


Formative Assessment Descriptors

Grade 3

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

<i>Specific Competences</i>	Curriculum Standards	Level	Descriptors
<p><i>A range of realities</i></p> <p>1.1. Listening to simple (narrative or descriptive) oral messages and identifying the main information they convey.</p> 	<p>1.1. Listen to and understand the main information from a simple (narrative or descriptive) oral message</p>	4	Almost always identify the main information from grade level (narrative or descriptive) oral messages.
		3	Oftentimes identify the main information from grade level (narrative or descriptive) oral messages.
		2	Sometimes identify the main information from grade level (narrative or descriptive) oral messages.
		1	Rarely identify the main information from grade level (narrative or descriptive) oral messages.
		0	Not assessed
<p><i>A range of operations</i></p> <p>1.2.1 Paying attention while listening to spoken or recorded texts in order to answer simple questions about specific details</p>	<p>1.2.1 Listen to simple texts and understand them in order to identify the main ideas or some specific details.</p>	4	Identify almost all the main ideas or specific details in grade level texts.
		3	Identify most of the main ideas or specific details in grade level texts.
		2	Identify some of the main ideas or specific details in grade level texts.
		1	Identify few of the main ideas or specific details in grade level texts.
		0	Not assessed

<i>Specific Competences</i>	Curriculum Standards	Level	Descriptors
1.2.2. Listening to simple instructions given by the teacher and peers; understanding and reacting properly to the meaning of the main prepositions indicating location	1.2.2. React to simple instructions by means of understanding the meaning of common prepositions of place: “ in – on – under “ etc. used in an oral text	4	React to almost all grade level oral instructions using common prepositions of place: “ in – on – under “ etc..
		3	React to most grade level oral instructions using common prepositions of place: “ in – on – under “ etc..
		2	React to some grade level oral instructions using common prepositions of place: “ in – on – under “ etc..
		1	React to few grade level oral instructions using common prepositions of place: “ in – on – under “ etc..
		0	Not assessed
<i>A range of attitudes</i> 1.3. Listening respectfully to others and maintain attention and eye contact	1.3 Show respect to others while listening to them by using verbal and non-verbal cues (nodding, eye contact, umm, yes., etc.	4	Almost always show respect while listening to others by using verbal and non-verbal cues.
		3	Oftentimes show respect while listening to others by using verbal and non-verbal cues.
		2	Sometimes show respect while listening to others by using verbal and non-verbal cues.
		1	Rarely show respect while listening to others by using verbal and non-verbal cues.
		0	Not assessed.

<i>Specific Competences</i>	Curriculum Standards	Level	Descriptors
<p><i>A range of connections</i></p> <p>1.4 Identifying simple references to Islamic events and occasions in a clearly articulated listening text</p>	<p>1.4. Identify and understand phrases and sentences about, Islamic events and occasions when delivered clearly and slowly</p>	4	Identify almost all phrases and sentences about Islamic events and occasions in a clearly articulated listening text.
		3	Identify most of the phrases and sentences about Islamic events and occasions in a clearly articulated listening text.
		2	Identify some phrases and sentences about Islamic events and occasions in a clearly articulated listening text.
		1	Identify few phrases and sentences about Islamic events and occasions in a clearly articulated listening text.
		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. Talking about grade level topics using simple language, and .responding verbally to queries and instructions addressed clearly by adults or peers</p>	<p>2.1. Use simple words and phrases to talk about grade level topics; correctly use greetings, queries, instructions</p>	4	Almost always talk about grade level topics (greetings, queries, instructions) using simple words and phrases correctly.
		3	Oftentimes talk about grade level topics (greetings, queries, instructions) using simple words and phrases correctly.
		2	Sometimes talk about grade level topics (greetings, queries, instructions) using simple words and phrases correctly.
		1	Rarely talk about grade level topics (greetings, queries, instructions) using simple words and phrases correctly.
		0	Not assessed
<p><i>A range of operations</i></p> <p>2.2. Using simple conversational strategies (such as questions , answers and role play in order to share ideas</p>	<p>2.2. Actively participate in simple dialogues using appropriate conversational strategies and other forms of expression in order to communicate with adults and peers</p>	4	Almost always participate in grade level dialogues using appropriate conversational strategies and other forms of expression.
		3	Oftentimes participate in grade level dialogues using most of the appropriate conversational strategies and other forms of expression to communicate with adults and peers.
		2	Sometimes participate in grade level dialogues using appropriate conversational strategies and other forms of expression.
		1	Rarely participate in grade level dialogues using appropriate conversational strategies and other forms of expression.
		0	Not assessed

<i>Specific Competences</i>	Curriculum Standards	Level	Descriptors
<p><i>A range of attitudes</i></p> <p>2.3. Speaking respectfully and confidently to others in simple situations</p>	<p>2.3. Speak respectfully and confidently to others in simple conversational situations using adequate speech acts (polite requests, gratitude, etc)</p>	4	Almost always speak respectfully and confidently to others in grade level conversational situations using adequate speech acts.
		3	Oftentimes speak respectfully and confidently to others in grade level conversational situations using adequate speech acts.
		2	Sometimes speak respectfully and confidently to others in grade level conversational situations using adequate speech acts.
		1	Rarely speak respectfully and confidently to others in grade level conversational situations using adequate speech acts.
		0	Not assessed
<p><i>A range of connections</i></p> <p>2.4. Using their knowledge and abilities acquired in other subjects for making a presentation about Kuwait</p>	<p>2.4. Use simple sentences to talk about different places or traditions in Kuwait</p>	4	Talk about different places or traditions in Kuwait using almost all grade level sentences.
		3	Talk about different places or traditions in Kuwait using most of the grade level sentences.
		2	Talk about different places or traditions in Kuwait using some grade level sentences.
		1	Talk about different places or traditions in Kuwait using few grade level sentences.
		0	Not assessed



