




## Formative Assessment Descriptors

### Grade 8

#### GC 1. Listening to oral messages by means of different strategies in a variety of contexts for effective comprehension.

Specific Competences	Curriculum Standards	Level	Descriptors
<p><i>A range of realities</i> 1.1. Listening to various narrative, descriptive, fiction and nonfiction texts to undertake a variety of tasks.</p>  <p>التوجيه الفني العام للغة الانجليزية</p>	<p>1.1. Undertake a variety of tasks (remember, respond and follow instructions) related to a range of texts in order to remember, respond and follow others' conversations.</p>	4	<b>Almost always</b> undertake a variety of tasks (remember, respond and follow instructions) related to a range of texts.
		3	<b>Ofentimes</b> undertake a variety of tasks (remember, respond and follow instructions) related to a range of texts.
		2	<b>Sometimes</b> undertake a variety of tasks (remember, respond and follow instructions) related to a range of texts.
		1	<b>Occasionally</b> undertake a variety of tasks (remember, respond and follow instructions) related to a range of texts.
		0	<b>Seldom</b> undertake a variety of tasks (remember, respond and follow instructions) related to a range of texts.

**A range of operations**

**1.2.**

**Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and distinguishing facts and opinions when listening to native/nonnative English speakers.**




**1.2 Identify the main idea, ask relevant questions for clarification and elaboration, make simple predictions, paraphrase and distinguish facts and opinions) while listening to simple oral texts or participate in a discussion based on these topics.**


4	<b>Almost always</b> use listening strategies "such as identify the main idea, ask relevant questions for clarification and elaboration, make simple predictions, paraphrase and distinguish facts and opinions" while listening to simple oral texts or participate in a discussion based on these topics.
3	<b>Often</b> use listening strategies "such as identify the main idea, ask relevant questions for clarification and elaboration, make simple predictions, paraphrase and distinguish facts and opinions" while listening to simple oral texts or participate in a discussion based on these topics.
2	<b>Sometimes</b> use listening strategies "such as identify the main idea, ask relevant questions for clarification and elaboration, make simple predictions, paraphrase and distinguish facts and opinions" while listening to simple oral texts or participate in a discussion based on these topics.
1	<b>Occasionally</b> use listening strategies "such as identify the main idea, ask relevant questions for clarification and elaboration, make simple predictions, paraphrase and distinguish facts and opinions" while listening to simple oral texts or participate in a discussion based on these topics.
0	<b>Seldom</b> use listening strategies "such as identify the main idea, ask relevant questions for clarification and elaboration, make simple predictions, paraphrase and distinguish facts and opinions" while listening to simple oral texts or participate in a discussion based on these topics.

<p><b>A range of attitudes</b></p> <p><b>1.3.</b></p> <p>Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), maintaining eye contact and expressing his opinion politely observing culturally acceptable behaviour while listening to different types of texts from different sources</p>	<p><b>1.3</b></p> <p>Give supportive listening cues, maintain eye contact and express opinions politely while observing culturally acceptable behaviour while listening to various texts from different sources.</p>	<p>4</p>	<p><b>Almost always</b> follow agreed upon rules of discussion "give supportive listening cues, maintain eye contact and express opinions politely" while listening to various texts from different sources.</p>
<p><b>A range of connections</b></p> <p><b>1.4</b></p> <p>Listening to different types of instructions presented through audio recorded materials or TV, for example how to do a physical exercise, a recipe, how to take treatment, how to assemble a toy etc. to be able to follow instructions.</p>	<p><b>1.4</b></p> <p>Follow oral instructions appropriately from different audio material to complete various tasks and projects.</p>	<p>4</p>	<p><b>Almost always</b> follow oral instructions appropriately from different audio material to complete various tasks and projects.</p>
		<p>3</p>	<p><b>Oftentimes</b> follow oral instructions appropriately from different audio material to complete various tasks and projects.</p>
		<p>2</p>	<p><b>Sometimes</b> follow oral instructions appropriately from different audio material to complete various tasks and projects.</p>
		<p>1</p>	<p><b>Occasionally</b> follow oral instructions appropriately from different audio material to complete various tasks and projects.</p>
		<p>0</p>	<p><b>Seldom</b> follow oral instructions appropriately from different audio material to complete various tasks and projects.</p>

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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.</p> <p><b>Communicating orally with acceptable fluency and grammatical accuracy in the classroom to exchange information, give instructions and express personal opinions.</b></p>  <p>التربية والتعليم وزارة التوجيه الفني العام للغة الإنجليزية</p>	<p>2.1</p> <p><b>Express personal opinions and exchange information on familiar topics, using grade level language with a degree of fluency and accuracy.</b></p>	4	<p><b>Almost always</b> communicate orally "express personal opinions and exchange information on familiar topics" using grade level language with a degree of fluency and accuracy.</p>
		3	<p><b>Oftentimes</b> communicate orally "express personal opinions and exchange information on familiar topics" using grade level language with a degree of fluency and accuracy.</p>
		2	<p><b>Sometimes</b> communicate orally "express personal opinions and exchange information on familiar topics" using grade level language with a degree of fluency and accuracy.</p>
		1	<p><b>Occasionally</b> communicate orally "express personal opinions and exchange information on familiar topics" using grade level language with a degree of fluency and accuracy.</p>
		0	<p><b>Seldom</b> communicate orally "express personal opinions and exchange information on familiar topics" using grade level language with a degree of fluency and accuracy.</p>


