

**Methodological recommendations  
for Summative Assessment**

**English**

**Grade 2**

Methodological recommendations for Summative Assessment are designed to assist teachers in planning, organizing and carrying out Summative Assessment in “English” for the Grade 2 learners. Methodological recommendations are aligned with the Subject Programme and Course plan. Summative Assessment in Grade 2 is conducted in Terms 1, 2, 3 and 4.

Summative Assessment Tasks for unit/cross curricular unit will allow teachers to determine the level of the learning objectives achievement planned for the term. Methodological recommendations comprise tasks, assessment criteria with descriptors and marks for conducting Summative Assessment across the unit/cross curricular unit. Also this document includes possible levels of the learners’ academic achievement (rubrics). Tasks with descriptors and marks can be considered as recommendations.

Summative Assessment Specification with mark scheme is suggested for conducting at the end of the term. It is standardized and is obligatory to adhere to for conducting Summative Assessment for the term.

Methodological recommendations are designed for primary school teachers, school administrations, educational departments’ seniors, regional and school coordinators in criteria-based assessment and others.

Free access to the Internet resources such as pictures, cartoons, photos, texts, video and audio materials, etc. have been used in designing these Methodological recommendations.

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**TERM 1**  
**SUMMATIVE ASSESSMENT TASKS**

**Summative Assessment for the Cross curricular unit “All about me”**

**Learning objectives**                      2.L2 Recognize with considerable support an increasing range of common personal questions  
2.S8 Give simple instructions for others to follow

**Assessment criteria**                      • Identify personal questions with considerable support  
• Give simple commands to follow

**Level of thinking skills**                      Knowledge and comprehension  
Application

**Duration**                                      20 minutes

**Listening**

**Task 1.** Listen to the questions. Answer the questions.

- What is your name?
- How old are you?
- What colour is your hair?
- What colour are your eyes?
- Where are you from?

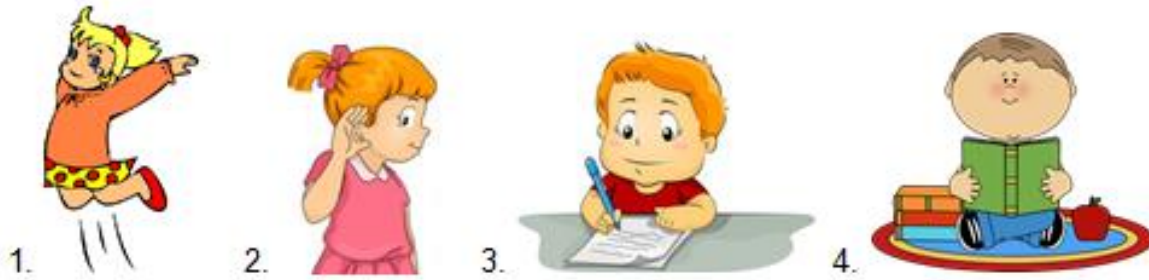
**Task 2.** Look at the pictures. Listen to the questions twice. Circle Yes or No answers.

- 1. Does he brush his teeth?      Yes      No
- 2. Does she play tennis?          Yes      No
- 3. Does he wash his face?        Yes      No
- 4. Do they watch TV?            Yes      No
- 5. Do they play football?        Yes      No



## Speaking

**Task 3.** Look at the pictures. Give simple instructions to your classmate. The class follows them.



Assessment criteria	Task	Descriptor	Mark
		A learner	
Identify personal questions with considerable support.	1	says his/her name;	1
		says his/her age;	1
		says colour of his/her hair;	1
		says colour of his/her eyes;	1
		says the name of the country;	1
	2	1. circles Yes;	1
		2. circles No;	1
		3. circles No;	1
		4. circles No;	1
Give simple commands to follow.	3	gives instruction "Jump";	1
		gives instruction "Listen";	1
		gives instruction "Write";	1
		gives instruction "Read".	1
<b>Total marks</b>			<b>14</b>

