

Formative Assessment Descriptors

Grade 6

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><i>A range of realities</i> 1.1. Listening to various age appropriate texts to build up an overall comprehension of what they have listened to.</p> 	<p>1.1. Mention the topic and the overall idea of simple informative, short descriptive and narrative texts they listen to and follow simple instructions accordingly.</p>	4	Almost always mention the topic and the overall idea of simple informative, short descriptive and narrative texts they listen to and follow simple instructions accordingly.
		3	Oftentimes mention the topic and the overall idea of simple informative, short descriptive and narrative texts they listen to and follow simple instructions accordingly.
		2	Sometimes mention the topic and the overall idea of simple informative, short descriptive and narrative texts they listen to and follow simple instructions accordingly.
		1	Occasionally mention the topic and the overall idea of simple informative, short descriptive and narrative texts they listen to and follow simple instructions accordingly.
		0	Seldom mention the topic and the overall idea of simple informative, short descriptive and narrative texts they listen to and follow simple instructions accordingly.

<p>A range of operations 1.2. Using listening strategies such as identifying the main idea, asking relevant questions and making simple predictions when listening to native/ nonnative English speakers.</p>	<p>1.2. Identify the main idea in a speech, ask relevant questions and make simple predictions about talks they listen to.</p>	4	Almost always use listening strategies "identify the main idea in a speech /ask relevant questions / make simple predictions) when listening to native/ nonnative English speakers.
		3	Oftentimes use listening strategies "identify the main idea in a speech /ask relevant questions / make simple predictions) when listening to native/ nonnative English speakers.
		2	Sometimes use listening strategies "identify the main idea in a speech /ask relevant questions / make simple predictions) when listening to native/ nonnative English speakers.
		1	Occasionally use listening strategies "identify the main idea in a speech /ask relevant questions / make simple predictions) when listening to native/ nonnative English speakers.
		0	Seldom use listening strategies "identify the main idea in a speech /ask relevant questions / make simple predictions) when listening to native/ nonnative English speakers.

<p>A range of attitudes 1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) while listening to different types of texts from different sources.</p> 	<p>1.3. Respect turn taking rules and use supportive listening cues while listening to others.</p>	4	Almost always follow agreed upon rules of discussion "show respect in turn taking rules / use supportive listening cues" while listening to different types of texts from different sources
		3	Oftentimes follow agreed upon rules of discussion "show respect in turn taking rules / use supportive listening cues" while listening to different types of texts from different sources
		2	Sometimes follow agreed upon rules of discussion "show respect in turn taking rules / use supportive listening cues" while listening to different types of texts from different sources
		1	Occasionally follow agreed upon rules of discussion "show respect in turn taking rules / use supportive listening cues" while listening to different types of texts from different sources
		0	Seldom follow agreed upon rules of discussion "show respect in turn taking rules / use supportive listening cues" while listening to different types of texts from different sources

<p><i>A range of connections</i> 1.4. Listening to simple presentations by native/nonnative English speakers on you tube and other similar websites about different topics related to other school subjects to exchange information.</p>	<p>1.4. Present and exchange information related to other school subjects based on a presentation they listen to, delivered in English by native/non-native speakers.</p>	4	Almost always exchange information related to other school subjects based on a listened to material.
		3	Oftentimes exchange information related to other school subjects based on a listened to material.
		2	Sometimes exchange information related to other school subjects based on a listened to material.
		1	Occasionally exchange information related to other school subjects based on a listened to material.
		0	Seldom exchange information related to other school subjects based on a listened to material.