<p><b>A range of operations</b></p> <p><b>2.2.</b></p> <p><b>Taking part in dialogues, discussions and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time</b></p> 	<p><b>2.2</b></p> <p><b>Use paralinguistic cues, maintain a topic and ask for and provide clarifications, expressing their point of views well enough to be followed most of the time.</b></p>	4	<b>Almost always</b> take part in dialogues, discussions and role play activities using suitable strategies "such as using paralinguistic cues, maintain a topic and ask for and provide clarifications, expressing their point of views well enough to be followed most of the time".
		3	<b>Oftentimes</b> take part in dialogues, discussions and role play activities using suitable strategies "such as using paralinguistic cues, maintain a topic and ask for and provide clarifications, expressing their point of views well enough to be followed most of the time".
		2	<b>Sometimes</b> take part in dialogues, discussions and role play activities using suitable strategies "such as using paralinguistic cues, maintain a topic and ask for and provide clarifications, expressing their point of views well enough to be followed most of the time".
		1	<b>Occasionally</b> take part in dialogues, discussions and role play activities using suitable strategies "such as using paralinguistic cues, maintain a topic and ask for and provide clarifications, expressing their point of views well enough to be followed most of the time".
		0	<b>Seldom</b> take part in dialogues, discussions and role play activities using suitable strategies "such as using paralinguistic cues, maintain a topic and ask for and provide clarifications, expressing their point of views well enough to be followed most of the time".

<p><b>A range of attitudes</b></p> <p><b>2.3</b></p> <p>Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement and avoiding negative types of body language (finger pointing and eye rolling).</p>	<p><b>2.3</b></p> <p>Speak with respect, politeness &amp; confidence in a range of collaborative discussions with diverse partners.</p>	4	<b>Almost always</b> follow agreed upon rules for discussions"such as speak with respect, politeness & confidence" in a range of collaborative discussions with diverse partners.
		3	<b>Oftentimes</b> follow agreed upon rules for discussions"such as speak with respect, politeness & confidence" in a range of collaborative discussions with diverse partners.
		2	<b>Sometimes</b> follow agreed upon rules for discussions"such as speak with respect, politeness & confidence" in a range of collaborative discussions with diverse partners.
		1	<b>Occasionally</b> follow agreed upon rules for discussions"such as speak with respect, politeness & confidence" in a range of collaborative discussions with diverse partners.
		0	<b>Seldom</b> follow agreed upon rules for discussions"such as speak with respect, politeness & confidence" in a range of collaborative discussions with diverse partners.
<p><b>A range of connections</b></p> <p><b>2.4.</b></p> <p>Speaking about various topics, for example different cultures, sports, jobs and personalities using their knowledge acquired in other subjects.</p>	<p><b>2.4</b></p> <p>Present information related to other subjects, using appropriately the correct English terminology and the appropriate grammar structures.</p>	4	<b>Almost always</b> present information related to other subjects using appropriately the correct English terminology and the appropriate grammar structures.
		3	<b>Oftentimes</b> present information related to other subjects using appropriately the correct English terminology and the appropriate grammar structures.
		2	<b>Sometimes</b> present information related to other subjects using appropriately the correct English terminology and the appropriate grammar structures.
		1	<b>Occasionally</b> present information related to other subjects using appropriately the correct English terminology and the appropriate grammar structures.
		0	<b>Seldom</b> present information related to other subjects using appropriately the correct English terminology and the appropriate grammar structures.




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

<i>Specific Competences</i>	Curriculum Standards	Level	Descriptors
<p><i>A range of realities</i></p> <p>3.1.</p> <p>Reading to comprehend the purpose of a range of age appropriate materials from different sources.</p>	<p>3.1.</p> <p>Explain the global meaning and the purpose of grade level texts (informative, narrative, expository, etc.)</p>	4	<b>Almost always</b> explain the purpose of grade level texts.
		3	<b>Oftentimes</b> explain the purpose of grade level texts.
		2	<b>Sometimes</b> explain the purpose of grade level texts.
		1	<b>Occasionally</b> explain the purpose of grade level texts.
		0	<b>Seldom</b> explain the purpose of grade level texts.
<p><i>A range of operations</i></p> <p>3.2.</p> <p>Pinpointing the most important details presented in different texts about the same topic, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p>	<p>3.2.</p> <p>Make inferences and conclusions locating details and performing post reading tasks.</p> <p></p>	4	<b>Almost always</b> use reading strategies "such as make inferences and conclusions, locating details and performing post reading tasks".
		3	<b>Oftentimes</b> use reading strategies "such as make inferences and conclusions, locating details and performing post reading tasks".
		2	<b>Sometimes</b> use reading strategies "such as make inferences and conclusions, locating details and performing post reading tasks".
		1	<b>Occasionally</b> use reading strategies "such as make inferences and conclusions, locating details and performing post reading tasks".
		0	<b>Seldom</b> use reading strategies "such as make inferences and conclusions, locating details and performing post reading tasks".

