

## Formative Assessment Descriptors

### Grade 1

#### 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
<b><i>A range of realities</i></b>  1.1. Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations.	1.1. Recognise words, phrases, instructions heard from natural sources (e.g different persons' speech recorded material)	4	<b>Almost always</b> recognise words, phrases, instructions heard from natural sources.
		3	<b>Oftentimes</b> recognise words, phrases, instructions heard from natural sources.
		2	<b>Sometimes</b> recognise words, phrases, instructions heard from natural sources.
		1	<b>Rarely</b> recognise words, phrases, instructions heard from natural sources.
		0	<b>Not assessed.</b>
<b><i>A range of operations</i></b>  1.2.1 Distinguishing initial, medial and end sounds in simple words as well as understanding the meaning of these words while/after listening.	1.2.1. Recognise the initial, medial and end sounds of simple words and understand their meaning while/after listening.	4	Recognise <b>almost all</b> the initial, medial and end sounds of simple words and understand their meaning while/after listening.
		3	Recognise <b>most of</b> the initial, medial and end sounds of simple words and understand their meaning while/after listening.
		2	Recognise <b>some of</b> the initial, medial and end sounds of simple words and understand their meaning while/after listening.
		1	Recognise <b>few of</b> the initial, medial and end sounds of simple words and understand their meaning while/after listening.
		0	<b>Not assessed</b>

1.2.2. Following simple instructions given by the teacher in the classroom	1.2.2. Listen to and follow simple instructions related to classroom routines	4	Follow <b>almost all</b> <u>targeted grade level</u> instructions related to classroom routines.
		3	Follow <b>most of</b> <u>targeted grade level</u> instructions related to classroom routines.
		2	Follow <b>some</b> <u>targeted grade level</u> instructions related to classroom routines.
		1	Follow <b>few of the</b> <u>targeted grade level</u> instructions related to classroom routines.
		0	<b>Not assessed.</b>
<b>A range of attitudes</b>  1.3. Listening respectfully to the speaker	1.3. Listen attentively and respond politely to speakers in different situations	4	<b>Almost always</b> respond politely to speakers in different situations.
		3	<b>Oftentimes</b> respond politely to speakers in different situations.
		2	<b>Sometimes</b> respond politely to speakers in different situations.
		1	<b>Rarely</b> respond politely to speakers in different situations.
		0	<b>Not assessed.</b>
<b>A range of connections</b>  1.4. Identifying numbers from 1-20 in a listening text	1.4. Identify numbers from 1 to 20 and reproduce them in digits	4	Identify <b>almost all</b> numbers from 1 to 20 and reproduce them in digits.
		3	Identify <b>most of the</b> numbers from 1 to 20 and reproduce them in digits.
		2	Identify <b>some of the</b> numbers from 1 to 20 and reproduce them in digits.
		1	Identify <b>few</b> numbers from 1 to 20 and reproduce them in digits.
		0	<b>Not assessed.</b>

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

Specific Competences	Curriculum Standards	Level	Descriptors
<p><b><i>A range of realities</i></b></p> <p>2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in short conversations or individual speech</p>	<p>2.1. Use appropriate simple vocabulary to indicate/name classroom objects, people and places, food items and other things in short conversations or individual speech</p>	4	<b>Almost always</b> use appropriate simple vocabulary to indicate/name classroom objects, people and places, food items and other things in short conversations or individual speech.
		3	<b>Oftentimes</b> use appropriate simple vocabulary to indicate/name classroom objects, people and places, food items and other things in short conversations or individual speech.
		2	<b>Sometimes</b> use appropriate simple vocabulary to indicate/name classroom objects, people and places, food items and other things in short conversations or individual speech.
		1	<b>Rarely</b> use appropriate simple vocabulary to indicate/name classroom objects, people and places, food items and other things in short conversations or individual speech.
		0	<b>Not assessed.</b>
<p><b><i>A range of operations</i></b></p> <p>2.2. Responding to simple communicative situations in mini dialogues related to every day topics</p>	<p>2.2. Use simple language related to everyday topics communicatively in mini dialogues</p>	4	Use <b>almost all</b> <u>targeted grade level</u> language related to everyday topics communicatively in mini dialogues.
		3	Use <b>most of the</b> <u>targeted grade level</u> language related to everyday topics communicatively in mini dialogues.
		2	Use <b>some</b> <u>targeted grade level</u> related to everyday topics communicatively in mini dialogues.
		1	Use <b>few</b> <u>targeted grade level</u> language related to everyday topics communicatively in mini dialogues.
		0	<b>Not assessed.</b>

