Methodological recommendations for Summative Assessment

on the subject «The English language»

Grade 10
(natural-mathematical direction)

Nur-Sultan, 2019

Methodological recommendations for Summative Assessment are designed to assist teachers in planning, organising and carrying out Summative Assessment in the subject of «The English language» for the Grade 10 learners of upper secondary level education of the Natural-Mathematical direction on the updated content.

Methodological recommendations are aligned with the Subject Programme and Course plan. Summative Assessment in Grade 10 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.

Methodological recommendations are designed for secondary 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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SUMMATIVE ASSESSMENT TASKS FOR TERM 1

Summative assessment for the unit «Science and scientific phenomena»

Learning objectives	10.2.2 Understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics
	10.3.4 Evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics
	10.6.7 Use perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials … *so far, lately, all my life*, on a wide range of familiar general and curricular topics.
Assessment criteria	• Identify the details and facts in the text while listening with no support
	• Respond appropriately to others' ideas, statements and/or speech by critically analysing and/or expressing agreement or disagreement
	• Apply perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials … *so far, lately, all my life*
Level of thinking skills	Knowledge and comprehension Application
Duration	20 minutes

Listening

Task 1. Listen to the talk about Genetic Engineering and choose the correct option:
Go to this link to listen: https://listenaminute.com/g/genetic_engineering.html

1. What two adjectives does the speaker use to describe genetic engineering?
   A) Fascinating and dangerous
   B) Fascinating and interesting
   C) Fascinating and curious

2. What have scientists always wished to do with people?
   A) Explore
   B) Change
   C) Develop

3. How long has the idea of genetic engineering been discussed?
   A) several months
   B) centuries
   C) some days

4. Who found the ways of changing genes?
   A) Scientists
   B) Geneticists
   C) Explores

5. What can geneticists clone?
    A) A human tissue and brain
    B) A human tissue and clone
    C) A human tissue and organs

6. After how much time will scientists clone a person?
    A) Not so long time
    B) After a long period
    C) In several years

7. Who will accept genetic engineering in future?
    A) engineers
    B) scientists
    C) young generations

Speaking
Task 2. *It's a two-way conversation. Learners are arranged in pairs. Learners are suggested questions related to the topic of Science and Scientific Phenomena. Teacher can use given questions or/and add other questions on topic. Teacher informs the learners that they are going to talk for 2-3 minutes and they will be given one minute to brainstorm ides for the discussion and make notes if they need. Teacher clarifies that learners need to support the conversation by responding and reacting to classmate's questions.*

Speak about Science and Scientific Phenomena for 2-3 minutes. Agree/disagree and express your opinion, respond to classmates' questions while discussing the following questions:
1. What does genetics, as a science, study? Explain.
2. What is DNA? What is the structure of DNA?
3. What is the role of DNA? Explain.
4. Speak about interesting facts about genetics. DNA Explain your answer.
5. What are some other facts from the sphere of Science you want to share?

Criteria for speaking:
- Express your opinion
- Respond to questions by agreeing and/or disagreeing
- Use perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials (*so far, lately, all my life*)

Set the time, remind the learners that they are going to talk for 2-3 minutes and they have 1 minute for brainstorming. While learners talk on topic, teacher should make notes to assess the conversation and writes down learners' common mistakes as well as good points in order to give constructive feedback after the speaking test.

Possible answers:
    Genetics is a field of biology that studies how traits are passed from parents to their offspring**.**
    DNA is a molecule that is found in all organisms from bacteria, plants, animals and humans. Each of the DNA molecules in the cell nucleus consists of two strands of alternating sugars and phosphate with pairs of nitrogen bases.
    The genetic code inside the DNA provides and allows the instruction for protein synthesis to occur.

Assessment criteria	Task №	Descriptor	Mark
		A learner	
Identify the details and facts in the text while listening with no support	1	chooses A 'Fascinating and dangerous' for the 1st question;	1
		chooses B 'Change' for the 2nd question;	1
		chooses B 'Centuries' for the 3rd question;	1
		chooses B 'Geneticists' for the 4th question;	1
		chooses C 'A human tissue and organs' for the 5th question;	1
		chooses A 'Not so long time' for the 6th question;	1
		chooses C 'Young generations 'for the 7th question;	1
Respond appropriately to others' ideas, statements and/or speech by critically analysing and/or expressing agreement or disagreement Apply perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials … *so far, lately, all my life*	2	provides answers to questions;	1
		gives his/her opinion and/or judgment;	1
		reacts to questions by agreeing and/or disagreeing;	1
		uses simple perfect active and/or passive forms;	1
		uses perfect continuous active and/or passive forms.	1
Total marks			**12**

Rubrics for providing information to parents on the results of
Summative Assessment for the unit «Science and scientific phenomena»

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	**Middle**	**High**
Identify the details and facts in the text while listening with no support	Experiences difficulties in identifying detailed information to complete the sentences while listening to the recording. ☐	Experiences some difficulties in identifying detailed information to complete the sentences while listening to the recording. ☐	Correctly provides requested information. Answers most of the questions correctly. ☐
Respond appropriately to others' ideas, statements and/or speech by critically analysing and/or expressing agreement or disagreement Apply perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials … *so far, lately, all my life*	Experiences difficulties in formulating ideas, statements while discussing questions. Provides short responses, fails to react to questions. Makes mistakes in perfect continuous and simple perfect active and passive forms. ☐	Formulates some ideas and statements while discussing questions. Expresses his/her opinion, provides short responses in the course of the discussion. Demonstrates some hesitations while reacting to questions. Uses perfect forms when giving full answers to the questions with moderate accuracy. ☐	Gives comprehensible answer, assesses classmates' answers by agreeing and disagreeing. Shows a good control of grammar and pronunciation. Only minor mistakes occur. Confidently formulates answers to questions, and is able to support the conversation. ☐