**Rubrics for providing information to parents on the results of Summative Assessment for the unit “All about me”**

Learner’s name \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify personal questions with considerable support	Experiences challenges in giving correct answers to the questions. Most of the answers are incorrect	Makes mistakes in saying his/her name/ age/ colour of hair/ colour of eyes/ name of the country and in answering the questions according to the pictures	Develops the task fully. Confident in identifying questions, answers questions correctly
Give simple commands to follow	Experiences challenges in giving commands and instructions	Addresses the task. Makes mistakes in giving commands and instructions Jump /Listen/ Write/ Read	Adresses the task fully, gives commands and instructions correctly. Follows commands and instructions appropriately

## Summative Assessment for the Cross curricular unit “My family and friends”

### Learning objectives

- 2.R1 Read and spell out words for others
- 2.UE13 Use can to talk about ability and to make requests and offers; use can / can't to talk about permission

### Assessment criteria

- Read and spell out words
- Talk about ability, make requests and offers, and ask for permission using can and can't

### Level of thinking skills

Knowledge and comprehension  
Application

### Duration

20 minutes

### Reading

Task 1 .Read the words. Match the words to the pictures.



1.



2.



3.



4.



5.

**Friends**

**Car**


**Family**


**Ball**


**House**

## Use of English

**Task 2.** Read the sentences. Write *can* or *can't*.

1. The  \_\_\_\_\_ climb, but \_\_\_\_\_ can't fly.

2.  \_\_\_\_\_ can jump, but \_\_\_\_\_ fly.

3. The  \_\_\_\_\_ can run, but \_\_\_\_\_ climb.

Assessment criteria	Task №	Descriptor	Mark	Additional information
		A learner		
Read and spell out words	1	matches 1 <sup>st</sup> picture to the "Family"	1	
		matches 2 <sup>nd</sup> picture to the "House"	1	
		matches 3 <sup>rd</sup> picture to the "Car"	1	
		matches 4 <sup>th</sup> picture to the "Friends"	1	
		matches 5 <sup>th</sup> picture to the "Ball"	1	
Talk about ability, make requests and offers, and ask for permission using can and can't.	2	writes 'can'	1	Any other answers are acceptable until can and cannot have used in sentences appropriately.
		writes 'can't'	1	
		writes 'can't'	1	
<b>Total marks</b>			<b>8</b>	



**Rubrics for providing information to parents on the results of Summative Assessment for the unit “My family and friends”**

Learner’s name \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Read and spell out words	Experiences challenges in matching the words to their pictures <input type="checkbox"/>	Makes mistakes in matching the words to their pictures family/ house/ car/ friends/ ball <input type="checkbox"/>	Correctly matches words to their pictures <input type="checkbox"/>
Talk about ability, make requests and offers, and ask for permission using can and can’t	Experiences challenges in using can and can’t in sentences <input type="checkbox"/>	Makes mistakes in using can / can’t in declarative/ negative sentences <input type="checkbox"/>	Confidently uses can and can’t in affirmative sentences <input type="checkbox"/>

## TERM 2

### SUMMATIVE ASSESSMENT TASKS

#### Summative Assessment for the Cross curricular unit “My school”

**Learning objectives** 2.L3 Understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number  
2.W7 Spell some familiar high–frequency words accurately during guided writing activities

**Assessment criteria**

- Recognise the main idea in a short talk on routine and familiar topics such as colour and number
- Write familiar high–frequency words accurately

**Level of thinking skills** Knowledge and comprehension  
Application

**Duration** 15 minutes

#### Listening

**Task 1.** Listen and number the pictures.

*Teacher reads sentences*

1. It is a yellow room. You can jump and run in this room.
2. There are 5 computers in this room. You can work there.
3. There are many books there. You can come and read them.
4. There are food and drinks in the room. You can eat there.

