

EDU SERIES

GRADE 3-2021

ENGLISH LANGUAGE ACTIVITIES

SECTION A

TEACHER'S SCORING GUIDE

Name.....

Learner's Number

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Gender: Boy

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 Girl

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School Name.....

The grid below is to be filled by the teacher after marking the learner's work.

	Level 1	Level 2	Level 3	Level 4
Task 1				
Task 2				

Task 1

Instructions.

1. Teacher informs **all learners** that the task will be a face-to-face assessment therefore learners will be called into the assessment room when their time comes (one after the other)
2. The learner should be given a seat facing the teacher.
3. As each learner commences the Task 1, the teacher explains the expectations of the Task i.e. ***“I will be asking you questions in English and then you answer in English”***
4. The teacher asks the questions provided in Task 1.
5. The teacher indicates the end of Task 1 and introduces Task 2.
6. Teacher assesses the competency of the learner based on the provided assessment rubric and the teacher records.

Listening and speaking.

The teacher greets the learners, The Learner responds. The teacher asks the learner to sit, the teacher says, “I am teacher _____, I would like you to tell me about your school.”

- A. What is your name?
- B. What is the name of your school?
- C. Why do you like your school?
- D. Which sport do you like? Why do you like the sport?
- E. When your teacher is not in class what do you do?

Task 2

Instructions.

1. The teacher explains to the learner the expectations of Task 2 i.e ***“Now I want you to kindly read aloud this passage”*** (as the teacher points the passage)
2. As the learner reads the teacher listens to the learner and times her/him for one minute.
3. The teacher will indicate with a stroke (/) the point where the learner reaches in the passage at the end of one minute.
4. Teacher allows the learner to continue to read to the end of the passage.
5. Teacher will underline all the words the learner could not read correctly or had difficulty pronouncing.
6. The teacher indicates on the scoring guide the number of words the learner read correctly. (total number of words read minus the words read with errors)
7. Teacher assesses the competency of the learner based on the provided assessment rubric and the teacher records.
8. The teacher must have an assessment sheet for each learner for Task 2.

Reading Aloud.

One day during the holidays, Kipruto's mother wanted to go to the market. She left Kipruto to look after the goats.

“I have left a plate of rice and beans on the table for lunch” his mother told him before she left.

“Yes mother,” Kipruto answered happily.

Immediately after his mother left, Kipruto took his herding stick and drove the goats towards Vulia Plains. They formed a long line like that of Safari ants during the rainy season.

“Hey, let us go!” Kipruto shouted at the goats when they tried to stop and eat grass on the way.

ASSESSMENT RUBRICS

Task 1- Listening and speaking skills.

CRITERIA	EXCEEDING EXPECTATIONS LEVEL 4	MEETING EXPECTATIONS LEVEL 3	APPROACHING EXPECTATIONS LEVEL 2	BELOW EXPECTATIONS LEVEL 1
Listens and responds appropriately to relevant information in a variety of contexts, while expressing self confidently using the language structures and the vocabulary required for interaction with others.	Maintains eye contact and correct sitting posture. Responds to oral questions using complete correct grammatical structures and appropriate expressions. Uses correct tonal variation, pronunciation and appropriate facial expressions when responding to oral questions. Can use interjections and wide range of vocabulary with ease	Maintains eye contact and correct sitting posture, responds to oral questions using complete correct grammatical structures and appropriate vocabulary. Uses appropriate facial expressions when responding to oral questions.	Occasionally observes correct sitting posture and eye contact. Responds to oral questions using some incomplete grammatical structures with some grammatical errors. Communication is hampered by limited vocabulary.	Mostly avoids eye contact and has inappropriate sitting posture. Mostly uses broken and incomplete grammatical structures with many grammatical errors. Or gives one word responses.

Task 2- Reading Aloud (Oral Reading)

CRITERIA	EXCEEDING EXPECTATIONS LEVEL 4	MEETING EXPECTATIONS LEVEL 3	APPROACHING EXPECTATIONS LEVEL 2	BELOW EXPECTATIONS LEVEL 1
Reads aloud quickly, accurately and with expression.	<p>Reads aloud more than 90 words in one minute.</p> <p>Reads connected texts quickly, accurately and with appropriate expressions (tonal variations and facial expressions)</p> <p>Correctly identifies all words in the text.</p> <p>Correctly observes the use of punctuation in the text.</p> <p>Pronounces all words correctly.</p>	<p>Reads aloud 90 words in one minute.</p> <p>Reads connected texts quickly, accurately and with appropriate expressions.</p> <p>Correctly identifies most words.</p> <p>Correctly observes the use of punctuations in the text.</p> <p>Pronounces most of the words correctly.</p>	<p>Reads aloud less than 90 words in one minute with hesitation.</p> <p>Reads most of the text accurately with minimal tonal variations and facial expressions.</p> <p>Observes the use of some punctuation marks in a text.</p> <p>Pronounces most of the words correctly.</p>	<p>Reads aloud less than 90 words of the text in one minute with prolonged hesitations and repetitions.</p> <p>Reads word by word with numerous errors, with no expressions. Has difficulty observing the use of punctuation marks in the text.</p> <p>Pronounces few words correctly.</p>