

EVALUACIÓN DE LOS APRENDIZAJES

SCHOOL YEAR:	2020-2021	QUIMESTRE:	2	SUBJECT:	Language Arts
TEACHER:	Maria José Flores	GRADE-COURSE:	4EGB	CLASS:	A,B,C
DATE:		SCORE:/20		

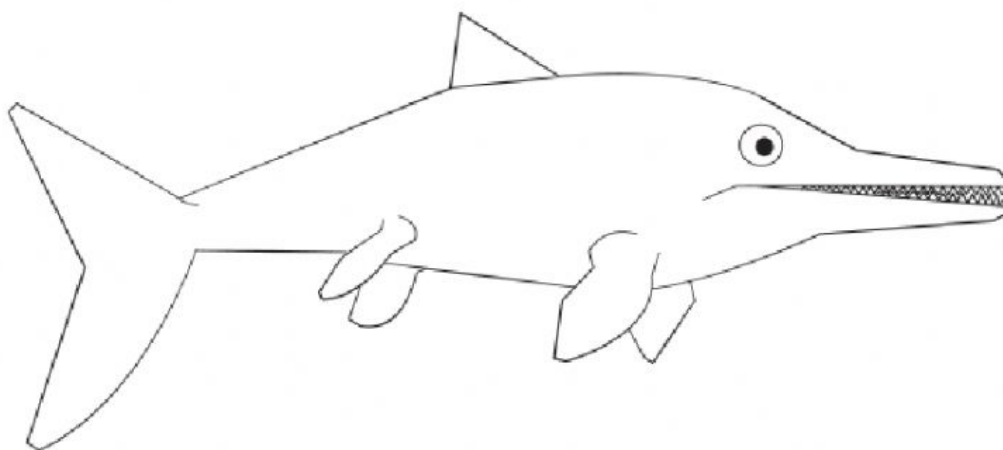
UNIT'S NAME: Under the Sea / Gadgets / In the Hospital / Around the world/Holiday plans	
DCD TO BE EVALUATED	EVALUATION CRITERIA CONSIDERED IN THE EVALUATION
<p>EFL.2.1.1. Exchange basic introductions and limited personal information in class using simple present tense in order to get to know their peers. (Example: where one lives or goes to school, etc.)</p> <p>EFL.2.1.9. Communicate to peers and teacher when something is not understood in class through the use of simple basic questions. EFL.2.1.10. Recognize when to speak and when to listen while working in pairs or small groups in class by following classroom instructions and simple commands.</p> <p>EFL.2.2.1. Understand meanings expressed in short dialogues on familiar topics, as well as basic spoken instructions and simple questions about self, people, animals, or things, especially when spoken slowly and clearly. (Example: greetings, short phrases, basic range of classroom instructions, common personal information questions: What's your name? etc.)</p> <p>EFL.2.2.6. Enjoy extensive listening in English. Example: listen to stories, watch short movies, experience song lyrics or poetry, etc.)</p> <p>EFL.2.2.3. Recognize familiar names, words, and short phrases about simple everyday topics whether heard in isolation or within short, simple spoken texts describing people and objects. (Example: vocabulary about self, family, friends and immediate surroundings at school and home, adjectives for color and size, etc.)</p> <p>EFL.2.2.4. Identify items of specific information within simple messages or from short and simple descriptions about familiar contexts, especially if visual support is provided. (Example: letters of the alphabet, numbers, prices and times, days, dates and months, etc.)</p> <p>EFL.2.2.11. Produce simple, mainly isolated utterances using very short phrases and sometimes individual words, possibly with slow and/or hesitant delivery. (Example: words, phrases and short sentences about people, animals, things, etc.)</p> <p>EFL.2.3.1. Demonstrate basic reading comprehension skills by identifying the meaning of individual words, phrases, and sentences, including simple written instructions.</p> <p>EFL.2.3.2. Read a short simple text (online or print) and demonstrate understanding of the gist and some basic details of the content.</p>	<p>I.EFL.2.3.1. Learners can use basic personal information and expressions of politeness in short dialogues or conversations. (J.2, J.3)</p> <p>I.EFL.2.6.1. Learners can understand short and simple spoken texts well enough to be able to pick out key items of information. Ref. (I.3)</p> <p>I.EFL.2.8.1. Learners can pronounce most familiar vocabulary items accurately. They can also produce some phrases and short sentences clearly.</p> <p>I.EFL.2.9.1. Learners can express basic ideas, initiate conversations, possibly with slow and/or hesitant delivery.</p> <p>I.EFL.2.10.1. (I.3) Learners can interact effectively using a range of basic functional exponents for interpersonal conversations in everyday contexts, providing speech is slow and clear. Learners can request repetition or clarification.</p> <p>I.EFL.2.13.1. Learners can understand a short simple environmental print text type and successfully complete a simple task. (Example: a sign, notice, menu, etc.) (I.3)</p> <p>I.EFL.2.14.1. Learners can successfully use simple online and print learning resources. (Example: flashcards, picture dictionaries, word lists, etc.) (I.2)</p> <p>I.EFL.2.15.1. Learners can use simple graphic organizers to show that they can understand a short simple text. (Example: maps, diagrams, bar charts, Venn diagrams, etc.) (I.4).</p> <p>I.EFL.2.18.1. Learners can write short simple phrases and sentences to show that they know how to use simple grammar or vocabulary items. (I.3, I.4).</p>

