

**Methodological recommendations  
for Summative Assessment**

**English**

**Grade 5**

Methodological recommendations for Summative Assessment are designed to assist teachers in planning, organizing and carrying out Summative Assessment in “English” for the Grade 5 learners. Methodological recommendations are aligned with the Subject Programme and Course plan. Summative Assessment in Grade 5 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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**TERM 1.  
SUMMATIVE ASSESSMENT TASKS**

## Summative Assessment for the unit “Home and away”

**Learning objective** 5.L3 Understand an increasing range of unsupported basic questions on general and curricular topics.  
5.S1 Provide basic information about themselves and others at sentence level on an increasing range of general topics.  
5.S2 Ask simple questions to get information about a limited range of general topics.

**Level of thinking skills** Higher order thinking skills

**Assessment criteria**

- Recognise basic general questions without support;
- Give basic information about themselves and others at sentence level;
- Make up basic interrogative sentences and get information about the topic.

**Duration** 15 minutes

### Listening and speaking

**Task 1.** Work in pairs. Ask and answer THREE QUESTIONS about the place you live in. The following words will help you to make a dialogue:

apartment, house, bedroom, bathroom, kitchen, dining room, living room, roof wall, window, door, small, big, beautiful, yard, floor, there is..., there are..., the room has..., on the right...

Assessment criteria	Task	Descriptor	Mark
		A learner	
Recognise basic general questions without support. Give basic information about themselves and others at sentence level. Make up basic interrogative sentences and get information about the topic.	1	asks an appropriate question;	1
		answers a question;	1
		uses appropriate topical vocabulary;	1
		pronounces words, phrases and sentences intelligibly;	1
		makes natural pauses;	1
		talks coherently;	1
		talks with grammar accuracy.	1
<b>Total marks</b>			<b>7</b>

### Rubrics for providing information to parents on the results of Summative Assessment for the unit “Home and away”

Learner’s name \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
<p>Recognise basic general questions without support. Give basic information about themselves and others at sentence level. Make up basic interrogative sentences and get information about the topic.</p>	<p>Has difficulties in making exchanges with others using supporting topical vocabulary and questions. Uses grammar inaccurately. Pronounces words and phrases incorrectly. Speaks with frequent pauses.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Makes mistakes in maintaining basic exchanges/ in using topical vocabulary (apartment, house, bedroom, bathroom, kitchen, dining room, living room, roof wall, window, door, small, big, beautiful, yard, floor, there is/are, the room has)/ in answering general and wh-questions. Pronunciation of some words is unclear. Experiences challenges in making coherent sentences, in using appropriate grammar. Speaks with occasional pauses.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Maintains sufficient exchanges. Confidently speaks with pairs using appropriate topical vocabulary. Speech is understandable and logically organized with grammar accuracy. Makes natural pauses.</p> <p style="text-align: right;"><input type="checkbox"/></p>

## Summative assessment for the unit “Living things”

<b>Learning objective</b>	5.R4 Read with some support a limited range of short fiction and non-fiction texts. 5.W2 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics.
<b>Level of thinking skills</b>	Higher order thinking skills
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Skim the given fiction or non-fiction text and identify the general information;</li> <li>• Write short sentences on familiar topics; Connect sentences into a paragraph.</li> </ul>
<b>Duration:</b>	20 minutes

### Reading

**Task 1.** Read the text carefully and complete the task below.



Logums are animals from the planet Dentol. They are very large. A Logum has a very big body. His neck is short and his head is small. He has four short thick legs. His feet are flat. Each foot has three big toes. A Logum has a long trunk like an elephant. Under the trunk there is a very big mouth. There are four sharp teeth in the mouth. The Logum’s eyes are small and round. His ears are small and narrow. They are in the middle of his head. A Logum has long thick green hair. He lives in cold climate.

#### 1. Read the text again and choose the best title

- A. A Logum has a very big tail.
- B. Strange Animals – Logums.
- C. Plants of planet Dentol.

