

Teacher's Assessment Charts

Unit 2, page 23

Write an e-mail about yourself.

1. The pupil wrote about himself / herself using the information in his / her fact file.	
2. The pupil used the Present Simple.	
3. The pupil used <i>at</i> , <i>in</i> and <i>on</i> correctly.	
4. The pupil used capital letters correctly.	
5. The pupil used correct spelling and punctuation.	

Unit 2, page 38

Write about your favorite character.

1. The pupil answered the questions about his / her character.	
2. The pupil used adjectives correctly in the description.	
3. The pupil used capital letters correctly.	
4. The pupil used correct spelling and punctuation.	

Unit 2, page 53

Present two animals.

1. The pupil made a poster or an online picture report about two animals.	
2. The pupil included two facts and one opinion about each animal.	
3. The pupil included at least one sentence about their routines.	
4. The pupil used the positive and the negative form of the Present Simple.	
5. The pupil included pictures of the animals.	
6. The pupil shared his / her presentation with a partner.	
7. The pupil said which of his / her partner's sentences are fact and which are opinion.	
8. The pupil compared and contrasted the facts he / she wrote with someone who wrote about a different animal.	
9. The pupil used correct spelling, grammar and punctuation.	
10. The pupil used the Present Simple correctly.	
11. The pupil made his / her presentation neat, clear and presentable.	
✚ The pupil added more information about the animals he / she chose.	

Unit 2, page 54

Interview friends.

1. The pupil made up at least four questions to interview his / her friends about their routines.	
2. The pupil used the words <i>in</i> , <i>on</i> and <i>at</i> to ask about time.	
3. The pupil asked the questions to find out about their routines and listed the results.	
4. The pupil compared his / her day to theirs.	
5. The pupil used the Present Simple correctly.	
6. The pupil spoke fluently and clearly.	

Unit 3, page 75

Write a recipe for a fruit salad.

1. The pupil wrote a list of ingredients for a fruit salad.	
2. The pupil wrote instructions on how to make a fruit salad.	
3. The pupil used the imperative in the instructions.	
4. The pupil added pictures.	
5. The pupil used capital letters correctly.	
6. The pupil used correct spelling and punctuation.	

Unit 3, page 82

Write about your favorite meal.

1. The pupil used Lia's description and the questions to help him / her write about his / her favorite meal.	
2. The pupil used <i>and</i> , <i>but</i> and <i>because</i> in the sentences.	
3. The pupil used capital letters correctly.	
4. The pupil used correct spelling and punctuation.	

Unit 3, page 91

Plan a party or a picnic and write an invitation.

1. The pupil listed the foods he / she wanted for his / her party / picnic and put them into groups.	
2. The pupil included food from at least two groups.	
3. The pupil made a shopping list and wrote <i>a</i> , <i>an</i> or <i>some</i> before each item on the list.	
4. The pupil highlighted the words which are the same in English and his / her language.	
5. The pupil made an invitation for his / her party / picnic and included appropriate details.	
6. The pupil decorated the invitation.	
7. The pupil used capital letters where necessary.	
✚ The pupil explained why the foods on his / her list are healthy.	

Unit 3, page 92

Play a miming game.

1. The pupil mimed preparing an item of food.	
2. The pupil asked his / her partner questions, using the Present Progressive.	
3. The pupil answered his / her partner's questions in the Present Progressive.	
4. The pupil gave his / her partner instructions, using the imperative, to make a different item of food.	
5. The pupil named the food groups that the ingredients belong to.	
6. The pupil checked that his / her partner mimed the actions correctly.	
✚ The pupil filmed the game and presented it to the class.	

Unit 4, page 106

Write a blog about a trip or a fun day.

1. The pupil wrote a blog about a trip or a fun day.	
2. The pupil wrote facts about the places on the trip.	
3. The pupil used sequence words to show the order they did things.	
4. The pupil used capital letters correctly.	
5. The pupil used correct spelling and punctuation.	

Unit 4, page 121

Write a biography about a person from the past.

1. The pupil chose a person from the past and wrote about when he / she was born and died, and why he / she was famous.	
2. The pupil used dates and time expressions in the sentences.	
3. The pupil used capital letters correctly.	
4. The pupil used correct spelling and punctuation.	

Unit 4, page 131

Make a timeline for a famous person.

1. The pupil chose a person.	
2. The pupil listed at least five important events in the person's life, using <i>was / were</i> and the Past Simple.	
3. The pupil wrote the events in the correct order in a timeline with dates.	
4. The pupil wrote at least three sentences, using <i>was / were</i> and the Past Simple, and sequence words.	
5. The pupil included pictures in his / her work.	
6. The pupil presented his / her timeline to the class.	
7. The pupil used correct spelling and punctuation.	

Unit 4, page 132

Interview an adult about what he / she did as a child.

1. The pupil made up a questionnaire to interview an adult about what he / she did as a child.	
2. The pupil included at least five questions about the adult's favorite games, activities and food. The pupils asked the adult how old he / she was at the time.	
3. The pupil used the Past Simple to ask the questions and to list the answers.	
4. The pupil wrote the answers in chronological order.	
5. The pupil filmed or recorded the interview and presented it to the class.	

Unit 5, page 147

Write about your plans for a special day.

1. The pupil chose a special day to write about.	
2. The pupil listed Wh- questions about his / her plans for the special day and answered them.	
3. The pupil used the correct forms of <i>be going to</i> and <i>will</i> in the sentences.	
4. The pupil used capital letters correctly.	
5. The pupil used correct spelling and punctuation.	

