

Formative Assessment Descriptors

Grade 2

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 |
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| A range of realities 1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults. | 1.1. Understand simple words and phrases spoken by others and respond appropriately to simple instructions given by the teacher. | 4 | Almost always respond appropriately to grade level instructions given by the teacher. |
| | | 3 | Oftentimes respond appropriately to grade level instructions given by the teacher. |
| | | 2 | Sometimes respond appropriately to grade level instructions given by the teacher. |
| | | 1 | Rarely respond appropriately to grade level instructions given by the teacher. |
| | | 0 | Not assessed |
| A range of operations 1.2.1 Distinguishing words in phrases and simple sentences by focusing attention while and after listening. | 1.2.1 Recognise words in phrases and simple sentences by focusing attention while and after listening. | 4 | Recognise almost all targeted grade level words in phrases and sentences while and after listening. |
| | | 3 | Recognise most targeted grade level words in phrases and sentences while and after listening. |
| | | 2 | Recognise some of targeted grade level words in phrases and sentences while and after listening. |
| | | 1 | Recognise few targeted grade level words in phrases and sentences while and after listening. |
| | | 0 | Not assessed |

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| 1.2.2. Listening to and understanding spoken or recorded instructions formulated in simple words, phrases or sentences. | 1.2.2. Listen to and react correctly to spoken or recorded instructions formulated in simple words, phrases or sentences. | 4 | React correctly to almost all spoken or recorded instructions formulated in simple words, phrases or sentences. |
| | | 3 | React correctly to most of spoken or recorded instructions formulated in simple words, phrases or sentences. |
| | | 2 | React correctly to some spoken or recorded instructions formulated in simple words, phrases or sentences. |
| | | 1 | React correctly to few spoken or recorded instructions formulated in simple words, phrases or sentences. |
| | | 0 | Not assessed |
| A range of attitudes 1.3. Listening respectfully to others and observe turn taking when they talk. | 1.3 Listen to and show respect to others when communicating and conversing. | 4 | Almost always show respect to others when communicating and conversing. |
| | | 3 | Oftentimes show respect to others when communicating and conversing. |
| | | 2 | Sometimes show respect to others when communicating and conversing. |
| | | 1 | Rarely show respect to others when communicating and conversing. |
| | | 0 | Not assessed |
| A range of connections 1.4 Identifying Arabic words related to Islam in listened text. | 1.4. Identify Arabic words related to Islam when listening to different sources with teacher's guidance. | 4 | Identify almost all Arabic words related to Islam when listening to different sources with teacher's guidance. |
| | | 3 | Identify most Arabic words related to Islam when listening to different sources with teacher's guidance. |
| | | 2 | Identify some Arabic words related to Islam when listening to different sources with teacher's guidance. |
| | | 1 | Identify few Arabic words related to Islam when listening to different sources with teacher's guidance. |
| | | 0 | Not assessed |

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

| Specific Competences | Curriculum Standards | Level | Descriptors |
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| A range of realities 2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others) responding orally to questions and greetings. | 2.1. Express themselves orally when talking to others initiating and responding to simple clear statements in simple familiar topics: “going shopping”, “going to school”, “going to the zoo” etc. | 4 | Almost always express themselves orally when talking to others about garde level topics. |
| | | 3 | Oftentimes express themselves orally when talking to others about garde level topics. |
| | | 2 | Sometimes express themselves orally when talking to others about garde level topics. |
| | | 1 | Rarely express themselves w orally hen talking to others about garde level topics. |
| | | 0 | Not assessed |
| A range of operations 2.2. Responding to simple communicative situations in mini dialogues, describing grade level topics. | 2.2. Use words learned to describe grade level topics in a communicative situation. | 4 | Use almost all words learned to describe grade level topics in a communicative situation. |
| | | 3 | Use most words learned to describe grade level topics in a communicative situation. |
| | | 2 | Use some words learned to describe grade level topics in a communicative situation. |
| | | 1 | Use few words learned to describe grade level topics in a communicative situation. |
| | | 0 | Not assessed |
| A range of attitudes 2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers. | 2.3. Maintain a conversation showing confidence and as well as respect to others using the appropriate speech acts (polite requests, etc.) | 4 | Almost always maintain a conversation with confidence and respect using the appropriate speech acts. |
| | | 3 | Oftentimes maintain a conversation with confidence and respect using the appropriate speech acts. |
| | | 2 | Sometimes maintain a conversation with confidence and respect using the appropriate speech acts. |
| | | 1 | Rarely maintain a conversation with confidence and respect using the appropriate speech acts. |
| | | 0 | Not assessed |

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| A range of connections 2.4.Using their knowledge and abilities acquired in other subjects for presenting their native place/ region. | 2.4. Use drawings, maps and words to present their town/ region. | 4 | Use almost all drawings, maps and words to present their town/ region. |
| | | 3 | Use most drawings, maps and words to present their town/ region. |
| | | 2 | Use some drawings, maps and words to present their town/ region. |
| | | 1 | Use few drawings, maps and words to present their town/ region. |
| | | 0 | Not assessed |