<p><b>A range of attitudes</b></p> <p>2.3. Building up positive personal motivation to speak with peers and adults using simple phrases and sentences</p>	<p>2.3. Use simple words to speak clearly with a positive attitude about different simple topics such as oneself, others, family, school and country</p>	4	<b>Almost always</b> use <u>targeted grade level</u> words to speak clearly with a positive attitude about different simple topics.
		3	<b>Oftentimes</b> use <u>targeted grade level</u> words to speak clearly with a positive attitude about different simple topics.
		2	<b>Sometimes</b> use <u>targeted grade level</u> words to speak clearly with a positive attitude about different simple topics.
		1	<b>Rarely</b> use <u>targeted grade level</u> words to speak clearly with a positive attitude about different simple topics.
		0	<b>Not assessed.</b>
<p><b>A range of connections</b></p> <p>2.4. Using the knowledge and abilities acquired in other subjects when speaking about their family or school</p> 	<p>2.4 Respond correctly to questions about familiar topics showing knowledge and abilities acquired from other subjects</p>	4	Respond correctly to <b>almost all</b> questions about familiar topics showing knowledge and abilities acquired from other subjects.
		3	Respond correctly to <b>most of the</b> questions about familiar topics showing knowledge and abilities acquired from other subjects.
		2	Respond correctly to <b>some</b> questions about familiar topics showing knowledge and abilities acquired from other subjects.
		1	Respond correctly to <b>few</b> questions about familiar topics showing knowledge and abilities acquired from other subjects.
		0	<b>Not assessed</b>

**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><b><i>A range of realities</i></b></p> <p>3.1. Reading aloud grade level words and phrases and identifying some of the high frequency words associated to images or symbols</p>	<p>3.1. Read grade level and high frequency words and simple phrases clearly with the help of picture cues and symbols.</p>	4	<b>Almost always</b> read grade level and high frequent words and simple phrase clearly with the help picture cues and symbols.
		3	<b>Oftentimes</b> read grade level and high frequency words and simple phrases clearly with the help of picture cues and symbols.
		2	<b>Sometimes</b> read grade level and high frequency words and simple phrases clearly with the help of picture cues and symbols.
		1	<b>Rarely</b> read grade level and high frequency words and simple phrases clearly with the help of picture cues and symbols.
		0	<b>Not assessed.</b>
<p><b><i>A range of operations</i></b></p> <p>3.2. Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials.</p> 	<p>3.2. Read illustrations, pictures, signs and words in written and visual materials.</p>	4	Read <b>almost all</b> <u>grade level</u> illustrations, pictures, signs and words in written and visual materials.
		3	Read most <b>of the</b> <u>grade level</u> illustrations, pictures, signs and words in written and visual materials.
		2	Read <b>some of the</b> <u>grade level</u> illustrations, pictures, signs and words in written and visual materials.
		1	Read few <b>of</b> <u>grade level</u> illustrations, pictures, signs and words in written and visual materials.
		0	<b>Not assessed</b>