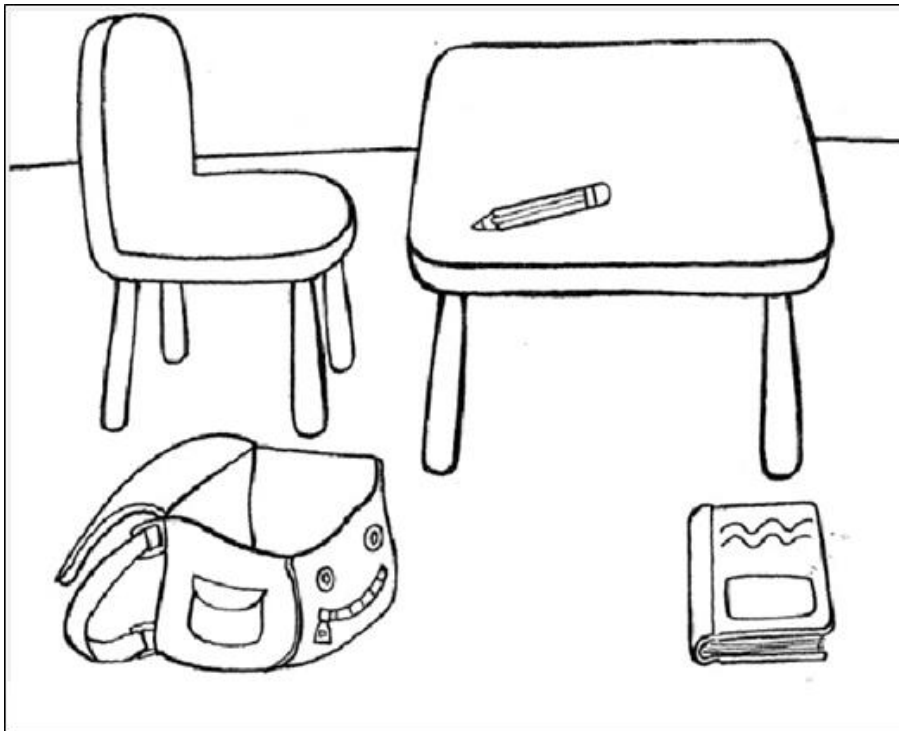


**Writing**

**Task 2.** Write the name of the objects.

*Teacher reads the words*

1. Chair
2. Table
3. Pencil
4. Bag
5. Book



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Assessment criteria	Task №	Descriptor	Mark	Additional information
		A learner		
Recognise the main idea in a short talk on familiar topics such as colour and number	1	writes № 3 for A	1	
		writes №1 for B	1	
		writes №4 for C	1	
		writes № 2 for D	1	
Write familiar high-frequency words accurately	2	writes 'chair'	1	Learner can write in any order. 1 mark for each correct answer.
		writes 'table'	1	
		writes 'pencil'	1	
		writes 'bag'	1	
		writes 'book'	1	
<b>Total marks</b>			<b>9</b>	

**Rubrics for providing information to parents on the results of Summative Assessment for the unit “My school”**

Learner’s name \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Recognise the main idea in a short talk on routine and familiar topics such as colour and number	Experiences challenges in recognizing the main information in the sentences  <input type="checkbox"/>	Good at identifying main information in the sentences. Some minor problems at recognizing school’s rooms: library/ gym/ canteen/ /computer  <input type="checkbox"/>	Confident at identifying main information in the sentences. Completes the task correctly  <input type="checkbox"/>
Write familiar high-frequency words accurately	Experiences challenges in writing school objects  <input type="checkbox"/>	Makes mistakes in writing school objects: chair/ table/ bag/ book/ pencil  <input type="checkbox"/>	Correctly writes school objects  <input type="checkbox"/>

## Summative Assessment for the Cross curricular unit “The world around us”

### Learning objectives

2.S3 Use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines  
 2.UE13 Use can to talk about ability and to make requests and offers; use can / can't to talk about permission

### Assessment criteria

- Apply basic words, phrases and short sentences in a talk about objects, activities and classroom routines
- Talk about ability, make requests and offers, and ask for permission using can and can't

### Level of thinking skills

Application

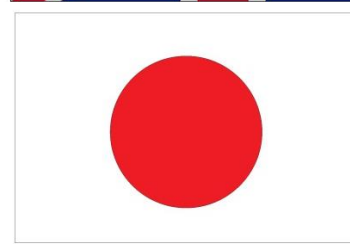
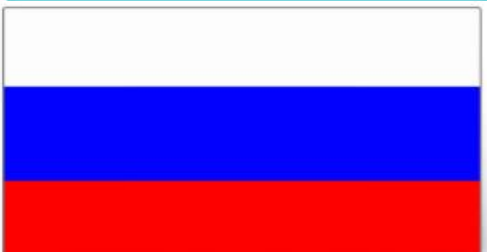
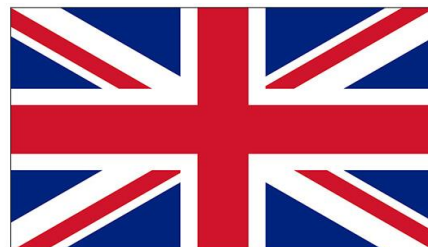
### Duration