GENERAL INSTRUCTIONS:

- Read the questions carefully.
- You have **60 minutes** to complete the evaluation.
- If you have finished, go through the exam carefully and send it to your teacher.

1) Listen and write was, wasn't, were or weren't.

Mark...../2



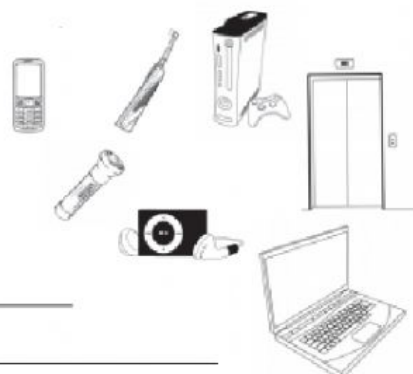
- 1 A long time ago, there were a lot of ichthyosaurs in the ocean.
- 2 The ichthyosaur _____ a dinosaur.
- 3 It _____ very good at swimming.

2) Look at the pictures, then write the words.

Mark...../3

You use this:

- 1 to listen to music. mp3 player
- 2 to go upstairs and downstairs. _____
- 3 to brush your teeth. _____
- 4 when the weather is very hot. _____



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3) Look at the pictures, then complete the sentences.

Mark...../2

cheap beautiful fast ~~funny~~ happy expensive

1  Tom is the funniest.

2  Fido is _____ dog.

3  Sylvia is _____ child in the class.

Mark...../3

4) Read, choose and write the correct words.

Last Saturday, Louise ¹ woke up at nine o'clock. Her mum
² said 'Happy Birthday!' She ³ gave her a ball.
 Louise ⁴ _____ to the park. She played with her friend, Carolina.
 They ⁵ _____ hungry so they ⁶ _____ an ice cream.

- | | | |
|-------------------|--------------------|-----------------|
| 1 wake up | woke up | wakes up |
| 2 said | say | says |
| 3 give | gives | gave |
| 4 go | went | goes |
| 5 is | was | were |
| 6 had | has | have |

5) Write the countries.

Mark...../3

1



E g y p t

4



S pain

2



I ndia

5



B _____

3



C _____








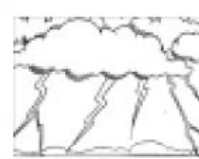




6



A _____

6) Listen and draw lines.

Mark...../2

Monday		(a) 
Tuesday		(b) 
Wednesday		(c) 
Thursday		(d) 
Friday		(e) 
Saturday		(f) 

Mark...../2

7) Complete the words.

1



cough

2



Stomach-ache

3



Ear-ache

4



Tooth-ache

5



6



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8) Speaking activity. Describe the image your teacher shows you.



Question	Marks
In my picture there is a tree in the classroom.	/1
In my picture there is a grandma in the classroom.	/1
In my picture the umbrella is blue and white.	/1

ASSESSMENT: *Each correct answer is worth 1 point.
 The total score of the exam is 20/20= 10/10*