Transcript

I think the idea of genetic engineering is fascinating. It's also quite dangerous. Fiddling around with what makes us human might make us less human. We could end up creating a Frankenstein's monster. The idea of genetic engineering has been around for centuries. Scientists have always wanted to change us. The real breakthrough came in the latter half of last century. Geneticists cracked the genetic code and found ways of altering our genes. Now they can clone animals and reproduce human tissue and organs. I don't think it'll be too long before scientists clone a person. Once all the fuss has died down, younger generations will be more accepting of genetic engineering.

Learning objectives	10.4.5 Deduce meaning from context in extended texts on a wide range of familiar general and curricular topics,and some unfamiliar topics
	10.5.3 Write with grammatical accuracy on a range of familiar general and curricular topics
	10.6.3 Use a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on a wide range of familiar general and curricular topics
Assessment criteria	• Identify the meaning and details of the reading texts on familiar and some unfamiliar topics
	• Demonstrate the ability to write grammatically correct sentences on familiar topics
	• Apply a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives
Level of thinking skills	Application
	Higher order thinking skills
Duration	20 minutes

Reading

Task 1. Read the text about natural disasters and choose the correct option.

One of the most important things to remember when natural disasters happen is not to panic. A panicky person cannot think clearly. A person who panics cannot help themselves or others during an emergency like a tornado or hurricane.

Each kind of disaster needs a different type of action for staying safe. For example, during a tornado people should go to the center of a building (preferably a room with no windows) or a basement and cover their heads.

A hurricane, on the other hand, requires evacuation because the storm can flood areas. It is very important to evacuate the house during a hurricane, if a person stays inside, they may not be able to leave. This is because the flood water may rise too high and people will be stranded on rooftops. If they become stranded when the water is high, they will be unable to come down, get help or get to safety.

In the event of an earthquake, people should get outside or stand in doorways. Seismic activity is what happens during an earthquake. It causes the ground to shake and buildings to come falling down.

Natural disasters are very dangerous. It is important that people think calmly and clearly when natural disasters happen.

    1. A panicky person…
        A) is calm and relaxed
        B) is very helpful
        C) cannot think clearly

    2. If you are stranded on top of a building, it is….
        A) not easy to come down and get help

B) easy for you to get help.
C) easy to run to safety

3. If you evacuate the house during a hurricane, you….
A) leave the house
B) lock the doors of the house
C) stay inside the house

4. Seismic activity…
A) cannot be felt
B) can destroy buildings
C) can be felt before an earthquake

Task 2. Identify and write down the type of the natural disaster.
1. People should stay in the center of a building with their heads covered. _____
2. Leave the house because if you stay inside, you may not be able to leave. _____
3. It causes the movement of the ground and destruction of the buildings. _____

Writing
Task 3. Choose a natural disaster, describe it and write your ideas on how to predict and prevent it.
You should include:
- the description of a natural disaster;
- the description of its consequences;
- possible ways of prediction and prevention.

Follow the steps for writing:
- use topic-related vocabulary and linking words;
- use compound adjectives, adjectives as participles, comparisons, and intensifying adjectives;
- pay attention to grammar.

Example of a paragraph in an article:

What causes landslides and mudslides?

A landslide is the movement of rock, earth or debris down a sloped section of land. Landslides are caused by rain, earthquakes or volcanoes. Other factors can also make the slope unstable.

Landslides are caused by disturbances in the natural stability of a slope. They can accompany heavy rains or follow droughts, earthquakes, or volcanic eruptions. Mudslides develop when water rapidly accumulates in the ground and results in a surge of water-saturated rock, earth, and debris. Mudslides usually start on steep slopes and can be activated by natural disasters. Areas where wildfires or human modification of the land have destroyed vegetation on slopes are particularly vulnerable to landslides during and after heavy rains.

One of simplest ways to prevent landslides is to plant trees and small shrubs on the slope. As these trees and shrubs grow, their roots hold soil together, and help in reducing erosion of soil which is likely to make the slope unstable in course of time.

Assessment criteria	Task №	Descriptors	Mark
		A learner	
Identify the meaning and details of the reading texts on familiar and some unfamiliar topics	1	choses 'C' for the 1st question;	1
		choses 'A' for the 2nd question;	1
		choses 'A' for the 3rd question;	1
		choses 'B' for the 4th question;	1
	2	writes 'tornado' for the 5th question;	1
		writes 'hurricane' for the 6th question;	1
		writes 'earthquake' for the 7th question;	1
Demonstrate the ability to write grammatically correct sentences on familiar topics

Apply a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives | 3 | describes a natural disaster; | 1 |
		describes the consequences of a natural disaster;	1
		indicates ways of prediction and/or prevention of natural disasters;	1
		uses topic-related vocabulary;	1
		uses linking words;	1
		uses adjectives correctly;	1
		writes grammatically correct sentences.	1
Total marks			**14**