20 minutes

### Speaking





**Task 1.** Describe the picture. Use the words from the box.

Flag    Kazakhstan    Russia    Great Britain    Japan



### Use of English

**Task 2.** Look at the road signs. Choose *can* or *can't* to complete the sentences.

<b>1.</b> 	<b>2.</b> 	<b>3.</b> 	<b>4.</b> 
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1. Stop! You ..... go. (can / can't)
2. Danger! You ..... enter. (can / can't)
3. Go! You ..... go. (can / can't)
4. Bicycle! You ..... ride a bike. (can / can't)

**Task 3.** Read the statements about monkeys. Write “True” (T) or “False” (F) next to the sentence.

- |                          |   |   |
|--------------------------|---|---|
|                          | T | F |
| 1. Monkeys can walk.     | — | — |
| 2. They can play tennis. | — | — |
| 3. They can fly.         | — | — |



Assessment criteria	Task №	Descriptor	Mark	Additional information
		A learner		
Apply basic words, phrases and short sentences in a talk about objects, activities and classroom routines	1	<i>Possible answers:</i> This/It is the flag of Kazakhstan.	1	Any answers are acceptable if they describe the flag. One mark is awarded for each correct phrase and sentence.
		The flag/It is blue.	1	
		There is the sun/It has the sun.	1	
Talk about ability, make requests and offers, and ask for permission using can and can't.	2	1. completes the sentence using <i>can't</i>	1	
		2. completes the sentence using <i>can't</i>	1	
		3. completes the sentence using <i>can</i>	1	
		4. completes the sentence using <i>can</i>	1	
	3	1. writes 'T/ True'	1	
		2. writes 'F/ False'	1	
		3. writes 'F/ False'	1	
<b>Total marks</b>			<b>10</b>	

**Rubrics for providing information to parents on the results of Summative Assessment for the unit “The world around us”**

Learner’s name \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Apply basic words, phrases and short sentences in a talk about objects, activities and classroom routines	Experiences challenges in using topic words to describe the pictures of flags <input type="checkbox"/>	Makes mistakes in using topic words Flag/ Kazakhstan/ Russia/ Great Britain/ Japan to describe the picture <input type="checkbox"/>	Confidently uses topic words to describe the picture <input type="checkbox"/>
Talk about ability, make requests and offers, and ask for permission using can and can’t	Experiences challenges in using can and can’t to make up sentences; and in identifying the main information of the statements using supporting picture <input type="checkbox"/>	Makes mistakes in using can and can’t to make up sentences on road signs. Makes mistakes in identifying statements for True /False using the picture <input type="checkbox"/>	Confidently uses can and can’t to make up sentences. Correctly identifies sentences for True and False statements <input type="checkbox"/>

**TERM 3**  
**SUMMATIVE ASSESSMENT TASKS**

**Summative Assessment for the Cross curricular unit “Health and body”**

**Learning objectives**

- 2.S3 Use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines
- 2.R3 Read and follow with considerable support simple words, phrases and sentences on familiar topics

**Assessment criteria**

- Talk about objects, activities and classroom routines using topic words, phrases and short sentences
- Use and follow with considerable support simple words, phrases, sentences in reading familiar topics

