texts from different sources (textbook; cards; newspapers; posters; leaf-lets e-mails, SMS etc.) using proper intonation</p>	4	Almost always read grade level texts from different sources using proper intonation.
		3	Oftentimes read grade level texts from different sources using proper intonation.
		2	Sometimes read grade level texts from different sources using proper intonation.
		1	Rarely read grade level texts from different sources using proper intonation.
		0	Not assessed

<i>Specific Competences</i>	Curriculum Standards	Level	Descriptors
<i>A range of attitudes</i> 3.3. Showing interest for reading and relating a text to personal experience	3.3. Show interest and motivation for reading simple texts aloud, relating them to own experience and expressing personal opinions	4	Almost always show interest and motivation for reading grade level texts aloud, relating them to own experience.
		3	Oftentimes show interest and motivation for reading grade level texts aloud, relating them to own experience
		2	Sometimes show interest and motivation for reading grade level texts aloud, relating them to own experience
		1	Rarely show interest and motivation for reading grade level texts aloud, relating them to own experience
		0	Not assessed
<i>A range of connections</i> 3.4. Reading and understanding short texts about places in Kuwait/Islamic events	3.4. Read simple texts and comprehend facts about places in Kuwait/ Islamic events	4	Identify almost all facts about places in Kuwait/ Islamic events in grade level texts.
		3	Identify most of the facts about places in Kuwait/ Islamic events in grade level texts.
		2	Identify some facts about places in Kuwait/ Islamic events in grade level texts.
		1	Identify few facts about places in Kuwait/ Islamic events in grade level texts.
		0	Not assessed

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

<i>Specific Competences</i>	<i>Curriculum Standards</i>	<i>Level</i>	<i>Descriptors</i>
<p><i>A range of realities</i></p> <p>4.1. Writing simple and correct sentences to express self, feelings and personal experience with the help of guide words and pictures</p>	<p>4.1. Write simple and correct sentences to express self ,feelings and personal experiences</p>	4	Almost always write simple and correct sentences to express self, feelings and personal experiences.
		3	Oftentimes write simple and correct sentences to express self, feelings and personal experiences.
		2	Sometimes write simple and correct sentences to express self, feelings and personal experiences.
		1	Rarely write simple and correct sentences to express self, feelings and personal experiences.
		0	Not assessed
<p><i>A range of operations</i></p> <p>4.2. Writing simple sentences and phrases using spelling strategies with legible handwriting</p>	<p>4.2. Write simple words and sentences between four lines neatly with teacher's guidance using adequate spacing between words and spelling strategies</p>	4	Write almost all grade level words and sentences between four lines neatly with teacher's guidance using adequate spacing between words and spelling strategies.
		3	Write most grade level words and sentences between four lines neatly with teacher's guidance using adequate spacing between words and spelling strategies.
		2	Write some grade level words and sentences between four lines neatly with teacher's guidance using adequate spacing between words and spelling strategies.
		1	Write few grade level words and sentences between four lines neatly with teacher's guidance using adequate spacing between words and spelling strategies.
		0	Not assessed

<i>Specific Competences</i>	<i>Curriculum Standards</i>	<i>Level</i>	<i>Descriptors</i>
<i>A range of attitudes</i> 4.3. Showing interest and pride in presenting neat written work	4.3. Write simple guided sentences between four lines neatly.	4	Almost always show interest in presenting neat written grade level guided sentences between four lines neatly.
		3	Oftentimes show interest in presenting neat written grade level guided sentences between four lines neatly.
		2	Sometimes show interest in presenting neat written grade level guided sentences between four lines neatly.
		1	Rarely show interest in presenting neat written grade level guided sentences between four lines neatly.
		0	Not assessed
<i>A range of connections</i> 4.4. Writing words and sentences using simple text formats	4.4. Present a simple informative poster about grade appropriate topics	4	Present a simple informative poster about almost all grade appropriate topics.
		3	Present a simple informative poster about most of the grade appropriate topics.
		2	Present a simple informative poster about some of the grade appropriate topics.
		1	Present a simple informative poster about few of the grade appropriate topics.
		0	Not assessed