Rubrics for providing information to parents on the results of
Summative Assessment for the unit «Natural Disasters»

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	**Middle**	**High**
Identify the meaning and details of the reading texts on familiar and some unfamiliar topics	Experiences difficulties in selecting correct option to complete the sentences and identifying natural disasters while reading the text. ☐	Experiences some difficulties in selecting correct option to complete the sentences and identifying natural disasters while reading the text. ☐	Copes with selecting correct option to complete the sentences and identifying natural disasters while reading the text. ☐
Demonstrate the ability to write grammatically correct sentences on familiar topics Apply a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives	Experiences difficulties in using grammar structures to convey ideas. Does not describe a natural disaster and its consequences. Does not include any ways of prediction and prevention of natural disasters. No use of linking words, short paragraphs show low task response skills, fails to use compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives. ☐	Experiences some difficulties in using grammar structures to convey ideas. Includes a simple description of a natural disaster and it effects and briefly writes about predicting and preventing it. Some use of linking words, paragraphs are not developed and show low task response skills, some mistakes in the use of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives. ☐	Writing presents a grammatically accurate piece, written in a coherent structured manner. Uses descriptive language effectively to write about a natural disaster, its consequences and ways of prediction and prevention. Accurate use of linking words, extended paragraphs with supported reasons. Only minor mistakes occur. ☐

SUMMATIVE ASSESSMENT TASKS FOR TERM 2

Summative Assessment for the unit «Virtual reality»

Learning objectives	10.2.1 Understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics
	10.3.3 Explain and justify own and others' point of view on a wide range of general and curricular topics
	10.6.9 Use appropriately a wide variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a wide range of familiar general and curricular topics

Assessment criteria

- Recognise the main idea with no support in long talks on different topics
- Provide a point of view in conversations and discussions, defend and deliberately explain ideas, statements by giving arguments, reasons
- Apply active and passive simple present and past forms and past perfect simple forms

Level of thinking skills   Application
Higher order thinking skills

Duration   20 minutes

Listening
Task 1. Listen to the conversation and mark the sentences 1-6 True or False.:
Go to this link to listen: https://www.youtube.com/watch?v=HRzobEK03mY (*listen from 0.14 until 2.21)*

1.	Virtual reality or VR is about computer technologies.	True	False
2.	Virtual reality does not allow the user to interact with space.	True	False
3.	VR has been defined as **a** realistic and immersive simulation.	True	False
4.	A person when using virtual reality equipment can move in it.	True	False
5.	Virtual realities create sensory experiences such as touch, hearing and smell.	True	False
6.	Some VR systems can spread vibrations to the user via the game controller.	True	False

Speaking
Task 2. *Learners work in small groups (3-4 learners). Each group gets cards and they answer the questions demonstrating equal contribution to the discussion. Questions for discussion may be changed/ adapted by the teacher beforehand. There is no need to discuss every question. Learners can choose a couple of questions to discuss. Learners are encouraged to explain their answers and giving comments.*

This is as a group discussion. Answer the questions demonstrating equal contribution to the discussion.

Criteria for speaking:
- contribute equally to the group discussion;
- give and explain your opinion;
- use active and passive simple forms;
- respond to questions by agreeing and/or disagreeing;
- speak fluently.

Possible questions for discussion.
1. Do you think virtual reality will be popular in future? Explain your opinion.
2. How are virtual reality and augmented/integral reality the same and how are they different? Which of the two technologies do you expect to be more popular in the future? Explain and support your opinion.
3. Do you think virtual reality and augmented/integral reality technologies can impact our social-emotional development or interpersonal skills? How and in what ways? Explain and support your point of view.
4. Do you think parents should change the parental controls on virtual reality gaming systems? Or, should children be trusted to play what they like? Explain and support your position.

You can use this vocabulary for discussion
Agreeing
- Yes, good point. You're right…
- There are many reasons for …
- There is no doubt about it that…
- I simply must agree with that…
- I am of the same opinion…
- I completely/absolutely agree with …

Disagreeing
- I see your point, but … I think so too..
- I'm not so sure about that…
- Yes, but … I couldn't agree more…
- Maybe, but the problem is that …
- I am of a different opinion because …
- I cannot share this / that / the view…
- Unlike … I think …

Set the time; remind learners about criteria for speaking. While learners talk on topic, teacher should make notes to assess the conversation. Put a tick against the criteria if it fits with learner's answer. In comments' section teacher writes down learners' common mistakes as well as good points in order to give constructive feedback after the speaking test.

Assessment criteria		
1	explains his/her ideas;	
2	uses active and passive simple present and past forms and past perfect simple forms accurately;	
3	gives arguments with reasons and examples;	
4	comments other's viewpoints;	
5	gives comprehensible and clear views to questions	
Teacher comments:		

Assessment criteria	Task №	Descriptor	Mark
		A learner	
Recognise the main idea with no support in long talks on different topics	1	chooses True/T for the1st statement;	1
		chooses False/F for the 2nd statement;	1
		chooses True/T for the 3rd statement;	1
		chooses False/F for the 4th statement;	1
		chooses True/T for the 5th statement;	1
		chooses True/T for the 6th statement;	1
Provide a point of view in conversations and discussions, defend and deliberately explain ideas, statements by giving arguments, reasons Apply active and passive simple present and past forms and past perfect simple forms	2	gives comprehensible and clear views to questions;	1
		comments on other's viewpoints;	1
		justifies and explains his/her opinion;	1
		uses active and passive simple present forms accurately;	1
		uses active and passive simple past forms accurately;	1
		uses past perfect simple forms accurately.	1
Total marks			**12**

