التعليم الديني

Formative Assessment Descriptors for English Skills – Grades 5 - 8

Skill	Criteria	Excellent	Good	Satisfactory	Weak	Very Weak
Listening	Accuracy, Fluency, & Comprehension	Recognises almost all words and details accurately; responds quickly and naturally without hesitation; understands main ideas, specific details, and inferences with ease.	Recognises most words and details with only minor errors; responds smoothly with slight pauses; understands most main ideas and specific details but misses some inferences.	Recognises some words and details but misses others; responses show hesitation and pauses; understands main ideas but often misses important details and inferences.	Recognises few words; responses are minimal, slow, and fragmented; understands only a few ideas, often confused and unable to follow meaning.	Cannot recognise words or details; unable to respond; comprehension of meaning is lost.
Speaking	Accuracy, Fluency, & Comprehension	Speaks with very few mistakes in grammar, vocabulary, or pronunciation; smooth, natural pace with proper pauses; responses are fully relevant and show clear understanding.	Speaks with minor mistakes but meaning remains clear; mostly smooth with slight hesitation; responses are relevant with only minor gaps in understanding.	Speaks with noticeable mistakes that sometimes affect clarity; speaks with pauses and hesitations but remains understandable; responses are partly relevant, missing some elements of tasks/prompts.	Speaks with frequent mistakes that often cause misunderstanding; speech marked by long pauses, hesitation, and repetition; gives few relevant responses and often misinterprets tasks/prompts.	Cannot speak with accuracy or fluency; speech is not understandable; unable to provide relevant responses or show comprehension.

1

Reading	Accuracy, Fluency, & Comprehension	Reads with very few mistakes, with accurate pronunciation and smooth natural pace; understands main ideas, details, and inferences clearly.	Reads with minor mistakes but remains clear and mostly smooth with few pauses; understands most main ideas and details but misses some inferences.	Reads with noticeable mistakes but remains understandable; shows pauses and hesitations; understands some main ideas but often misses important details and inferences.	Reads with frequent mistakes and repetitions, making it hard to follow; meaning often unclear with only a few ideas understood; rarely infers meaning.	Cannot read accurately or fluently; comprehension of meaning is lost.
Writing	Accuracy, Fluency, & Comprehension	Writes with very few mistakes in grammar, spelling, and vocabulary; well-organised, logical, and cohesive with effective linkers; fully addresses tasks/prompts with clear, relevant ideas.	Writes with minor mistakes but meaning is clear; mostly organised with some linkers; addresses tasks/prompts with mostly relevant ideas.	Writes with noticeable mistakes but meaning is generally clear; some organisation with limited linkers; partially addresses tasks/prompts with occasional irrelevant points.	Writes with frequent mistakes that reduce clarity; poorly organised with unclear transitions; barely addresses tasks/prompts and includes many irrelevant ideas.	Cannot write with accuracy, organisation, or cohesion; meaning is lost; does not address tasks/prompts with relevance.

Guidance for Teachers on Using the Descriptors

- **Clear performance descriptors:** The descriptors give simple and measurable descriptions of how students perform in accuracy, fluency, and comprehension. This helps teachers understand what each level of performance in the four skills represents.

- **Consistency across schools:** Using the same descriptors in all classes and schools makes assessment fair and reliable. It ensures that teachers apply the same standards for measuring the four skills of English and reduces subjectivity.

- **Practical classroom use:** Teachers can use the descriptors in daily lessons through a variety of activities, tasks, and exercises to monitor students' progress. They serve as a continuous reference tool, not just for end-of-term assessments.

- **Feedback framework:** The descriptors help teachers provide clear and constructive feedback that students and parents can easily understand. For example: "Understands the main ideas but needs more practice with implied meanings."

- **Tracking progress:** By regularly comparing students' work with the descriptors, teachers can identify progress over time, even small improvements. This highlights development, not only final results.

- **Support and differentiation:** The descriptors guide teachers in planning support, extra practice, or reinforcement activities to address the diverse needs of students.

- **Quality assurance:** The framework of descriptors sets clear standards for effective teaching and learning by showing what excellent, satisfactory, and weak performance looks like.

🏷️ **NB: The following simplified self-check table is meant to be shared with students.**
It helps them reflect on their learning, understand their progress, set goals, and take responsibility for their own learning. It also enables parents to follow and support their child's development.

Student Performance Check

Skill	Excellent	Good	OK	Needs Help	Not Yet
Listening	[ ] The student can understand almost everything, even details, in English and respond quickly and correctly.	[ ] The student can understand most ideas and details, with only small gaps in understanding.	[ ] The student can understand the main points but sometimes misses details.	[ ] The student often misunderstands and needs repetition or help.	[ ] The student cannot understand spoken English clearly.
Speaking	[ ] The student can speak clearly, confidently, and naturally. Their English is easy to understand and fits the task.	[ ] The student can speak with only a few mistakes; their ideas are mostly clear and relevant.	[ ] The student can speak but makes mistakes that sometimes affect clarity; answers are partly relevant.	[ ] The student makes many mistakes, pauses often, and is hard to understand.	[ ] The student cannot speak clearly or give relevant answers.
Reading	[ ] The student can fully understand texts and read aloud fluently with clear pronunciation and expression.	[ ] The student can understand most ideas and read aloud mostly clearly with small errors.	[ ] The student can understand the main points and read aloud clearly enough but with mistakes or pauses.	[ ] The student struggles to understand texts and reads aloud with many errors.	[ ] The student cannot understand texts or read aloud clearly.
Writing	[ ] The student can write clearly and correctly, with good organisation, linking words, and relevant ideas.	[ ] The student can write with a few mistakes; ideas are mostly clear and organised.	[ ] The student can write but makes mistakes; meaning is usually clear but ideas are partly organised.	[ ] The student makes many mistakes; writing is unclear and poorly organised.	[ ] The student cannot write clearly or answer the task with relevant ideas.

ELT Supervisor General

4