Unit 5, page 153

Write at least two riddles for your partner to solve.

1. The pupil chose two things or people to write a riddle about.	
2. The pupil used comparative adjectives in the riddles.	
3. The pupil used capital letters correctly.	
4. The pupil used correct spelling and punctuation.	

Unit 5, page 169

Write about your dream holiday.

1. The pupil chose a place for a dream holiday.	
2. The pupil wrote at least five sentences about what he / she will do and see on the holiday, using <i>will</i> and / or <i>be going to</i> .	
3. The pupil found pictures of places he / she wants to visit on the dream holiday.	
4. The pupil wrote at least two sentences comparing the place he / she chose with another place. The pupil used adjectives.	
5. The pupil shared his / her dream holiday with a partner.	

Unit 5, page 170

Make up a chant for saving the environment.

1. The pupils made a list of things they want to do to save the environment.	
2. The pupils listed them in order of importance.	
3. The pupils made up a chant.	
4. The pupils used the future tense.	
5. The pupils added actions or used props.	
6. The pupils presented their chant to the class.	

Unit 6, page 177

Write 2-5 sentences about the movie or book.

1. The pupil wrote about the characters.	
2. The pupil used capital letters in the title and for the names of the characters.	
3. The pupil used adjectives.	
4. The pupil wrote his / her opinion.	
5. The pupil used <i>and</i> , <i>but</i> and <i>because</i> in the sentences.	

Unit 6, page 179

Choose one of the questions in exercise 6a and write your opinion.

1. The pupil wrote his / her opinion.	
2. The pupil used capital letters at the beginning of the sentences and for names.	
3. The pupil used adjectives.	
4. The pupil used words like <i>think</i> , <i>believe</i> , <i>feel</i> and <i>for example</i> in the sentences.	

Unit 6, page 181

Write 2-5 sentences about the kind of street food you like and want to taste.

1. The pupil wrote about street food that he / she likes and wants to taste.	
2. The pupil used commas to list the food he / she likes.	
3. The pupil used adjectives to describe the food.	
4. The pupil used <i>because</i> to explain why.	

Unit 6, page 183

Write a list of at least four rules for table manners.

1. The pupil wrote a list of rules for table manners.	
2. The pupil put the most important rule first.	
3. The pupil used the imperative in the rules.	
4. The pupil used words like <i>always</i> and <i>never</i> in the rules.	

Unit 6, page 185

Write 2-5 sentences about how you get the news and what kind of news you think is the most interesting.

1. The pupil wrote about how he / she gets the news.	
2. The pupil wrote about the most interesting kind of news.	
3. The pupil used adjectives to compare.	
4. The pupil used words like <i>I think</i> to talk about his / her opinion.	

Unit 6, page 187

Write 2-5 sentences about the invention you think was the most important.

1. The pupil wrote about what he / she thinks is the most important invention.	
2. The pupil explained why it is the most important.	
3. The pupil used <i>and</i> , <i>but</i> and <i>because</i> in the sentences.	
4. The pupil used dates and time expressions correctly.	

Unit 6, page 189

Who would you like to see in a performance – Stevie Wonder or Tai Lihua?

Write 2-5 sentences to say why.

1. The pupil wrote about who he / she would like to see perform.	
2. The pupil used <i>because</i> to explain why he / she chose Stevie Wonder or Tai Lihua.	
3. The pupil used adjectives.	
4. The pupil used capital letters for names and places.	

Unit 6, page 191

Write 2-5 sentences about Kevin's and your favorite time of year.

1. The pupil wrote about Kevin's favorite time of year.	
2. The pupil wrote about his / her favorite time of year.	
3. The pupil used adjectives to describe and compare.	
4. The pupil used <i>and</i> , <i>but</i> and <i>because</i> in the sentences.	

Assessment Rubric for ICT Tasks

Criteria	Mastery	Satisfactory	Needs Work
Use of technology (ICT skills)	<ul style="list-style-type: none"> • Proficient use of relevant digital media tool(s). • Independent user, little or no guidance necessary. 	<ul style="list-style-type: none"> • Adequate use of relevant digital media tool(s). • Some guidance necessary. 	<ul style="list-style-type: none"> • Little / No use of relevant digital media tool(s). • Unable to deal with the relevant technology.
Collaboration	<ul style="list-style-type: none"> • Actively collaborated / responded via digital media showing full awareness of context, audience and purpose. 	<ul style="list-style-type: none"> • Collaborated / Responded via digital media showing awareness of context, audience and purpose. 	<ul style="list-style-type: none"> • Little / No collaboration / response via digital media. Little / No awareness of context, audience and purpose.
Problem solving	<ul style="list-style-type: none"> • Student exhibits outstanding problem-solving ability. 	<ul style="list-style-type: none"> • Student exhibits good problem-solving ability. 	<ul style="list-style-type: none"> • Student exhibits poor problem-solving ability.
Creativity	<ul style="list-style-type: none"> • Very creative. 	<ul style="list-style-type: none"> • Creative. 	<ul style="list-style-type: none"> • Shows little creativity.
Presentation	<ul style="list-style-type: none"> • Highly effective use of digital media tools in presentation. 	<ul style="list-style-type: none"> • Effective use of digital media tools in presentation. 	<ul style="list-style-type: none"> • Poor / No use of digital media tools in presentation.