**Rubrics for providing information to parents on the results of
Summative Assessment for the unit «Virtual reality»**

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	**Middle**	**High**
Recognise the main idea with no support in long talks on different topics	Experiences difficulties in identifying the main information in long talks that lead to some misunderstanding of the content. ☐	Experiences some difficulties in identifying the main information in long talks that lead to some misunderstanding of the content. ☐	Clearly identifies the main information in long talks while listening. Completes the task mostly correctly. ☐
Provide a point of view in conversations and discussions, defend and deliberately explain ideas, statements by giving arguments, reasons
Apply active and passive simple present and past forms and past perfect simple forms	Experiences difficulties in using active and passive simple present and past forms and past perfect simple forms as well as when providing his/her point of view and in explaining ideas. Gives short responses or shows no attempts to comment classmates' responses in the course of the discussion. ☐	Experiences some difficulties in when providing response and in explaining ideas, gives unsupported arguments with no examples.
Shows some inaccuracies while using active and passive simple present and past forms and past perfect simple forms in narrative and reported speech speaking on topic.
Gives some comments to classmates' responses in the course of the discussion. ☐	Shares viewpoints, gives strong arguments with examples and reasons. Minor mistakes are acceptable. Gives extended comprehensible and clear views to questions. Provides relevant comments to classmates' responses in the course of the discussion. ☐

Virtual reality or VR refers to computer technologies that use software to generate realistic images, sounds and other sensations that replicate a real environment. Virtual reality simulates user's physical presence in this environment by enabling the user to interact with this space and any objects depicted there in using specialised display screens or projectors and other devices.

VR has been defined as a realistic and immersive simulation of a three-dimensional environment created using interactive software and hardware and experienced or controlled by movement of the body.

A person using virtual reality equipment is typically able to look around the artificial world move about in it and interact with features or items that are depicted on a screen or in goggles. Virtual realities artificially create sensory experiences which can include slight touch hearing and less commonly smell. Most modern virtual realities are displayed either on a computer monitor a projector screen on with a virtual reality headset also called head mounted display or HMD. HMDs typically take the form of head mounted goggles with a screen in front of the eyes. Some simulations include additional sensory information and provide sounds through speakers or headphones. Virtual reality actually brings the user into the digital world by cutting off outside stimuli in this way user is solely focusing on the digital content. Some Virtual reality systems used in video games can transmit vibrations and other sensations to the user via the game controller.

Learning objectives 10.4.1 Understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics
10.5.2 Use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately
10.6.13 Use a growing variety of past modal forms including must have, can't have, might have to express speculation and deduction about the past on a wide range of familiar general and curricular topics

Assessment criteria • Identify the main points in lengthy texts
• Use topic related vocabulary with correct spelling control
• Apply past modal forms including must have, can't have, might have

Level of thinking skills Knowledge and comprehension
Application

Duration 20 minutes

Reading
Task 1. Read the text about organic food and write the letters of the paragraphs (A-D) which describe the given statements.

1. The benefits of organic food.   _____
2. Organic food is expensive.   _____
3. Ensuring the originality of organic food. _____
4. Professional views on organic food.   _____

A. Organic food is very popular these days. It can also be very costly. Some organic food costs twice as much as non-organic food. Parents of young children, and even some pet owners, will pay high prices for organic food if they think it's healthier. But many others think organic food is just a waste of money.
B. There is one main difference between organic and non-organic food. Organic farms do not use agricultural chemicals such as pesticides that stop insects from damaging crops. In many countries foods that claim to be organic must have special labels that guarantee that they are organic.
C. Is organic food safer and more nutritious? This is an important part of the debate. Many farmers and consumers believe it is. They think agricultural chemicals can cause serious illnesses like cancer, but there isn't much evidence proving this is true. However, recent studies have shown that eating organically-grown produce reduces your chances of developing heart disease.
D. Many doctors think it's more important to stop dangerous bacteria from contaminating foods. These bacteria can contaminate both organic and non-organic fruit and vegetables, and doctors recommend washing carefully before eating it. Meat, fish and chicken can also become contaminated, so washing them is also very important. Many doctors also believe we should reduce the amount of sugar in our diets, and there is a lot of evidence to support this idea. They recommend carefully checking the list of ingredients on processed food and drinks for all the words that really mean sugar, like glucose, sucrose and fructose. Doctors think that processed foods that are called "organic" can also be very unhealthy if they contain lots of sugar.

Writing
Task 2. Write a paragraph about advantages **OR** disadvantages of biofuels.
Tips for writing:
- write about advantages **or** disadvantages;
- support advantages **or** disadvantages with reasons and examples;
- use topic-related vocabulary;
- use past modal forms including must have, can't have, might have.