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. Participating in oral interactions in the classroom to exchange information, to direct others, to comment & to have fun.</p>	<p>2.1. Discuss and exchange information in mini dialogues/group discussion to comment, direct others and have fun.</p>	4	Almost always participate in oral interactions (mini dialogues/ group discussions" to comment, direct others & to have fun.
		3	Oftentimes participate in oral interactions (mini dialogues/ group discussions" to comment, direct others & to have fun.
		2	Sometimes participate in oral interactions (mini dialogues/ group discussions" to comment, direct others & to have fun.
		1	Occasionally participate in oral interactions (mini dialogues/ group discussions" to comment, direct others & to have fun..
		0	Seldom participate in oral interactions (mini dialogues/ group discussions" to comment, direct others & to have fun.
<p><i>A range of operations</i> 2.2. Conversing about different grade level topics using suitable strategies such as asking for and providing clarification visual clues to help students communicate (pictures, facial expressions and gestures).</p>	<p>2.2. Use words, phrases and expressions indicative to the topics they deal with in dialogues, discussions and role-plays related to grade level topics.</p>	4	Use almost all words, phrases and expressions indicative to the topics they deal with in dialogues, discussions and role-plays related to grade level topics.
		3	Use most words, phrases and expressions indicative to the topics they deal with in dialogues, discussions and role-plays related to grade level topics.
		2	Use some words, phrases and expressions indicative to the topics they deal with in dialogues, discussions and role-plays related to grade level topics.
		1	Use a few words, phrases and expressions indicative to the topics they deal with in dialogues, discussions and role-plays related to grade level topics.
		0	Use few words, phrases and expressions indicative to the topics they deal with in dialogues, discussions and role-plays related to grade level topics.

<p><i>A range of attitudes</i> 2.3. Following agreed upon rules for discussions such as using expressions of politeness (please, thank you, would, could and will)</p>	<p>2.3. Use appropriate expressions of politeness in a range of collaborative discussions with diverse partners.</p>	4	Almost always use appropriate expressions of politeness in a range of collaborative discussions with diverse partners.
		3	Oftentimes use appropriate expressions of politeness in a range of collaborative discussions with diverse partners.
		2	Sometimes use appropriate expressions of politeness in a range of collaborative discussions with diverse partners.
		1	Occasionally use appropriate expressions of politeness in a range of collaborative discussions with diverse partners.
		0	Seldom use appropriate expressions of politeness in a range of collaborative discussions with diverse partners.
<p><i>A range of connections</i> 2.4. Speaking about age appropriate topics such as sports, science and saving energy using their knowledge acquired in other subjects.</p>	<p>2.4. Utilise their knowledge in other subjects (e.g. science) to present information using grade level language.</p>	4	Almost always present information based on their knowledge acquired in other subjects using grade level language.
		3	Oftentimes present information based on their knowledge acquired in other subjects using grade level language.
		2	Sometimes present information based on their knowledge acquired in other subjects using grade level language.
		1	Occasionally present information based on their knowledge acquired in other subjects using grade level language.
		0	Seldom present information based on their knowledge acquired in other subjects using grade level language.



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> 3.1. Reading to comprehend age appropriate texts on familiar topics for a variety of purposes.</p>	<p>3.1. Mention the overall idea and purpose of different texts (fiction/ nonfiction) on familiar topics.</p>	4	Almost always mention the the purpose of different texts (fiction /nonfiction) on familiar topics.
		3	Oftentimes mention the the purpose of different texts (fiction n/nonfiction) on familiar topics.
		2	Sometimes mention the the purpose of different texts (fiction /nonfiction) on familiar topics.
		1	Occasionally mention the the purpose of different texts (fiction /nonfiction) on familiar topics.
		0	Seldom mention the the purpose of different texts (fiction /nonfiction) on familiar topics.
<p><i>A range of operations</i> 3.2. Reading a variety of grade level texts to determine the theme and the main idea of the text and locating pieces of information</p>	<p>3.2. Determine the theme, the main idea and locate pieces of information in fiction and non-fiction age-appropriate texts.</p>	4	Almost always use reading strategies "determine the theme / the main idea / locate pieces of information" while reading fiction and non-fiction age-appropriate texts.
		3	Oftentimes use reading strategies "determine the theme / the main idea / locate pieces of information" while reading fiction and non-fiction age-appropriate texts.
		2	Sometimes use reading strategies "determine the theme / the main idea / locate pieces of information" while reading fiction and non-fiction age-appropriate texts.
		1	Occasionally use reading strategies "determine the theme / the main idea / locate pieces of information" while reading fiction and non-fiction age-appropriate texts.
		0	Seldom use reading strategies "determine the theme / the main idea / locate pieces of information" while reading fiction and non-fiction age-appropriate texts.