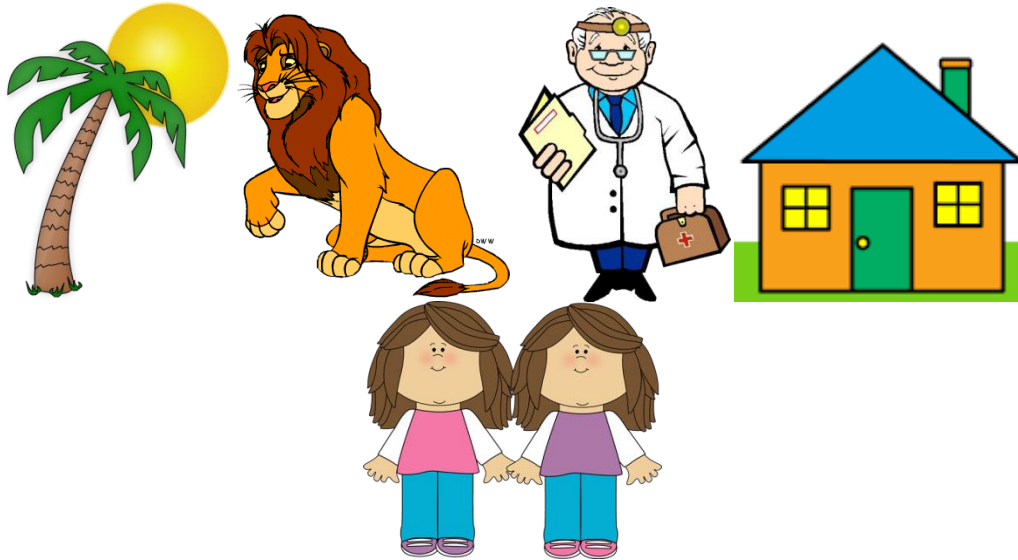
#### 2. Match the halves of the sentences.

- |                       |                              |
|-----------------------|------------------------------|
| 1. Logums are animals | A. three big toes            |
| 2. Each foot has      | B. from the planet Dentol    |
| 3. There are four     | C. sharp teeth in the mouth. |

**Writing**

**Task 2.** Write a short paragraph of 4 sentences to complete a story using the pictures below and words from the box. Check your sentences.

—a green tail— long leaves	a long brown tail the same brown hair	a blue tie a blue roof and green door
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**Happy family**

Once upon a time there lived animals and people together in one house. They were very friendly and happy. They helped each other in different situations.



*For example:* This is a crocodile. It has a green tail.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

People call this family “Happy family” because they lived cheerfully. Nobody could dare to disturb them.

Assessment criteria	Task	Descriptor	Mark	Additional information
		A learner		
Skim the given fiction or non-fiction text and identify the general information.	1	chooses B "Strange Animals – Logums" title";	1	
		1. B matches "Logums are animals from the planet Dentol".	1	
		2. A matches "Each foot has three big toes".	1	
		3.C matches "There are four sharp teeth in the mouth".	1	
Write short sentences on familiar topics. Connect sentences into a paragraph.	2	<i>Possible answers:</i> 1) This is a doctor. He has a blue tie.	1	1 point for each correct sentence with following words: a long brown tail/ long leaves/ a blue tie/ the same brown hair/ a blue roof and green door Sentences can be written in any order.
		2) These are two girls. They have the same brown hair.	1	
		3) This is a lion. It has a long brown tail.	1	
		4) This is a palm. It has long leaves.	1	
		5) This is a house. It has a blue roof and green door.	1	
<b>Total marks</b>			<b>9</b>	

### Rubrics for providing information to parents on the results of Summative Assessment for the unit “Living things”

Learner’s name \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Recognise the main information of short simple text with support.	Has a difficulty in identifying the general information of the text. Chooses incorrect title for the text. Has a difficulty in matching the halves of the sentences. <input type="checkbox"/>	Makes mistakes in identifying the general information of the text; in recognizing the title of the text “Logum has a very big tail”/ Plants of planet Dentol”. Makes mistakes in matching halves of the sentences “Logums are animals from the planet Dentol”/“Each foot has three big toes”/“There are four sharp teeth in the mouth”. <input type="checkbox"/>	Correctly identifies the general information and the title of the text “Strange Animals – Logums.”Matches the halves of the sentences appropriately. <input type="checkbox"/>
Write short sentences on familiar topics. Connect sentences into a paragraph	Has difficulties in writing sentences with the topical vocabulary and connecting them into a paragraph. <input type="checkbox"/>	Makes mistakes in writing sentences. <i>Possible answers:</i> This is a doctor. He has a blue tie./ These are two girls. They have the same brown hair./ This is a lion. It has a long brown tail./ This is a palm. It has long leaves./ This is a house. It has a blue roof and green door. <input type="checkbox"/>	Correctly names the pictures and describes them using topical vocabulary. Writes sentences properly into a coherent paragraph. <input type="checkbox"/>