Suggested structure for writing
Supporting Paragraph 1 (Advantages/Disadvantages)
- Sentence 1- Topic sentence (Advantage 1 or Disadvantage 1)
- Sentence 2-3- Explain how this is an advantage/disadvantage
- Sentence 4- Example
- Sentence 5-Link

Assessment criteria	Task №	Descriptor	Mark
		A learner	
Identify the main points in lengthy texts	1	writes 'C' for sentence 1;	1
		writes 'A' for sentence 2;	1
		writes 'B' for sentence 3;	1
		writes 'D' for sentence 4;	1
Use topic-related vocabulary with correct spelling control Apply past modal forms including must have, can't have, might have	2	writes about advantages or disadvantages of biofuels;	1
		gives reasons and/or examples to support ideas;	1
		follows paragraph structure;	1
		uses topic vocabulary correctly;	1
		uses past modal forms correctly.	1
Total marks			**9**

Rubrics for providing information to parents on the results of
Summative Assessment for the unit «Organic and non-organic worlds»

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	**Middle**	**High**
Identify the main points in lengthy texts	Experiences difficulties in identifying the main points while reading. Makes mistakes in referring the statement to the corresponding paragraph. ☐	Experiences some difficulties in identifying the main points while reading. Makes some mistakes in referring the statement to the corresponding paragraph. ☐	Confidently identifies the main points while reading. Refers the statements to the corresponding paragraph appropriately. ☐
Use topic related vocabulary with correct spelling control Apply past modal forms including must have, can't have, might have	Experiences difficulties in using topical vocabulary with correct spelling. Does not follow the essay structure. Demonstrates lack of confidence in giving advantages/disadvantages of biofuels. Does not give reasons and/or examples to support ideas. No use of modal forms including must have, can't have, might have correctly. ☐	Experiences some difficulties in using topical vocabulary with correct spelling. Gives short undeveloped paragraphs while giving advantages/ disadvantages of biofuels. Some features of an essay structure. Provides reasons, but does not support them with examples. Attempts to apply modal forms including must have, can't have, might have with some mistakes. ☐	Demonstrates relevant use of topical vocabulary with correct spelling. Writes developed paragraphs while giving advantages/disadvantages of biofuels. Provides reasons, and supports them with examples. Applies modal forms including must have, can't have, might have. Minor mistakes are possible. ☐

SUMMATIVE ASSESSMENT TASKS FOR TERM 3

Summative assessment for the units «Reading for pleasure» and «Capabilities of human brain»

Learning objectives	10.2.7 Understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics
	10.3.2 Ask and respond to complex questions to get information about a wide range of general and curricular topics
	10.6.16 Use a wide variety of conjunctions on a wide range of familiar general and curricular topics
Assessment criteria	• Identify speaker's opinion in an extended talk between speakers on a range of general and curricular topics
	• Ask and answer complex questions
	• Apply a range of conjunctions on a wide range of familiar general and curricular topics
Level of thinking skills	Knowledge and comprehension Application
Duration	20 minutes

Listening

Task 1. Listen to the dialogue and identify speakers` opinions. Circle the name of a speaker next to the statements.

Go to this link to listen: http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/how-improve-your-memory *(listen from 0.32 untill 2.34)*

1.Thinks it is important to understand the process of memorasation.	Mary	Richard
2. Believes that ,in comparison with adults, students use memory in a different way.	Mary	Richard
3. Always forgets about a shopping list.	Mary	Richard
4. Suggests to use your dog`s name to memorise things.	Mary	Richard
5. Cannot believe that associations really work.	Mary	Richard

Speaking

Task 2. *At the start of the unit Reading for pleasure,learners read a biography of a famous person. Then, learners are informed that by the end of the unit they will create a poster on other famous people and present their findings. Learners are free to choose a person to write about. Learners may be arranged either in pairs or in small groups. Learners get familiar with assessment criteria. The suggested criteria for presentation may be adapted or changed by the teacher.*

While the speaking process is on, the teacher makes notes on learners' answers identifying good points and areas for improvement. The rest of the class peer-assess classmates according to the given criteria. After each presentation encourage learners to ask the presenting groups questions regarding the presentation. When all learners finish their presentations the teacher summarises learners' answers and gives feedback in accordance with the criteria.

Work in pairs or group of three. Create a poster about a celebrity with at least 3-4 important facts. Present your findings to class.
The rest of the class complete peer-assessment sheets while the pairs/groups are presenting.

After presentation ask complex questions about the presentation. Possible questions to ask:
    1. What facts about your celebrity impressed you? Why? Give reasons.
    2. How can you apply the knowledge/idea you gained from the biography in real life situations?

Peer assessment sheet			
Criteria	YES	NO	Overall comment
1. The poster includes 3-4 important facts about a celebrity			
2. Everyone participates in presenting the information			
3. Use a variety of conjunctions			
4. Give detailed answers to the questions from classmates/teacher			

Assessment criteria	Task №	Descriptor	Mark
		A learner	
Identify speaker's opinion in an extended talk between speakers on a range of general and curricular topics	1	circles 'Richard' for the 1st sentence;	1
		circles 'Richard' for the 2nd sentence;	1
		circles 'Mary' for the 3rd sentence;	1
		circles 'Richard' for the 4th sentence;	1
		circles 'Mary' for the 5th sentence;	1
Ask and answer complex questions Apply a range of conjunctions on a wide range of familiar general and curricular topics	2	presents 3-4 important facts about a celebrity;	1
		uses a variety of conjunctions;	1
		gives full answers to the questions;	1
		asks complex questions.	1
Total marks			**9**

Rubrics for providing information to parents on the results of
Summative Assessment for the unit «Reading for pleasure» and «Capabilities of human brain»