**Level of thinking skills**

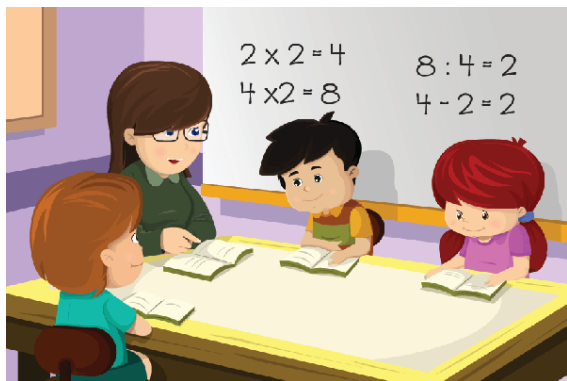
Application

**Duration**

20 minutes

**Speaking**

**Task 1.** Look at the pictures. Describe them. Tell what you can see on the pictures.



**Reading**

*Teacher asks learners to prepare three coloured pencils: red, blue and yellow.*

**Task 2.** Read and circle.

- Circle the “head” in red.
- Circle the” hand” in blue.
- Circle the “leg” in yellow.





**Task 3.** Read the sentences and match them to the pictures.

**A girl is brushing her teeth.**



**A girl is writing with a pencil.**



**A boy is reading a book.**



Assessment criteria	Task №	Descriptor	Mark	Additional information
		A learner		
Talk about objects, activities and classroom routines using topic words, phrases and short sentences.	1	<i>Possible answers</i>		Any other answers are acceptable until they describe the picture (objects, activities, classroom routines).
		I can see books/desks./ The learners are reading books.	1	
		I can see numbers. /They do sums./ The learners are solving problems.	1	
		I can see the teacher. / I can see children./ The teacher is helping learners.	1	
	The learners are in the class./ It is a classroom.	1		
Use and follow with considerable support simple words, phrases, sentences in reading familiar topics.	2	circles “head” in red;	1	
		circles “hand” in blue;	1	
		circles “leg” in yellow;	1	
	3	matches “A girl is brushing her teeth” to the 3 <sup>rd</sup> picture;	1	
		matches “A girl is writing with a pencil” to the 1 <sup>st</sup> picture;	1	
		matches “A boy is reading a book.” to the 2 <sup>nd</sup> picture.	1	
<b>Total marks</b>			<b>10</b>	

**Rubrics for providing information to parents on the results of Summative Assessment for the Cross curricular unit “Health and body”**

Learner’s name \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Talk about objects, activities and classroom routines using topic words, phrases and short sentences	Experiences difficulties in using topical vocabulary. Describes the pictures inappropriately	Makes mistakes in naming objects and activities. Experiences minor challenges in making up sentences, grammar and pronunciation	Fully completes the task. Confidently uses topic vocabulary, speaks in full sentences with grammar accuracy. Pronunciation is clear
Use and follow with considerable support simple words, phrases, sentences as a support in reading familiar topics	Experiences challenges in reading the sentences and in following commands. Matches most of the sentences to their pictures incorrectly	Makes mistakes in reading and following the commands: circle the “head” in red/ circle the” hand” in blue/ circle the “leg” in yellow and in matching “A girl is brushing her teeth” to the 3 <sup>rd</sup> picture/ “A girl is writing with a pencil” to the 1 <sup>st</sup> picture/ “A boy is reading a book.” to the 2 <sup>nd</sup> picture	Addresses the task fully. Reads the sentences and circles pictures correctly. Matches sentences to their pictures accordingly

## Summative Assessment for the Cross curricular unit “Traditions and customs”

**Learning objectives**                      2.L9 Recognize the spoken form of familiar words and expressions  
 2.U8 Use simple imperative forms [positive and negative] for basic commands and instructions

**Assessment criteria**










- Identify familiar words and expressions in a talk
- Apply the positive and negative forms for basic commands and instructions

**Level of thinking skills**                      Knowledge and comprehension  
 Application

**Duration**                                      20 minutes

### Listening

**Task 1.** Listen to the sentence. Choose the correct option and put ✓ in the right box.

№	A	B	C
1. We can see the flag on Independence day.	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
2. There are many presents on New Year's day.	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
3. There are many flowers on Nauryz.	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

**Task 2.** Fill in the gap with the word to make instructions.

Make	Cook	Visit	Wear	late
------	------	-------	------	------

### Nauryz

1. \_\_\_\_\_ friends.



2. \_\_\_\_\_ boursaks, beshbarmak and tea.



3. \_\_\_\_\_ beautiful national clothes.



4. \_\_\_\_\_ gifts.