**TERM 2.**  
**SUMMATIVE ASSESSMENT TASKS**

### Summative Assessment for the unit “Values”

<b>Learning objective</b>	5.L8 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics. 5.S3 Give an opinion at sentence level on a limited range of general and curricular topics.
<b>Level of thinking skills</b>	Higher order thinking skills
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Recognise the meaning of a story with some support;</li> <li>• Provide a point of view in connected sentences.</li> </ul>
<b>Duration</b>	15 minutes

#### Listening

**Task 1.** Listen to Jenny’s letter and fill in the blanks with suitable words from the box as in the example:  
*CD2. Tapescript1.*

#### A letter to a friend

<del>sitting</del>	doing	asking	learning	shining	looking
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Dear Harry,

Hi! It's now 4 o'clock in the afternoon and I'm 0) sitting in the living room writing this letter. It's a lovely day outside. The weather is great. The sun's 1) \_\_\_\_\_ and the birds are singing. My dog, Paddles, is sitting beside me and 2) \_\_\_\_\_ at me with her big brown eyes. The eyes are 3) \_\_\_\_\_ me for some food. But I'm not giving her anything because she's getting fat. I'm 4) \_\_\_\_\_ Spanish now at evening college. My Spanish is improving slowly. I like my teacher. She's 5) \_\_\_\_\_ an excellent job. I'm really enjoying my class.

I hope you are well and happy and that your family is also well. Please write to me soon.

Bye for now,

Jenny

## Speaking

**Task 2.** Choose one picture you liked most and answer the question “Why is this picture special for you?”



Assessment criteria	Task	Descriptor	Mark
		A learner	
Recognise the meaning of a story with some support.	1	1) writes <i>shining</i> ;	1
		2) writes <i>looking</i> ;	1
		3) writes <i>asking</i> ;	1
		4) writes <i>learning</i> ;	1
		5) writes <i>doing</i> ;	1
Provide a point of view in connected sentences.	2	answers to the question;	1
		makes 2-4 sentences according to the picture;	1
		speaks with grammar accuracy, no more than 3-4 errors;	1
		uses appropriate vocabulary on the given topic;	1
		speaks with clear pronunciation of the words.	1
<b>Total marks</b>			<b>10</b>

**Rubrics for providing information to parents on the results of Summative Assessment for the unit “Values”**

Learner's name \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Recognise the meaning of a story with some support;	Has a difficulty in identifying the correct answer from the recorder. <input type="checkbox"/>	Makes mistakes in recognising the words shining / looking / asking / learning / doing. <input type="checkbox"/>	Correctly identifies words and completes the sentences from the heard recording. <input type="checkbox"/>
Provide a point of view in connected sentences.	Has difficulties in making a speech. Uses inappropriate vocabulary. <input type="checkbox"/>	Attempts to answer the question. Makes mistakes in grammar, pronunciation, pauses, topical vocabulary. <input type="checkbox"/>	Gives a full answer to the question. The speech is comprehensive. Grammar is accurate. Natural pauses are present. Proper topical vocabulary is evident. <input type="checkbox"/>

### Summative Assessment for the unit “The world of works”

**Learning objective** 5.R5 Deduce meaning from context in short texts on a limited range of familiar general and curricular topics.  
5.W3 Write with support factual descriptions at text level which describe people, places and objects.

**Level of thinking skills** Higher order thinking skills

**Assessment criteria**

- Figure out the content of a short text with some support;
- Use the information to write sentences which describe people, places and objects.

**Duration** 20 minutes

#### Reading

**Task 1.** Read about Tim's normal day and then answer **Yes** or **No** for each question.

Every day Tim wakes up at five thirty when his alarm clock rings. He gets up and then goes to the bathroom and has a long, hot shower. After that he makes breakfast for him and his wife, Betty. Tim is a train driver and he wears a uniform.