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	**Middle**	**High**
Identify speaker's opinion in an extended talk between speakers on a range of general and curricular topics	Experiences difficulties in defining speaker's attitude and opinion. ☐	Experiences some difficulties in determining speaker's attitude and opinion. Identifies speaker's opinion although with some inaccuracies. ☐	Confidently determines speaker's attitude and opinion. ☐
Ask and answer complex questions Apply a range of conjunctions on a wide range of familiar general and curricular topics	Demonstrates difficulties in presenting important facts from the biography and answering questions. Presents information in an incoherent manner. Hesitations in asking complex questions. Does not use or misuse conjunctions. ☐	Experiences some difficulties in presenting important facts from the biography and answering classmates' questions. Demonstrates some hesitations in asking complex questions. Makes some mistakes in using conjunctions. ☐	Presents logically connected information while presenting and answering the questions. Confidently asks complex questions. Uses conjunctions. Minor mistakes are possible. ☐

Charles: Hello! Yes, of course. I'd like to start by talking about the process of memorisation. It's vital that we understand the process if we want to make adjustments to the way we function. We all use memory in the same way. It doesn't matter whether you're a student revising for your finals or an adult standing in the aisle of a supermarket, trying to recall a particular item from a grocery list.

Mary: Ha ha! That's me. I always forget to take my list.

Charles: You and thousands of other people too, Mary. We learn to use our memory when we are still at nursery school. Young children are naturally very good at working out how to remember things. The tips I'm going to share today are based on the things we used to do to help us remember when we were children. The process of memorisation occurs in two distinct forms. Do you know what they are?

Mary: Are they 'long-term memory' and 'short-term memory'?

Charles: That's right! But these aren't completely separate concepts. We use a combination of both types of memory when we want to formulate our thoughts and recall information, whether we're trying to remember something from a decade ago or just an hour earlier.

Mary: So what tips have you got for improving the quality of our memory?

Charles: Right. Let's start with 'association'.

Mary: Association?

Charles: Yes. We can use word association to remember an idea or a concept. This means choosing a word or phrase you associate with what you are trying to remember. The word needs to be something familiar, that you come into contact with on a daily basis. So, for example, you can use the name of your pet dog to remember a scientific equation. Try it! Read the equation a few times and then say your dog's name again and again. Later, in your science exam, just recall the name and the whole equation should come back to you.

Mary: It sounds too good to be true! What else, Charles?

Learning objectives 10.4.2 Understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics

10.5.5 Develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics

10.6.8 Use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics

Assessment criteria
- Identify specific information and details in a text
- Connect ideas into a coherent paragraph using linking words justifying responses with examples and reasons
- Apply future active and passive and future continuous forms

Level of thinking skills Knowledge and comprehension
Application
Higher order thinking skills

Duration 20 minutes

Reading
Task 1. Read the text and choose the correct option.

A. Nanotechnology is the latest breakthrough in technology. It refers to science and technology in dimensions smaller than one thousand nanometers. One nanometer is a billionth of a meter. The research in nanotechnology is going primarily in two directions, construction of objects atom by atom and production of nano-sized machines. This field of technology is still mysterious for me, and includes a number of undiscovered things.

B. Imagine if we could build objects by assembling the atoms. It is fascinating that we could build whatever we wanted, from a diamond to a flower. We would simply gather the necessary atoms in the correct way to make anything we wanted. If you got hungry, you wouldn't have to cook. You would just order what you wanted from a machine and it would assemble the food for you, atom by atom. If you needed new clothes, you wouldn't have to go to the store or even sew, a machine would assemble the atoms into a beautiful outfit.

C. Another branch of nanotechnology research involves making nano-sized machines for different purposes. It is surprising that these nano-sized robots could go into your body and cure diseases. If you got sick you wouldn't need to have surgery. You would just drink a solution that contained the little nano-robots and they would repair your body from the inside, like little mechanics.

D. Nanotechnology raises interesting questions, but, in my view, it has a lot of potential. If we could use nanotechnology to produce food and objects, it would mean the end of hunger and poverty. Perhaps we could even travel long distances almost instantly by disassembling our atoms in one place and reassembling them in our destination. The sky is the limit to what we could do with nanotechnology!

1. Nanotechnology as a science is ….
    A) Exciting for the author.
    B) Interesting for the author.
    C) Unknown for the author.

2. Nanotechnology helps us to build whatever we wanted.
   A) The author is amazed by this fact.
   B) The author is indifferent to this fact.
   C) The author's attitude to this fact is negative.

3. Nano-sized robots could treat diseases.
   A) The author feels negative towards this fact.
   B) The author is surprised by this fact.
   C) The author is happy about this fact.

4. According to the author nanotechnology is a….
   A) Promising field
   B) Difficult field
   C) Global field

Task 2. Which paragraph answers the following questions?
   1. How could we use nanotechnology to manufacture things? _____
   2. What is nanotechnology? _____

Writing
Task 3. Write your opinion to the topic: 'Will robots have an ability to think?' Write 1 detailed paragraph.