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. Reading and understanding short paragraphs appropriate to the age group following simple instructions/signs/directions to perform a task</p> 	<p>3.1. Read and understand simple short texts appropriate to the age group following simple instructions, signs and directions to perform different tasks</p>	4	Almost always read grade level texts to perform different tasks by following simple instructions, signs and directions.
		3	Oftentimes read grade level texts to perform different tasks by following simple instructions, signs and directions.
		2	Sometimes read grade level texts to perform different tasks by following simple instructions, signs and directions.
		1	Rarely read grade level texts to perform different tasks by following simple instructions, signs and directions.
		0	Not assessed
<p><i>A range of operations</i></p> <p>3.2. Reading simple texts with proper intonation related to basic punctuation marks</p>	<p>3.2. Read short sentences and simple texts from different sources (textbook; cards; newspapers; posters; leaf-lets e-mails, SMS etc.) using proper intonation</p>	4	Almost always read grade level texts from different sources using proper intonation.
		3	Oftentimes read grade level texts from different sources using proper intonation.
		2	Sometimes read grade level texts from different sources using proper intonation.
		1	Rarely read grade level texts from different sources using proper intonation.
		0	Not assessed

<i>Specific Competences</i>	Curriculum Standards	Level	Descriptors
<i>A range of attitudes</i> 3.3. Showing interest for reading and relating a text to personal experience	3.3. Show interest and motivation for reading simple texts aloud, relating them to own experience and expressing personal opinions	4	Almost always show interest and motivation for reading grade level texts aloud, relating them to own experience.
		3	Oftentimes show interest and motivation for reading grade level texts aloud, relating them to own experience
		2	Sometimes show interest and motivation for reading grade level texts aloud, relating them to own experience
		1	Rarely show interest and motivation for reading grade level texts aloud, relating them to own experience
		0	Not assessed
<i>A range of connections</i> 3.4. Reading and understanding short texts about places in Kuwait/Islamic events	3.4. Read simple texts and comprehend facts about places in Kuwait/ Islamic events	4	Identify almost all facts about places in Kuwait/ Islamic events in grade level texts.
		3	Identify most of the facts about places in Kuwait/ Islamic events in grade level texts.
		2	Identify some facts about places in Kuwait/ Islamic events in grade level texts.
		1	Identify few facts about places in Kuwait/ Islamic events in grade level texts.
		0	Not assessed

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

<i>Specific Competences</i>	<i>Curriculum Standards</i>	<i>Level</i>	<i>Descriptors</i>
<p><i>A range of realities</i></p> <p>4.1. Writing simple and correct sentences to express self, feelings and personal experience with the help of guide words and pictures</p>	<p>4.1. Write simple and correct sentences to express self ,feelings and personal experiences</p>	4	Almost always write simple and correct sentences to express self, feelings and personal experiences.
		3	Oftentimes write simple and correct sentences to express self, feelings and personal experiences.
		2	Sometimes write simple and correct sentences to express self, feelings and personal experiences.
		1	Rarely write simple and correct sentences to express self, feelings and personal experiences.
		0	Not assessed
<p><i>A range of operations</i></p> <p>4.2. Writing simple sentences and phrases using spelling strategies with legible handwriting</p>	<p>4.2. Write simple words and sentences between four lines neatly with teacher's guidance using adequate spacing between words and spelling strategies</p>	4	Write almost all grade level words and sentences between four lines neatly with teacher's guidance using adequate spacing between words and spelling strategies.
		3	Write most grade level words and sentences between four lines neatly with teacher's guidance using adequate spacing between words and spelling strategies.
		2	Write some grade level words and sentences between four lines neatly with teacher's guidance using adequate spacing between words and spelling strategies.
		1	Write few grade level words and sentences between four lines neatly with teacher's guidance using adequate spacing between words and spelling strategies.
		0	Not assessed

<i>Specific Competences</i>	<i>Curriculum Standards</i>	<i>Level</i>	<i>Descriptors</i>
<i>A range of attitudes</i> 4.3. Showing interest and pride in presenting neat written work	4.3. Write simple guided sentences between four lines neatly.	4	Almost always show interest in presenting neat written grade level guided sentences between four lines neatly.
		3	Oftentimes show interest in presenting neat written grade level guided sentences between four lines neatly.
		2	Sometimes show interest in presenting neat written grade level guided sentences between four lines neatly.
		1	Rarely show interest in presenting neat written grade level guided sentences between four lines neatly.
		0	Not assessed
<i>A range of connections</i> 4.4. Writing words and sentences using simple text formats	4.4. Present a simple informative poster about grade appropriate topics	4	Present a simple informative poster about almost all grade appropriate topics.
		3	Present a simple informative poster about most of the grade appropriate topics.
		2	Present a simple informative poster about some of the grade appropriate topics.
		1	Present a simple informative poster about few of the grade appropriate topics.
		0	Not assessed