Tim starts work at seven o'clock and drives trains on the London Underground. He usually works in the mornings from Monday to Friday, but he sometimes works at the weekends too. At noon he stops work for half an hour to have his lunch. He eats cheese and tomato sandwiches which Betty makes for him, and drinks a bottle of milk. After lunch he works until four o'clock and then he goes home. In the evening he plays with his baby son, Ben, and watches TV with Betty. At ten thirty they all go to bed because they are very tired - and because they get up so early in the morning!

No	Question	Yes/No
1)	Does Tim wake up before his alarm clock rings?	
2)	Is Tim married?	
3)	Does Tim drive a car to his job?	
4)	Does Tim have 30 minutes for a lunch break?	
5)	Does Tim finish work late in the evening?	

## Writing

Task 2. Describe the pictures. Write short sentences.



tailor

Example: He is a tailor. He sews the costume.



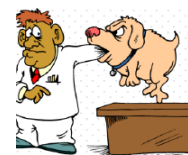
1) cook



2) singer



3) waiter



4) vet



5) painter

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Assessment criteria	Task	Descriptor	Mark	Additional information
		A learner		
Figure out the content of a short text with some support.	1	1) writes No;	1	
		2) writes Yes;	1	
		3) writes No;	1	
		4) writes Yes;	1	
		5) writes No;	1	
Use the information to write sentences which describe people, places and objects.	2	<i>Possible answers</i>		Any other answers are acceptable if sentences describe pictures and are written grammatically correct.
		He is a cook. He cooks meals.	1	
		She is a singer. She sings songs.	1	
		He is a waiter. He serves in a restaurant.	1	
		He is a vet. He treats animals.	1	
He is a painter. He paints a picture.	1			
<b>Total marks</b>			<b>10</b>	

**Rubrics for providing information to parents on the results of Summative  
Assessment for the unit “The world of works”**

Learner's name \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Figure out the content of a short text with some support.	Has a difficulty in identifying the aspects of a text as needed to respond to questions posed in assigned tasks. <input type="checkbox"/>	Makes mistakes in responding to the questions about Tim's normal day according to the text. <input type="checkbox"/>	Correctly identifies the aspects of a text as needed to respond to questions posed in assigned tasks. <input type="checkbox"/>
Use the information to write sentences which describe people, places and objects.	Has difficulty in describing the pictures, in spelling words and using topical vocabulary. <input type="checkbox"/>	Makes mistakes in writing descriptions to the pictures: He is a cook. He cooks meals./ He is a cook. He cooks meals./ He is a waiter. He serves in a restaurant./ He is a vet. He treats the animals./ He is a painter. He paints a picture. Makes mistakes in spelling topical vocabulary. <input type="checkbox"/>	Properly writes descriptions to the pictures. Uses appropriate topical vocabulary. Spells words accurately. <input type="checkbox"/>

**TERM 3.  
SUMMATIVE ASSESSMENT TASKS**

## Summative Assessment for the unit “Creativity”

<b>Learning objective</b>	5.L5 Understand most specific information and detail of short, supported talk on a wide range of familiar topics. 5.S8 Recount basic stories and events on a range of general and curricular topics.
<b>Level of thinking skills</b>	Knowledge and comprehension Application Higher order thinking skills
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>Recognise detailed information in a short conversation with some support;</li> <li>Retell short stories and episodes on a given topic.</li> </ul>
<b>Duration</b>	15 minutes

### Listening

**Task 1.** Listen to the story and fill in the gaps with the words from the box. One word is odd. *CD2. Tapescript2.*

spring  
a wall

autumn  
winter

a lovely garden  
a hole

## The selfish giant



The giant has got a 1) \_\_\_\_\_. The children want to play in the garden, but the giant is selfish. “It is my garden”, he says. ‘I don’t want the children here’. He builds 2) \_\_\_\_\_ around the garden.



In spring there are no flowers or birds in the giant’s garden. It is 3) \_\_\_\_\_ all year. The giant isn’t happy.

Then one day, the children find 4) \_\_\_\_\_ in the wall. They go in and play. The giant hears children in his garden. There are no birds and flowers too.



The giant is happy because it is 5) \_\_\_\_\_ again. "This is your garden now, children," he says. The children are happy and the giant is not selfish.

## Speaking

**Task 2.** Look at the pictures bellow, choose one and answer the following questions. What do you know about cartoons below? Speak about one of the cartoons.

The following questions will help you to organize the speech:

1. Why do you like this cartoon?
2. Who are the main heroes?
3. What is this cartoon about?
4. Which part do you like most and why?