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

| Specific Competences | Curriculum Standards | Level | Descriptors |
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| <p>A range of realities</p> <p>3.1. Reading simple sentences aloud using correct intonation and identifying high frequency words associated to images or symbols.</p> | <p>3.1. Read aloud simple sentences and texts appropriate to their age identifying high frequency words associated to images and using correct intonation.</p> | 4 | Almost always read aloud targeted grade level sentences and texts identifying high frequency words associated to images and using correct intonation. |
| | | 3 | Oftentimes read aloud targeted grade level sentences and texts identifying high frequency words associated to images and using correct intonation. |
| | | 2 | Sometimes read aloud targeted grade level sentences and texts identifying high frequency words associated to images and using correct intonation. |
| | | 1 | Rarely read aloud targeted grade level sentences and texts identifying high frequency words associated to images and using correct intonation. |
| | | 0 | Not assessed |
| <p>A range of operations</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognising words that begin with similar sounds.</p> | <p>3.2. Read words, phrases and short sentences by associating letters and sounds in words with one syllable; discriminate words that begin with similar problematic sounds such as b\p –f\v – t/d– m/n.</p> | 4 | Read almost all words, phrases and short sentences by associating letters and sounds in words with one syllable; discriminate words that begin with similar problematic sounds. |
| | | 3 | Read most words, phrases and short sentences by associating letters and sounds in words with one syllable; discriminate words that begin with similar problematic sounds. |
| | | 2 | Read some words, phrases and short sentences by associating letters and sounds in words with one syllable; discriminate words that begin with similar problematic sounds. |
| | | 1 | Read few words, phrases and short sentences by associating letters and sounds in words with one syllable; discriminate words that begin with similar problematic sounds. |
| | | 0 | Not assessed |

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| <p>A range of attitudes</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers.</p> | <p>3.3. Show courtesy and positive attitudes to others while reading simple texts by respecting turn taking with minimum interruptions.</p> | 4 | Almost always show courtesy and positive attitudes to others while reading simple texts by respecting turn taking with minimum interruptions. |
| | | 3 | Oftentimes show courtesy and positive attitudes to others while reading simple texts by respecting turn taking with minimum interruptions. |
| | | 2 | Sometimes show courtesy and positive attitudes to others while reading simple texts by respecting turn taking with minimum interruptions. |
| | | 1 | Rarely show courtesy and positive attitudes to others while reading simple texts by respecting turn taking with minimum interruptions. |
| | | 0 | Not assessed |
| <p>A range of connections</p> <p>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects.</p> | <p>3.4. Read words and phrases related to topics learned in other subjects with the help of pictures.</p> | 4 | Read almost all words and phrases related to topics learned in other subjects with the help of pictures. |
| | | 3 | Read most of the words and phrases related to topics learned in other subjects with the help of pictures. |
| | | 2 | Read some words and phrases related to topics learned in other subjects with the help of pictures. |
| | | 1 | Read few words and phrases related to topics learned in other subjects with the help of pictures. |
| | | 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> |
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| A range of realities 4.1. Building correct simple sentence structure. | 4.1. Write simple meaningful sentences with proper Capitalization and punctuation marks correctly. | 4 | Almost always write simple meaningful sentences with proper Capitalization and punctuation marks correctly. |
| | | 3 | Oftentimes write simple meaningful sentences with proper Capitalization and punctuation marks correctly. |
| | | 2 | Sometimes write simple meaningful sentences with proper Capitalization and punctuation marks correctly. |
| | | 1 | Rarely write simple meaningful sentences with proper Capitalization and punctuation marks correctly. |
| | | 0 | Not assessed |
| A range of operations 4.2. Writing from left to right using basic punctuation marks correctly. | 4.2. Write simple sentences between four lines using basic punctuation marks. | 4 | Write almost all simple sentences between four lines using basic punctuation marks. |
| | | 3 | Write most simple sentences between four lines using basic punctuation marks. |
| | | 2 | Write some simple sentences between four lines using basic punctuation marks. |
| | | 1 | Write few simple sentences between four lines using basic punctuation marks. |
| | | 0 | Not assessed |
| A range of attitudes 4.3. Writing from left to right neatly. | 4.3. Write sentences neatly and legibly. | 4 | Almost always write sentences neatly and legibly. |
| | | 3 | Oftentimes write sentences neatly and legibly. |
| | | 2 | Sometimes write sentences neatly and legibly. |
| | | 1 | Rarely write sentences neatly and legibly. |
| | | 0 | Not assessed |

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| A range of connections 4.4. Completing a picture on a grade-related topic and labeling it. | 4.4. Complete pictures on a specific topic and use words to label it. | 4 | Complete almost all pictures on a specific topic and use words to label it. |
| | | 3 | Complete most pictures on a specific topic and use words to label it. |
| | | 2 | Complete some pictures on a specific topic and use words to label it. |
| | | 1 | Complete few pictures on a specific topic and use words to label it. |
| | | 0 | Not assessed |