<p><i>A range of attitudes</i></p> <p><b>3.3.</b> <b>Actively and enthusiastically engaging in reading age appropriate texts for different purposes.</b></p>	<p><b>3.3.</b> <b>Make simple presentations for their favourite book read in English.</b></p>	4	<b>Almost always</b> make simple presentations for their favourite book read in English.
		3	<b>Oftentimes</b> make simple presentations for their favourite book read in English.
		2	<b>Sometimes</b> make simple presentations for their favourite book read in English.
		1	<b>Occasionally</b> make simple presentations for their favourite book read in English.
		0	<b>Seldom</b> make simple presentations for their favourite book read in English.
<p><i>A range of connections</i></p> <p><b>3.4.</b> <b>Selecting the most relevant information from other school subjects to understand age appropriate texts.</b></p>	<p><b>3.4.</b> <b>Select information from other subjects that help them in performing a task related to a text they read.</b></p> 	4	<b>Almost always</b> select information from other subjects that help them in performing a task related to a text they read.
		3	<b>Oftentimes</b> select information from other subjects that help them in performing a task related to a text they read.
		2	<b>Sometimes</b> select information from other subjects that help them in performing a task related to a text they read.
		1	<b>Occasionally</b> select information from other subjects that help them in performing a task related to a text they read.
		0	<b>Seldom</b> select information from other subjects that help them in performing a task related to a text they read.



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

<i>Specific Competences</i>	<b>Curriculum Standards</b>	<b>Level</b>	<b>Descriptors</b>
<p><i>A range of realities</i></p> <p><b>4.1.</b> <b>Writing short paragraphs (e-mail, report, short story) for different purposes with the help of guide words.</b></p>	<p><b>4.1.</b> <b>Write short simple connected paragraphs and emails related to familiar topics using accurate grammar.</b></p>	4	<b>Almost always</b> write short simple connected paragraphs and emails related to familiar topics using accurate grammar.
		3	<b>Oftentimes</b> write short simple connected paragraphs and emails related to familiar topics using accurate grammar.
		2	<b>Sometimes</b> write short simple connected paragraphs and emails related to familiar topics using accurate grammar.
		1	<b>Occasionally</b> write short simple connected paragraphs and emails related to familiar topics using accurate grammar.
		0	<b>Seldom</b> write short simple connected paragraphs and emails related to familiar topics using accurate grammar.
<p><i>A range of operations</i></p> <p><b>4.2.</b> <b>Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions.</b></p> 	<p><b>4.2.</b> <b>Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product.</b></p>	4	<b>Almost always</b> follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product.
		3	<b>Oftentimes</b> follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product.
		2	<b>Sometimes</b> follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product.
		1	<b>Occasionally</b> follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product.
		0	<b>Seldom</b> follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product.

<p><b>A range of attitudes</b></p> <p><b>4.3.</b> <b>Actively and enthusiastically engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.</b></p>	<p><b>4.3.</b> <b>Produce different styles of writing about topics of personal interest neatly and aesthetically pleasing.</b></p>	4	<b>Almost always</b> produce different styles of writing about topics of personal interest neatly and aesthetically pleasing.
		3	<b>Oftentimes</b> produce different styles of writing about topics of personal interest neatly and aesthetically pleasing.
		2	<b>Sometimes</b> produce different styles of writing about topics of personal interest neatly and aesthetically pleasing.
		1	<b>Occasionally</b> produce different styles of writing about topics of personal interest neatly and aesthetically pleasing.
		0	<b>Seldom</b> produce different styles of writing about topics of personal interest neatly and aesthetically pleasing.
<p><b>A range of connections</b></p> <p><b>4.4.</b> <b>Selecting information related to other school subjects from different digital/ non digital sources for enhancing a written presentation.</b></p>	<p><b>4.4.</b> <b>Search and select information from different digital/non digital resources to produce written presentations.</b></p>	4	<b>Almost always</b> select information from different digital/non digital resources to produce written presentations.
		3	<b>Oftentimes</b> select information from different digital/non digital resources to produce written presentations.
		2	<b>Sometimes</b> select information from different digital/non digital resources to produce written presentations.
		1	<b>Occasionally</b> select information from different digital/non digital resources to produce written presentations.
		0	<b>Seldom</b> select information from different digital/non digital resources to produce written presentations.