Assessment criteria	Task	Descriptor	Mark
		A learner	
Recognise detailed information in a short conversation with some support.	1	fills in the gap 1) with “a lovely garden”;	1
		fills in the gap 2) with “a wall”;	1
		fills in the gap 3) with “winter”;	1
		fills in the gap 4) with “a hole”;	1
		fills in the gap 5) with “spring”.	1
Retell short stories and episodes on a given topic	2	answers questions;	1
		speaks with grammar accuracy;	1
		expresses opinion using appropriate linking words or/and phrases (at least 2);	1
		presents accurate pronunciation, rare minor errors occur (no more than 2);	1
		presents topic related vocabulary (at least 3).	1
<b>Total marks</b>			<b>10</b>

**Rubrics for providing information to parents on the results of Summative Assessment for the unit “Creativity”**

Learner’s name \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Recognise detailed information in a short conversation with some support	Has a difficulty in identifying specific details in a talk and in completing sentences with appropriate words.  <input type="checkbox"/>	Makes mistakes in identifying and completing the sentences with following words a lovely garden/a wall/winter/a hole/spring.  <input type="checkbox"/>	Properly identifies and completes sentences with appropriate topical vocabulary.  <input type="checkbox"/>
Retell short stories and episodes on a given topic	Has difficulties in making speech and making a story using given questions.  <input type="checkbox"/>	Makes mistakes in using appropriate topical vocabulary and linking words, phrases, in grammar and pronunciation. Answers some questions incorrectly.  <input type="checkbox"/>	Confidently answers the questions and makes a proper story. Uses right topical vocabulary, linking devices and grammar. Pronunciation is clear. Answers most questions.  <input type="checkbox"/>

### Summative assessment for the unit “Fantasy world”

**Learning objective**

5.W2 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics.

5.R6 Recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics.

**Level of thinking skills**

Higher order thinking skills

**Assessment criteria**

- Write short sentences on familiar topics;
- Connect sentences into a paragraph;
- Identify the attitude and opinion of the author.

