



Formative Assessment Descriptors
Grade 4

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
<i>A range of realities</i> 1.1. Listening to oral texts (informative, narrative, descriptive, rhymes and songs) and identifying facts and data, actions presented in a certain order, features of objects or phenomena as well as relevant linguistic aspects (i.e. use of adjectives)	1.1. Listen to oral messages (including rhymes and songs) and identify descriptions of objects or characters, actions presented in a certain order as well as relevant linguistic facts (i.e. use of adjectives) studied in grade 4	4	Almost always identify facts, data and actions presented in a certain order as well as relevant linguistic facts while listening to oral messages.
		3	Oftentimes identify facts, data and actions presented in a certain order as well as relevant linguistic facts while listening to oral messages.
		2	Sometimes identify facts, data and actions presented in a certain order as well as relevant linguistic facts while listening to oral messages.
		1	Rarely identify facts, data and actions presented in a certain order as well as relevant linguistic facts while listening to oral messages.
		0	Not assessed
<i>A range of operations</i> 1.2.1 Listening to identify key ideas presented in short simple oral texts such as pieces of news or narratives	1.2.1 Listen to a simple text read aloud by the teacher or through other media to answer simple questions	4	Identify almost all key ideas presented in grade level oral texts "by the teacher or through other media".
		3	Identify most of the key ideas presented in grade level oral texts "by the teacher or through other media".
		2	Identify some of the key ideas presented in grade level oral texts "by the teacher or through other media".
		1	Identify few of the key ideas presented in grade level oral texts "by the teacher or through other media".
		0	Not assessed

1.2.2. Listening to differentiate between statements vs. questions or instructions based on intonation	1.2.2. Differentiate between affirmative, interrogative and explanative sentences	4	Almost always differentiate between affirmative, interrogative and explanative sentences.
		3	Oftentimes differentiate between affirmative, interrogative and explanative sentences.
		2	Sometimes differentiate between affirmative, interrogative and explanative sentences.
		1	Rarely differentiate between affirmative, interrogative and explanative sentences.
		0	Not assessed
A range of attitudes 1.3. Showing interest and respect when listening to materials from different sources for different purposes appropriate to his/her age	1.3 Listen and respond respectfully to some situations to express opinions, interests and feelings using suitable sentences	4	Almost always show interest and respect when listening to materials from different sources for different purposes appropriate to his/her age.
		3	Oftentimes show interest and respect when listening to materials from different sources for different purposes appropriate to his/her age.
		2	Sometimes show interest and respect when listening to materials from different sources for different purposes appropriate to his/her age.
		1	Rarely show interest and respect when listening to materials from different sources for different purposes appropriate to his/her age.
		0	Not assessed
A range of connections 1.4 Identifying and understanding oral instructions related to different activities	1.4. Respond to oral instructions related to different activities (games / sports, etc) given by the teacher or others	4	Almost always respond to oral instructions related to different activities.
		3	Oftentimes respond to oral instructions related to different activities.
		2	Sometimes respond to oral instructions related to different activities.
		1	Rarely respond to oral instructions related to different activities.
		0	Not assessed



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

Specific Competences	Curriculum Standards	Level	Descriptors
<p><i>A range of realities</i></p> <p>2.1. Exchanging information, and ideas about grade level topics through simple dialogues relevant to life outside the school</p>	<p>2.1. Participate in dialogues to exchange information and ideas with peers or others about life and experiences outside the school</p>	4	Almost always participate in dialogues to exchange information and ideas about life and experiences outside the school
		3	Oftentimes participate in dialogues to exchange information and ideas about life and experiences outside the school
		2	Sometimes participate in dialogues to exchange information and ideas about life and experiences outside the school
		1	Rarely participate in dialogues to exchange information and ideas about life and experiences outside the school
		0	Not assessed
<p><i>A range of operations</i></p> <p>2.2. Participating effectively in simple short conversations and collaborations with peers talking about related topics while observing strategies that maintain the flow of conversations</p> 	<p>2.2. Maintain the flow of conversation effectively about related topics while talking and collaborating with peers</p>	4	Almost always maintain the flow of conversation effectively while collaborating with peers talking about grade level topics.
		3	Oftentimes maintain the flow of conversation effectively while collaborating with peers talking about grade level topics.
		2	Sometimes maintain the flow of conversation effectively while collaborating with peers talking about grade level topics.
		1	Rarely maintain the flow of conversation effectively while collaborating with peers talking about grade level topics.
		0	Not assessed

<p>A range of attitudes</p> <p>2.3. Expressing their own ideas, needs, wishes and feelings related to peers, places and areas of interest in simple, clear sentences</p>	<p>2.3. Participate in simple dialogues with peers about grade appropriate topics, expressing feelings and ideas by means of simple language forms</p>	4	Almost always express feelings and ideas in simple, clear sentences when participating in dialogues about grade level topics.
		3	Oftentimes express feelings and ideas in simple, clear sentences when participating in dialogues about grade level topics.
		2	Sometimes express feelings and ideas in simple, clear sentences when participating in dialogues about grade level topics.
		1	Rarely express feelings and ideas in simple, clear sentences when participating in dialogues about grade level topics.
		0	Not assessed
<p>A range of connections</p> <p>2.4. Using their knowledge and abilities acquired in other subjects for making a presentation about countries they have visited</p> 	<p>2.4. Present information about Kuwait and some other countries</p>	4	Almost always present information about Kuwait and some other countries.
		3	Oftentimes present information about Kuwait and some other countries.
		2	Sometimes present information about Kuwait and some other countries
		1	Rarely present information about Kuwait and some other countries.
		0	Not assessed