Tips for writing:
   ✓ Write your opinion
   ✓ Include reasons and examples
   ✓ Use linking words
   ✓ Use topic-related vocabulary accurately
   ✓ Use future active and/or passive and/or future continuous forms

Assessment criteria	Task №	Descriptor *A learner*	Mark
Identify specific information and details in a text	1	writes 'C' for the 1st question;	1
		writes 'A' for the 2nd question;	1
		writes 'B' for the 3rd question;	1
		writes 'A' for the 4th question;	1
	2	writes 'B' for the 5th question;	1
		writes 'A' for the 6th question;	1
Connect ideas into a coherent paragraph using linking words justifying responses with examples and reasons Apply future active and passive and future continuous forms	3	clearly conveys own opinion;	1
		supports opinion with arguments;	1
		includes reasons and/or examples;	1
		uses connectors to link paragraphs logically;	1
		uses topic-related vocabulary accurately;	1
		uses future active and passive forms accurately;	1
		uses future continuous forms accurately.	1
Total marks			**13**

**Rubrics for providing information to parents on the results of
Summative Assessment for the unit «Breakthrough technologies»**

Learner's name _____

Assessment Criteria	Level of learning achievements		
	Low	**Middle**	**High**
Identify specific information and details in a text	Experiences difficulties in identifying the opinion and the attitude of the author in the reading passage ☐	Experiences some difficulties in identifying the opinion and the attitude of the author in the reading passage. ☐	Correctly finds the opinion and the attitude of the reading passage. ☐
Connect ideas into a coherent paragraph using linking words justifying responses with examples and reasons Apply future active and passive and future continuous forms	Experiences challenges in formulating arguments with reasons and examples. Demonstrates limited use of linking words. Misuses tenses and spells the most topical words incorrectly. Experiences difficulties when using future active and passive and future continuous forms accurately ☐	Experiences some challenges in formulating arguments with reasons and examples. Shows some limited use of linking words. Sometimes misuses tenses and spells some topical words incorrectly. Experiences some difficulties when using future active and passive and future continuous forms accurately. ☐	Writes arguments with reasons and examples and supports them with justifications. Connects ideas into logical paragraph using connectors. Correctly uses future active and/or passive and/or future continuous forms. Minor mistakes are possible. ☐

SUMMATIVE ASSESSMENT TASKS FOR TERM 4

Summative Assessment for the unit «Space X»

Learning objectives	10.2.6 Deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics
	10.3.7 Use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics
Assessment criteria	• Identify the meaning of words in extended texts using context information
	• Talk about given topics using appropriate topic related vocabulary and sentence structures
Level of thinking skills	Knowledge and comprehension
	Application
Duration	20 minutes

Listening

Task 1. Listen to the conversation and complete the gaps with the most suitable words **from the box below**. There are **2 words** you **DO NOT NEED TO USE**. Be careful with word forms.
Go to this link to listen:
https://www.youtube.com/watch?v=w0w7AurxmpE&version=3&hl=ru_RU

devastation	person	many	send into orbit
progress	explosion	Explore	

1. Stephen Hawkings has mentioned on _____ occasions that the only way for humanity to survive is to explore space.
2. We will have to look for a new planet if we caused a major disaster that results in the _____ of earth.
3. The first liquid-fuel rocket was send into_____ in 1926.
4. In 1961, the first _____ was launched into space.
5. Future _____ of space depends on both private and public money.

Speaking

Task 2. *Learners work in pairs. First, one learner speaks on the topic, the second learner assesses him /her according to the criteria, and then they swap the roles. These questions are not compulsory and can be adapted. There is no need to use all the questions. Learners can choose a couple of questions to discuss.*

Work in pairs. Student A – talk to your partner for 1-2 min about topic "Space Travelling". You can use questions below as a help to organise your ideas. Student B - listen to your partner's answer, assess him/her according to the criteria and give constructive feedback. Then, change your roles.

Criteria for speaking
- Talk about "Space Travelling"
- Speak clearly and fluently
- Use subject-specific vocabulary
- Provide grammatically correct answers

The following questions will help you organise your speaking:
1. What are some of the different reasons people travel to space?
5. In future, as a holiday trip, space commercial flights could be an option, what are some of the advantages and disadvantages of this type of travel?
2. What do you consider to be the most important goal for space travel and exploration? Explain and support your opinion.
3. Do you think you would be a good candidate for long-term space travel? Why or why not? Describe the personal characteristics, past experiences, skills etc. that make you a good/poor candidate as you explain and support your opinion.
4. Why do you think companies and governments are spending so much time and money to develop the space tourism industry?
5. What do you think is the most important space-related industry to develop? Explain and support your opinion.

Assessment criteria	Task №	Descriptor	Mark
		A learner	
Identify the meaning of words in extended texts using context information	1	writes 'many' in the 1st sentence;	1
		writes 'devastation' in the 2nd sentence;	1
		writes 'orbit' in the 3rd sentence;	1
		writes 'person' in the 4th sentence;	1
		writes 'progress' in the 5th sentence;	1
Talk about given topics using appropriate topic related vocabulary and sentence structures	2	talks on topic;	1
		speaks clearly and fluently;	1
		uses subject-specific vocabulary correctly;	1
		provides grammatically correct answers;	1
		gives constructive feedback.	1
Total marks			**10**

Rubrics for providing information to parents on the results of
Summative Assessment for the unit «Space X»

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	**Middle**	**High**
Identify the meaning of words in extended texts using context information	Experiences difficulties in identifying the appropriate word to complete the gap. ☐	Experiences some difficulties in identifying the appropriate word to complete the gap. ☐	Confidently identifies the appropriate word to complete the gap. ☐
Talk about given topics using appropriate topic related vocabulary and sentence structures	Experiences difficulties in using topic related vocabulary and grammatically correct sentences while responding to questions. Makes long unnatural pauses, and mispronounces topical words. ☐	Experiences some difficulties in using topic related vocabulary and grammatically correct sentences while responding to questions. Makes some mistakes while pronouncing words and phrases. ☐	Uses a wide range of topical vocabulary and grammatically correct sentences showing a good control of grammar and pronunciation. ☐

Stephen Hawkings has mentioned on numerous occasions that the only way for humanity to survive is to explore space. The validity of his arguments has yet to be seen. However, it is important to note the possible need to explore space if we caused a major disaster that results in the destruction of earth we will have to search for a new planet. Let's look at the accomplishments to date.