**Duration**

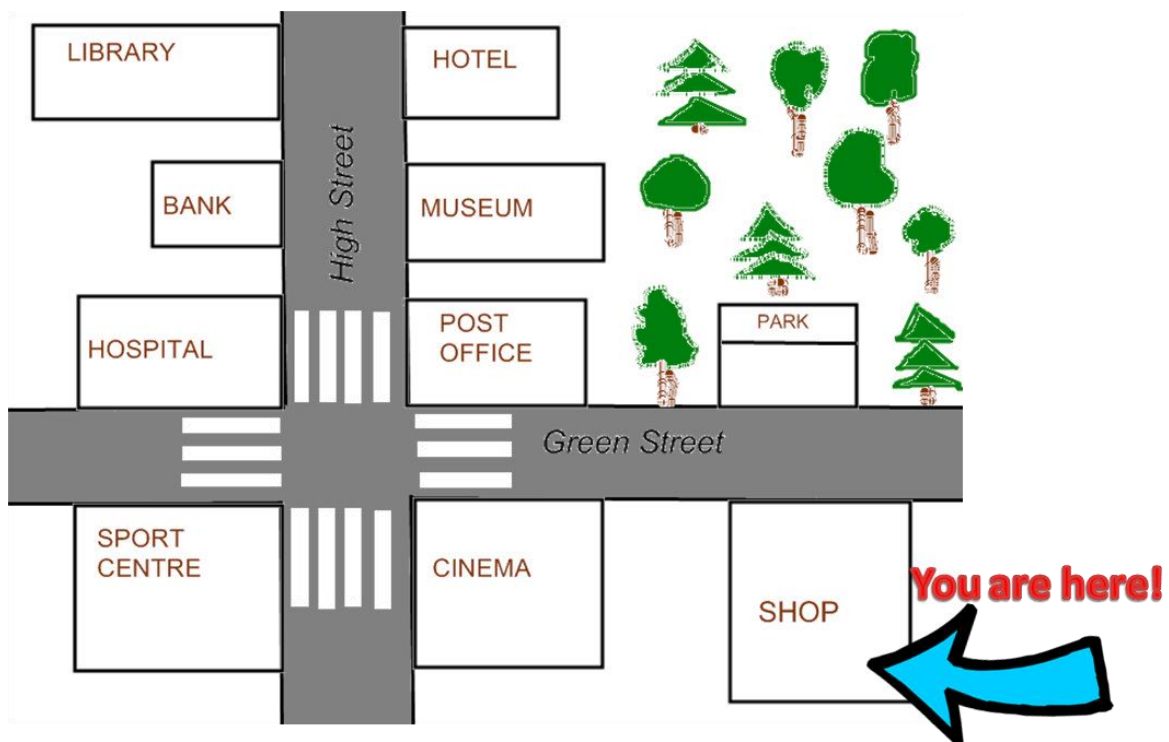
20 minutes

**Writing**

**Task 1.** Look at the map and chose one of the buildings bellow and describe your route from the shop to that building:

- a) Museum;
- b) Cinema;
- c) Library.

Write 30-40 words to describe your route.




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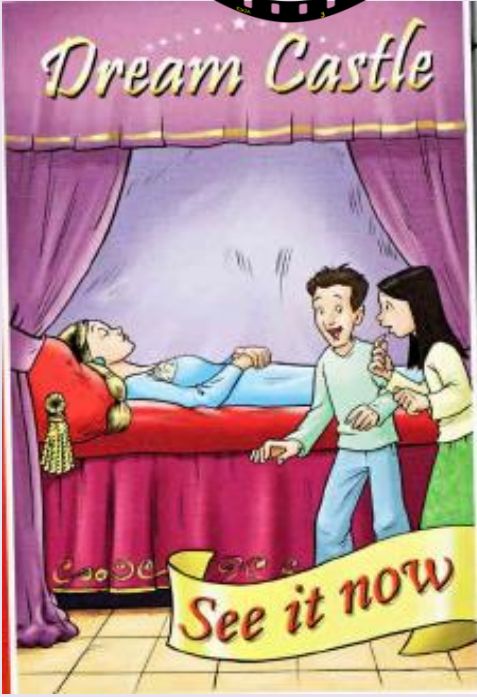
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**Reading**

**Task 2.** Read the text and identify the writer's opinion and write Yes or No next to the given statements as in the example.



# Dream Castle

Dream Castle is a wonderful new film at the Sunshine Cinema!

In the film, Katie and her brother Harry visit their uncle. Their uncle lives in a big, old castle. One day, Katie and Harry find a very big, old door. They open the door and enter the room. In the room, a princess thinks she lived one hundred years ago! Katie and Harry try to hide the princess from their uncle. It is very difficult and they all have lots of funny adventures! Dream Castle is a film but the actors also sing! Here is what some people think

*The film has got a good story and it's very exciting!*  
**Jack, 9**

*The actors in the film are very good. They are great singers too!*  
**Emma, 8**

**Write Yes or No next to the statements as in the example:**

*Example:* Katie and Harry visit their grandpa.

No

- |  |       |
|--|-------|
| 1. Katie and Harry find a princess.          | _____ |
| 2. The actors sing in the film.              | _____ |
| 3. Katie and Harry try to hide the princess. | _____ |
| 4. The princess is sleeping for a few days.  | _____ |
| 5. The film is sad.                          | _____ |

Assessment criteria	Task	Descriptor	Mark
		A learner	

Write short sentences on familiar topics. Connect sentences into a paragraph.	1	gives a full answer using linking words and basic connectors;	1
		writes with grammar accuracy (allowed to make 2 errors);	1
		spells the words correctly (allowed to make 2 errors);	1
		writes in a logical way answering all the questions;	1
		writes at least 30 words.	1
Identify the attitude and opinion of the author.	2	writes <i>Yes</i> ;	1
		writes <i>Yes</i> ;	1
		writes <i>Yes</i> ;	1
		writes <i>No</i> ;	1
		writes <i>No</i> .	1
<b>Total marks</b>			<b>10</b>