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

Specific Competences	Curriculum Standards	Level	Descriptors
<p><i>A range of realities</i></p> <p>3.1. Reading and understanding simple narrative and informative texts(emails, simple tables, maps, stories) adequate for their age using appropriate tone and intonation</p>	<p>3.1. Read and locate specific information in a short text about familiar topics such as weekends, vacations, animals/plants, travelling</p>	4	Almost always locate specific information in a short text about grade level topics.
		3	Oftentimes locate specific information in a short text about grade level topics.
		2	Sometimes locate specific information in a short text about grade level topics.
		1	Rarely locate specific information in a short text about grade level topics.
		0	Not assessed
<p><i>A range of operations</i></p> <p>3.2. Recognizing that illustrations and punctuation marks carry various messages and making simple predictions based on the title as well as the accompanying illustration</p> <div style="text-align: center;">  </div>	<p>3.2. Read simple stories and informative texts using the title or accompanying pictures to predict events as well as to guess the main idea</p>	4	Almost always make simple predictions based on the title as well as the accompanying illustration while reading grade level stories and informative texts.
		3	Oftentimes make simple predictions based on the title as well as the accompanying illustration while reading grade level stories and informative texts.
		2	Sometimes make simple predictions based on the title as well as the accompanying illustration while reading grade level stories and informative texts.
		1	Rarely make simple predictions based on the title as well as the accompanying illustration while reading grade level stories and informative texts.
		0	Not assessed

<p>A range of attitudes</p> <p>3.3. Showing interest and curiosity towards reading various materials</p>	<p>3.3. Read simple texts aloud, confidently, without hesitation, showing readiness to read materials outside the classroom</p>	4	Almost always show interest and curiosity towards reading various materials.
		3	Oftentimes show interest and curiosity towards reading various materials.
		2	Sometimes show interest and curiosity towards reading various materials.
		1	Rarely show interest and curiosity towards reading various materials.
		0	Not assessed
<p>A range of connections</p> <p>3.4. Reading short texts about other countries in the world</p>	<p>3.4. Read and present materials related to other countries</p>	4	Almost always present materials related to other countries.
		3	Oftentimes present materials related to other countries.
		2	Sometimes present materials related to other countries.
		1	Rarely present materials related to other countries.
		0	Not assessed

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

Specific Competences	Curriculum Standards	Level	Descriptors
<p><i>A range of realities</i></p> <p>4.1. Writing a short text related to students' experience using picture clues, guide words and questions correctly</p>	<p>4.1. Write short texts about age appropriate topics with the help of guidewords, pictures or questions</p>	4	Write excellent short texts with the help of guidewords, pictures or questions.
		3	Write very good short texts with the help of guidewords, pictures or questions.
		2	Write good short texts with the help of guidewords, pictures or questions.
		1	Write fair short texts with the help of guidewords, pictures or questions.
		0	Not assessed
<p><i>A range of operations</i></p> <p>4.2. Writing short texts using simple sentences and phrases while observing spelling strategies as well as basic punctuation marks</p> 	<p>4.2. Write short paragraphs about familiar topics using correct spelling strategies and punctuation marks</p>	4	Almost always use correct spelling strategies and punctuation marks to write short paragraphs about grade level topics.
		3	Oftentimes use correct spelling strategies and punctuation marks to write short paragraphs about grade level topics.
		2	Sometimes use correct spelling strategies and punctuation marks to write short paragraphs about familiar topics
		1	Rarely use correct spelling strategies and punctuation marks to write short paragraphs about grade level topics.
		0	Not assessed

<p>A range of attitudes</p> <p>4.3. Showing interest in writing a short paragraph about different topics</p>	<p>4.3. Show interest when writing short paragraphs in legible style of handwriting</p>	4	Almost always show interest when writing short paragraphs in legible style of handwriting.
		3	Oftentimes show interest when writing short paragraphs in legible style of handwriting.
		2	Sometimes show interest when writing short paragraphs in legible style of handwriting.
		1	Rarely show interest when writing short paragraphs in legible style of handwriting.
		0	Not assessed
<p>A range of connections</p> <p>4.4. Completing written tasks in different formats showing knowledge of the world around them</p>	<p>4.4. Write different simple formats such as e-mails, filling in a form, a table etc.</p>	4	Complete almost all written tasks in different formats showing knowledge of the world around them.
		3	Complete most of the written tasks in different formats showing knowledge of the world around them.
		2	Complete some of the written tasks in different formats showing knowledge of the world around them.
		1	Complete few of the written tasks in different formats showing knowledge of the world around them.
		0	Not assessed



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