The first liquid-fuel rocket was launched in 1926, then in 1942 the first rocket was launched into space. In 1961, the first human was launched into space. Since then, many space flights have been made, most successful but some ending in explosion. There are currently two space stations in orbit. These stations are used to test long-term effects of living in space. So far, the longest a person has spent in space was 437 days. Future development of space depends on both private and public money. With government's low on cash only, China is showing interest in space stations. In addition, there are private companies testing space technology such as space stations and ships for transportation.

These companies are making advances and they promise regular space travel soon.

The first use for space travel is entertainment. But at 200,000 dollars per ticket the demand will be low. Until technology becomes cheaper, flying into space will be reserved for the wealthy.

Summative Assessment for the unit «Independent project»

Learning objectives	10.5.7 Use independently appropriate layout at text level on a range of general and curricular topics
	10.4.4 Read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics
Assessment criteria	• Write a text keeping the layout and format of a given genre
	• Skim the extended fiction and non-fiction texts to evaluate it
Level of thinking skills	Application Higher order thinking skills
Duration	20 minutes

Writing

Learners are arranged in small groups or pairs and write a project on the topic "Analysis of sci-fi film from different perspectives (Physics, Biology, Economics)." Each group of learners explores the topic from different angles (For example, one group explores from the perspective of Physics, others from the perspective of Biology or Economics). The choice of topics may be done according to learners` interests or the teacher may assign the topic. Learners are expected to peer-assess each other so it is necessary to familiarise learners with the project criteria beforehand so that to make the project requirements crystal clear to learners.

Task 1. Write an analysis of a sci-fi film from one perspective. You can choose Physics, Biology, Economics.

Criteria for writing

CATEGORY	4	3	2	1
Focus on Assigned Topic	The writing is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the writing is related to the assigned topic. The response is fully developed but the writer doesn't give details though the reader still can learn something about the topic	Some of the writing is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the writing to the assigned topic.
Organisation	The writing is very well organised. One idea follows another in a logical sequence	The writing is pretty well organised. One idea may seem out of place. Clear	The writing is a little hard to follow. The transitions are sometimes not	Ideas seem to be randomly arranged.

	with clear transitions.	transitions are used.	clear.	
Explanation and Reason	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement	Includes 1 piece of evidence (facts, statistics, examples, real-life experiences) that supports the position statement	No attempt has been made to support the statements made with relevant explanations.
Grammar and lexical variety	Demonstrates good knowledge of complex grammar structures with a few mistakes. Uses phrasal verbs, terms related to the topic.	Demonstrates good knowledge of complex grammar structures though making some mistakes. Uses phrasal verbs, terms related to the topic with spelling mistakes.	Uses simple grammar structures with a few mistakes. Limited usage of phrasal verbs, some terms are not related to the topic. There is a number of spelling mistakes.	Uses simple grammar structures with many mistakes. No phrasal verbs are used. Most of the terms are not related to the topic. There are more than 8 spelling mistakes.
Maximum score				**16**

Reading

Task 2. Task 2. *Learners swap their analysis for peer-assessment. Remind the class about the project criteria and ensure peer feedback in accordance with the discussed criteria.*

Swap your paper with your partner and skim it to evaluate the analysis. Provide feedback in accordance with the project criteria

Assessment criteria	Task №	Descriptor *A learner*	Mark
Write a text keeping the layout and format of a given genre	1	produces writing which is related to the assigned topic and allows the reader to understand much about the topic;	1
		produces writing which is well-organised with clear transitions (includes logical plan);	1
		produces writing which includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement;	1
		demonstrates good knowledge of complex grammar structures with minor mistakes;	1
		uses phrasal verbs, terms related to the topic;	1
Skim the extended fiction and non-fiction texts to evaluate it	2	skims partner`s analysis;	1
		evaluates partner`s analysis;	1
		provides feedback according to the suggested criteria.	1
Total			**8**

**Rubrics for providing information to parents on the results of
Summative Assessment for the unit «Independent project»**

Learner's name _____

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Write a text keeping the layout and format of a given genre	Experiences difficulties in producing writing which is related to the assigned topic and the organisation of ideas does not allow the reader to understand much about the topic. ☐	Experiences some difficulties in producing writing which is related to the assigned topic and the writing is generally coherent. ☐	Produces writing which is related to the assigned topic, coherently organised. ☐
Skim the extended fiction and non-fiction texts to identify the general information	Experiences challenges in evaluating the text. Struggles to provide effective feedback according to the suggested criteria. ☐	Experiences some difficulties in evaluating the text. Provides general feedback on partner`s analysis. ☐	Confident in evaluating the text. Provides constructive feedback on partner`s analysis. ☐