**Rubrics for providing information to parents on the results of Summative Assessment for the unit “Fantasy world”**

Learner's name \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Write short sentences on familiar topics. Connect sentences into a paragraph.	Has difficulties in describing the way from a certain point till the destination. <input type="checkbox"/>	Makes mistakes in possible answers: I am at the shop. I will go straight Green Street till the crossroad/. Then, I will turn right and go along High Street. /I'll pass the Post Office./ There is the Museum next to the Post Office, on the right side of the road. Makes mistakes in writing full sentences, using linking words, in spelling, in organizing information in a logical way. <input type="checkbox"/>	Confidently describes the way from a certain point till the destination. Writes full sentences with proper linking words and in a logical sequence. Spell words accurately. <input type="checkbox"/>
Identify the attitude and opinion of the author.	Has a difficulty in identifying the author's opinion. <input type="checkbox"/>	Makes mistakes in identifying the author's opinion and in answering the sentences Yes or No. <input type="checkbox"/>	Correctly identifies the author's opinion. Properly writes answers. <input type="checkbox"/>

**TERM 4.  
SUMMATIVE ASSESSMENT TASKS**

### Summative Assessment for the unit “Sports”

<b>Learning objective</b>	5.L4 Understand the main points of supported extended talk on a range of general and curricular topics. 5.S1 Provide basic information about themselves and others at sentence level on an increasing range of general topics.
<b>Level of thinking skills</b>	Higher order thinking skills
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>Identify the main information of a talk using supporting information;</li> <li>Give basic information about themselves and others at sentence level.</li> </ul>
<b>Duration</b>	15 minutes

#### Listening

**Task 1.** Listen to the speaker and write “B” if the speaker did the action before and “N” if the speaker does this action now. You will listen to the recording twice.  
*CD2. Tapescript3.*

#### My Secret Team.

	Before or Now
Pretend	
Relax	
Enjoy the matches	
Go to the bathroom	
Hide his posters	
Support his team	
Cheer with his family	
Keep a secret	

#### Speaking

**Task 2.** Answer the following questions. Talk for about 1 minute.

1. What kinds of sport do your family members like? What is your favorite one?
2. Do you play sport? What sport do you play? Why?
3. Do you prefer playing sport or watching it? Why?
4. What is the most popular sport in your country? Do you like it?
5. What are the advantages of playing sport?

Assessment criteria	Task	Descriptor	Mark
		A learner	
Identify the main information of a talk. Use supporting information.	1	Writes B for "Before" to	
		Pretend;	1
		Go to the bathroom;	1
		Hide his posters;	1
		Keep a secret.	1
		Write N for "Now" to	
		Relax;	1
		Enjoy the matches;	1
Support his team;	1		
Cheer with his family.	1		
Give basic information about themselves and others at sentence level.	2	gives full and extended answers;	1
		demonstrates grammar accuracy (allowed to make 1-2 mistakes)	1
		expresses opinion using appropriate linking words or phrases (at least 2);	1
		presents accurate pronunciation, rare minor errors occur (no more than 2);	1
		presents topic related vocabulary (at least 3).	1
<b>Total marks</b>			<b>13</b>

**Rubrics for providing information to parents on the results of Summative Assessment for the unit “Sport”**

Learner's name \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify the main information of a talk. Use supporting information.	Has a difficulty in identifying past and present events in a talk. Answers questions incorrectly. <input type="checkbox"/>	Makes mistakes in identifying information in a talk. Differentiates between “Before” and “Now” for Pretend/ Relax/ Enjoy the matches/ Go to the bathroom/ Hide his posters/ Support his team/ Cheer with his family/ Keep a secret with difficulties and some mistakes. <input type="checkbox"/>	Correctly differentiates past and present events. Answers questions appropriately. <input type="checkbox"/>
Give basic information about themselves and others at sentence level.	Has difficulties in making speech by answering the questions. Makes long pauses and has many grammar errors. Pronunciation is unclear. <input type="checkbox"/>	Makes mistakes in answering the questions. Makes inappropriate pauses and mistakes in grammar and pronunciation. <input type="checkbox"/>	Confidently answers the questions. Makes natural pauses. Presents the speech with grammar and pronunciation accuracy. <input type="checkbox"/>

### Summative assessment for the unit “Holidays”

<b>Learning objective</b>	5.R1 Understand the main points in a limited range of short simple texts on general and curricular topics. 5.W3 Write with support factual descriptions at text level which describe people, places and objects.
<b>Level of thinking skills</b>	Higher order thinking skills
<b>Assessment criteria</b>	<ul style="list-style-type: none"> <li>• Read and identify the main idea in the text;</li> <li>• Use the information to write sentences which describe people, places and objects.</li> </ul>
<b>Duration</b>	20 minutes

#### Reading

**Task 1.** Use the information in the story to answer the questions below.

#### Holidays

**Henry** liked Spring Holidays, because he liked the weather. Sometimes it was hard to get excited about May Day, or President’s Day, but St. Patrick’s Day was fun. It was amusing to wear green and eat green foods, even if he wasn’t Irish. Easter was a good holiday, too. You could see the Easter Rabbit, hunt for eggs, find candy, or go to church if you wanted. April Fool’s was also pretty fun. Henry liked playing jokes on his family and friends.