5. Don't be \_\_\_\_\_!



Assessment criteria	Task	Descriptor	Mark
		A learner	
Identify familiar word and expression in a talk.	1	chooses 1.A	1
		chooses 2.B	1
		chooses 3.C	1
Apply the positive and negative forms for the basic commands and instructions.	2	1. writes 'Visit'	1
		2. writes 'Cook'	1
		3. writes 'Wear'	1
		4. writes 'Make'	1
		5. writes 'late'	1
<b>Total marks</b>			<b>8</b>

**Rubrics for providing information to parents on the results of Summative Assessment for the Cross curricular unit “Traditions and customs”**

Learner’s name \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify familiar words and expressions in a talk	Experiences challenges in recognizing topical words and in choosing correct options according to the talk	Makes mistakes in identifying topical vocabulary for Independence Day/ New Year’s Day / Nauryz and in marking appropriate pictures according to the talk	Fully completes the task. Confident in identifying topical vocabulary and in marking appropriate pictures according to the talk
Apply the positive and negative forms for the basic commands and instructions	Experiences challenges in making commands and instructions	Makes mistakes in making commands and instructions on the topic: Visit friends. / Cook boursaks, beshbarmak and tea./ Wear beautiful national clothes./ Make presents/ Don’t be late!	Addresses the task fully. Makes instructions properly

**TERM 4**  
**SUMMATIVE ASSESSMENT TASKS**

**Summative Assessment for the Cross curricular unit “The natural environment”**

**Learning objectives**

- 2.L4 Recognise with support short basic questions relating to features such as colour and number
- 2.U13 Use can to talk about ability and to make requests and offers; use can / can't to talk about permission

**Assessment criteria**

- Identify short questions on curricular topics with support such as colour and number
- Talk about ability, make requests and offers, and ask for permission using can and can't

**Level of thinking skills**

Knowledge and comprehension  
Application

**Duration**

20 minutes

**Listening**

**Task 1.** Listen to the teacher and answer 3 questions.

*Teacher should ask 3 questions.*

1. Are the trees green in autumn?
2. Are the trees white in winter?
3. Are there flowers in summer?
4. Are there 3 seasons in a year?
5. Are there 5 months in autumn?
6. Do we celebrate the New Year in winter?
7. Is your big holiday in spring?



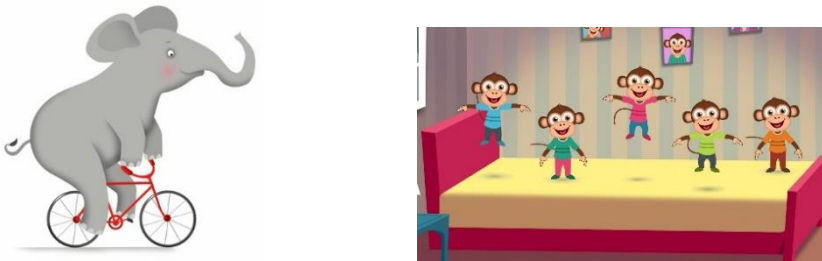
## Use of English

### Task 2.

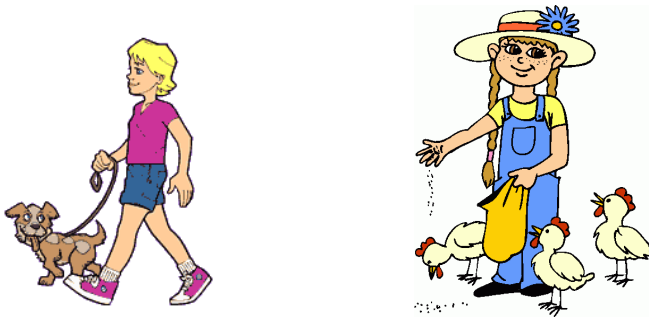
A. Look at the pictures and tell what you can and cannot do at the Zoo.