<p><b>A range of attitudes</b></p> <p>3.3. Handling books respectfully and appropriately</p> 	<p>3.3. Handle books appropriately holding them right side-up and turning pages one at a time from front to back</p>	4	<p><b>Almost always</b> handle books appropriately holding them right side-up and turning pages one at a time from front to back.</p>
		3	<p><b>Oftentimes</b> handle books appropriately holding them right side-up and turning pages one at a time from front to back.</p>
		2	<p><b>Sometimes</b> handle books appropriately holding them right side-up and turning pages one at a time from front to back.</p>
		1	<p><b>Rarely</b> handle books appropriately holding them right side-up and turning pages one at a time from front to back.</p>
		0	<p><b>Not assessed.</b></p>
<p><b>A range of connections</b></p> <p>3.4. Reading English letters, frequent words, and Arabic digits they come across in familiar contexts</p>	<p>3.4. Read letters, numbers in digits from 1-20, and grade level words</p>	4	<p>Read <b>almost all</b> letters, numbers in digits from 1-20, and grade level words.</p>
		3	<p>Read <b>most of the</b> letters, numbers in digits from 1-20, and grade level words.</p>
		2	<p>Read <b>some of the</b> letters, numbers in digits from 1-20, and grade level words.</p>
		1	<p>Read <b>few</b> letters, numbers in digits from 1-20, and grade level words.</p>
		0	<p><b>Not assessed.</b></p>

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

Specific Competences	Curriculum Standards	Level	Descriptors
<p><b><i>A range of realities</i></b></p> <p>4.1. Writing simple words and using drawings to indicate objects or feelings</p>	<p>4.1. Write letters/simple words and use drawings related to topics/themes learned in school to indicate objects or feelings</p>	4	<b>Almost always</b> <u>targeted grade level</u> words related to topics/themes learned in school to indicate objects or feelings.
		3	<b>Oftentimes</b> <u>targeted grade level</u> words related to topics/themes learned in school to indicate objects or feelings.
		2	<b>Sometimes</b> <u>targeted grade level</u> words related to topics/themes learned in school to indicate objects or feelings.
		1	<b>Rarely</b> <u>targeted grade level</u> words related to topics/themes learned in school to indicate objects or feelings.
		0	<b>Not assessed.</b>
<p><b><i>A range of operations</i></b></p> <p>4.2. Staying on topic while Writing words and Drawing pictures related to an assigned topic with the support of the teacher</p> 	<p>4.2. Stay on topic while performing writing tasks related to a given topic</p>	4	Stay on topic while performing <b>almost all</b> writing tasks related to a given topic.
		3	Stay on topic while performing <b>most</b> writing tasks related to a given topic.
		2	Stay on topic while performing <b>some</b> writing tasks related to a given topic.
		1	Stay on topic while performing <b>few</b> writing tasks related to a given topic.
		0	<b>Not assessed.</b>

<b>A range of attitudes</b>  4.3. Following a simple written pattern and handling project tools neatly with teacher's support and guidance	4.3. Follow a simple written pattern and Handle project tools neatly and in an organized manner on their own (pencils , papers, colours, glue, plastic scissors, pictures)	4	<b>Almost always</b> follow a simple written pattern and handle project tools neatly and in an organised manner on their own.
		3	<b>Oftentimes</b> follow a simple written pattern and handle project tools neatly and in an organised manner on their own.
		2	<b>Sometimes</b> follow a simple written pattern and handle project tools neatly and in an organised manner on their own.
		1	<b>Rarely</b> follow a simple written pattern and handle project tools neatly and in an organised manner on their own.
		0	<b>Not assessed.</b>
<b>A range of connections</b>  4.4. Drawing simple objects from nature	4.4. Draw simple figures, images and shapes and label them.	4	Draw <b>almost all</b> simple figures, images and shapes and label them.
		3	Draw <b>most of the</b> simple figures, images and shapes and label them.
		2	Draw <b>some</b> simple figures, images and shapes and label them.
		1	Draw <b>few</b> simple figures, images and shapes to label them.
		0	<b>Not assessed.</b>