**Sandra** liked Summer Holidays, like Independence Day. She always went to the air show to see airplanes or hot air balloons. In the evening they’d shoot off fireworks. Mother’s Day and Father’s Day were usually in the summer, or close to it, too. On Cinco de Mayo, her family ate Mexican food, just for fun.

**Judith** loved Fall holidays most. Sweetest Day wasn’t that popular, but it was a nice day to be kind to the poor, and sometimes she got candy. Halloween was such a great time. You could dress up in costumes and go trick-or-treating. Things were all decorated in very scary ways, and it was fun to watch scary movies with your family. Thanksgiving was just a few weeks later. She always ate so much turkey, stuffing, mashed potatoes, and sweet potato casserole. Between Halloween’s candy and Thanksgiving’s turkey was the best food season of the year.

Winter holidays were **Thomas’** favorites. Christmas was a great time to be with family, to eat wonderful food, and to give or receive gifts. His family often went caroling, and the decorations were probably the best of the year. New Year was exciting, because everyone stayed up late and cheered when the year changed, and there were often fireworks. Valentine’s Day even was also celebrated in winter month – February, and was one of the romantic days of the year. Interestingly but Chinese New Year also fell on February. On that day, Thomas’ whole family ordered takeout from the Chinese Buffet.

None of them could decide for certain who had the right opinion, but they all agreed that holidays were fun. Some were for seeing people you loved, and others were holidays that reminded you to be kind and generous. They were certainly all very fun.

1. **What season's holidays does Henry like most?**

- A. Spring
- B. Summer
- C. Fall
- D. Winter

2. **Fall is the favorite season for \_\_\_\_\_ .**

- A. Henry
- B. Sandra
- C. Thomas
- D. Judith

3. **Which of these is NOT a winter holiday?**

- A. Chinese New Year
- B. Independence Day
- C. New Year
- D. Valentine's Day

4. **Which of these is a spring holiday?**

- A. Easter
- B. Christmas
- C. Thanksgiving
- D. Independence Day

5. **Which of these is a fall holiday?**

- A. Christmas
- B. Easter
- C. Independence Day
- D. Halloween

### Writing

**Task 2.** Write a paragraph about your last holiday celebration answering the following questions.

- 1) What was your last holiday?
- 2) Where did you celebrate it?
- 3) How many people were at the party? Who were they (friends, relatives, classmates etc)?
- 4) Did anyone get presents? What kind of presents?
- 5) What did you like the most?

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Assessment criteria	Task	Descriptor	Mark
		A learner	
Read and identify the main idea in the text.	1	1. chooses A for the first question;	1
		2. chooses D for the second question;	1
		3. chooses B for the third question;	1
		4. chooses A for the fourth question;	1
		5. chooses D for the fifth question.	1
Use the information to write sentences which describe people, places and objects.	2	gives full answer using linking words and basic connectors;	1
		writes with grammar accuracy (allowed to make 2 errors);	1
		spells the words correctly (allowed to make 2 errors);	1
		writes in a logical way answering all the questions;	1
		writes at least 4-5 sentences.	1
<b>Total marks</b>			<b>10</b>

**Rubrics for providing information to parents on the results of Summative Assessment for the unit "Holidays"**

Learner's name \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Read and identify the main idea in the text.	Has a difficulty in identifying the sentences on the fact. <input type="checkbox"/>	Makes mistakes in recognizing the main information of the text. <input type="checkbox"/>	Correctly identifies the sentences on the main points. <input type="checkbox"/>
Use the information to write sentences which describe people, places and objects.	Some attempts to address the task but response is very unclear. Makes a lot of grammar and spelling mistakes.	Some errors in spelling and grammar. The errors in expression may require patience and interpretation by the reader and impede communication.	Only minor spelling and occasional grammatical errors. Fully addresses the task.

		<input type="checkbox"/>	
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