B. Look at the pictures and tell what you can do as animals can.



C. Look at the pictures and make a request or offer.



Assessment criteria	Task	Descriptor	Mark	Additional information
		A learner		
Identify short questions on curricular topics with support such as colour and number.	1	1. No./No, there are not.	3	Learners should answer 3 questions correctly. One mark is awarded for each answer.
		2. Yes./ Yes, they are.		
		3. Yes./ Yes, there are.		
		4. No./No, there are not.		
		5. No./No, there are not.		
		6. Yes./ Yes, I do.		
		7. No./No, it is not.		
Talk about ability, make requests and offers, and ask for permission using can and can't.	2	<i>Possible answers</i> A. You cannot feed animals./ You cannot stand very close to animals./ You can come to the Zoo with your parents.	1	Any other answers are acceptable if they describe pictures using can and can't appropriately.
		B. I can ride a bike like an elephant./ I can jump on the sofa like monkeys.	1	
		C. Can I take a dog for a walk?/ Can I feed the chickens?	1	
<b>Total marks</b>			<b>6</b>	



**Rubrics for providing information to parents on the results of Summative Assessment for the Cross curricular unit “The natural environment”**

Learner’s name \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Identify short questions on curricular topics with support such as colour and number	Experiences challenges in answering the questions  <input type="checkbox"/>	Makes mistakes in answering basic questions YES. (Yes, they are. Yes, there are. Yes, I do.)/ NO. (No, there are not. No it is not.)  <input type="checkbox"/>	Answers to the questions correctly  <input type="checkbox"/>
Talk about ability, make requests and offers, and ask for permission using can and can’t	Experiences challenges in using can and can’t in a talk  <input type="checkbox"/>	Makes mistakes in using can and can’t in a talk  <input type="checkbox"/>	Adresses the task fully. Confidently uses can and can’t in a talk  <input type="checkbox"/>

## Summative Assessment for the Cross curricular unit “Travel”

### Learning objectives

- 2.R3 Read and follow with considerable support simple, words, phrases and sentences on familiar topics
- 2.S4 Respond to basic supported questions giving personal and factual information

### Assessment criteria

- Use and follow with considerable support words, phrases, sentences in reading familiar topics
- Answer basic questions with support
- Provide personal information and facts

### Level of thinking skills

Knowledge and comprehension  
Application

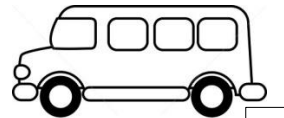
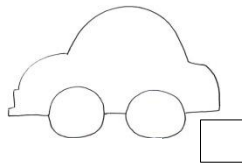
### Duration

20 minutes

### Reading

**Task 1.** Read and follow the instructions.

1. There is a bus. Put a tick.



2. Cross the plane.



3. Circle the red car.



**Task 2.** Listen to the teacher and answer the questions.

1. What is your name?
2. Can you ride a bike?
3. Do you go to school by bus?
4. What types of vehicles do you know?
5. Do you fly by plane?

Assessment criteria	Task	Descriptor	Mark	Additional information
		A learner		
Use and follow with considerable support words, phrases, sentences in reading familiar topics.	1	puts a tick near the bus;	1	
		crosses the plane;	1	
		circles the red car;	1	
Answer basic questions with support. Provide personal information.	2	<i>Possible answers</i> My name is Amir.	1	Any other answers are acceptable if they respond to the questions appropriately.
		I can/can't ride a bike.	1	
		Yes./Yes, I do. No./No, I don't.	1	
		I know a bus, a car, a train, a plane, etc.	1	
		Yes./Yes, I do.	1	
<b>Total marks</b>			<b>8</b>	

**Rubrics for providing information to parents on the results of Summative Assessment for the Cross curricular unit “Travel”**

Learner’s name \_\_\_\_\_

Assessment criteria	Level of learning achievements		
	Low	Middle	High
Use and follow with considerable support words, phrases, sentences in reading familiar topics	Experiences challenges in recognizing instructions. Most of the answers are incorrect  <input type="checkbox"/>	Makes mistakes in identifying instruction and following them accordingly  <input type="checkbox"/>	Fully completes the task. Confident in identifying instructions and follows instructions correctly  <input type="checkbox"/>
Answer basic questions with support. Provide personal information	Experiences challenges in answering the questions  <input type="checkbox"/>	Makes mistakes in answering personal questions  <input type="checkbox"/>	Adresses the task fully. Answers the questions appropriately  <input type="checkbox"/>