<p><i>A range of attitudes</i> 3.3. Willingly engaging in age appropriate reading activities by joining school reading groups and borrowing books from libraries.</p>	<p>3.3. Present their reading activities in a diary or in oral presentations.</p>	4	Almost always present their reading activities in a diary or in oral presentations.
		3	Oftentimes present their reading activities in a diary or in oral presentations.
		2	Sometimes present their reading activities in a diary or in oral presentations.
		1	Occasionally present their reading activities in a diary or in oral presentations.
		0	Seldom present their reading activities in a diary or in oral presentations.
<p><i>A range of connections</i> 3.4. Identifying information needed from other subjects to understand age appropriate texts.</p>	<p>3.4. Identify the type of information they need from other subjects to understand the reading materials they work with.</p>	4	Almost always identify the types of information they need from other subjects to understand the reading materials they work with.
		3	Oftentimes identify the types of information they need from other subjects to understand the reading materials they work with.
		2	Sometimes identify the types of information they need from other subjects to understand the reading materials they work with.
		1	Occasionally identify the types of information they need from other subjects to understand the reading materials they work with.
		0	Seldom identify the types of information they need from other subjects to understand the reading materials they work with.

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> 4.1. Writing simple connected sentences to form a paragraph (e-mail, short report) on familiar topics of personal interest with the help of pictures and guide words.</p>	<p>4.1. Write short paragraphs using precise language and specific vocabulary to convey different ideas.</p>	4	Almost always write short paragraphs using precise language and specific vocabulary to convey different ideas.
		3	Oftentimes write short paragraphs using precise language and specific vocabulary to convey different ideas.
		2	Sometimes write short paragraphs using precise language and specific vocabulary to convey different ideas.
		1	Occasionally write short paragraphs using precise language and specific vocabulary to convey different ideas.
		0	Seldom write short paragraphs using precise language and specific vocabulary to convey different ideas.
<p><i>A range of operations</i> 4.2. Writing to express personal experiences or events using descriptive details and clear event sequences, correct punctuation and correct spelling strategies</p>	<p>4.2. Produce a legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies.</p>	4	Produce an excellent legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies.
		3	Produce a very good legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies.
		2	Produce a good legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies.
		1	Produce a fair legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies.
		0	Produce a poor legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies.

<p><i>A range of attitudes</i> 4.3. Willingly engaging in age appropriate writing activities about familiar topics that present personal ideas and experiences.</p>	<p>4.3. Write journals of 4 - 6 sentences expressing opinions and experiences about familiar topics.</p>	4	Almost always write journals of 4 - 6 sentences expressing opinions and experiences about familiar topics.
		3	Oftentimes write journals of 4 - 6 sentences expressing opinions and experiences about familiar topics.
		2	Sometimes write journals of 4 - 6 sentences expressing opinions and experiences about familiar topics.
		1	Occasionally write journals of 4 - 6 sentences expressing opinions and experiences about familiar topics.
		0	Seldom write journals of 4 - 6 sentences expressing opinions and experiences about familiar topics.
<p><i>A range of connections</i> 4.4. Using smart devices in typing or checking writing to maintain aesthetic and neat form using topics related to other school subjects.</p>	<p>4.4. Type or check their writing about different topics using smart devices.</p>	4	Type or check their writing about different topics using smart devices in an excellent way .
		3	Type or check their writing about different topics using smart devices in a very good way .
		2	Type or check their writing about different topics using smart devices in a good way .
		1	Type or check their writing about different topics using smart devices in a fair way .
		0	Type or check their writing about different topics using smart devices in a poor way .

