

تم تحميل هذا الملف من موقع المناهج العمانية



الملف نموذج الإجابة للاختبار تشخيصي وأسئلة اختبارية

[موقع المناهج](#) ⇐ [المناهج العمانية](#) ⇐ [الصف الثالث](#) ⇐ [لغة انجليزية](#) ⇐ [الفصل الأول](#)

روابط مواقع التواصل الاجتماعي بحسب الصف الثالث



روابط مواد الصف الثالث على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

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[التربية الاسلامية](#)

المزيد من الملفات بحسب الصف الثالث والمادة لغة انجليزية في الفصل الأول

<a href="#">كتاب التلميذ book Class</a>	1
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<a href="#">تحميل ملفات الاستماع</a>	3
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LISTENING 1 (5 mks)		LISTENING 2 (5 mks)	
1.	B	A.	2
2.	C	B.	5
3.	C	C.	3
4.	B	D.	4
5.	A	E.	1
<p><i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i></p>			

READING 1 (5 mks)		READING 2 (5 mks)	
1.	a fat cat	6.	E
2.	between the boxes	7.	C
3.	brush my teeth	8.	A
4.	playing volleyball	9.	B
5.	dining room	10.	D
<p><i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i></p>		<p><i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i></p>	

WRITING 1 (A) (3 mks))	WRITING 1 (B) (3 mks)
1. <u>train</u> 2. <u>star</u> 3. <u>coat</u>	1. 12 2. 14 3. 16
<i>Notes: One mark each. Responses must be indicated clearly.</i>	<i>Notes: One mark each. Responses must be indicated clearly.</i>

WRITING 2 (4 mks)	
4	<ul style="list-style-type: none"> <li>- Word order and spelling are consistently correct.</li> <li>- Use of capital letters, full stops, and question marks is very accurate.</li> <li>- Handwriting is very clear.</li> </ul>
3	<ul style="list-style-type: none"> <li>- Word order and spelling are reasonably correct.</li> <li>- Use of capital letters, full stops and question marks is sometimes inaccurate.</li> <li>- Handwriting is reasonably clear.</li> </ul>
2	<ul style="list-style-type: none"> <li>- Word order and spelling are often incorrect.</li> <li>- Use of capital letters, full stops and question marks is often inaccurate.</li> <li>- Handwriting is often unclear.</li> </ul>
1	<ul style="list-style-type: none"> <li>- Word order and spelling are almost always incorrect.</li> <li>- Use of capital letters, full stops and question marks is almost always inaccurate.</li> <li>- Handwriting is almost always unclear.</li> </ul>
0	<p><i>No attempt at the task:</i> <u>EITHER</u> Irrelevant. (Completely unrelated to the picture)  <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

<b>SPEAKING 1 (5 mks)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>– Meaning is almost always clear.</li> <li>– Language is mostly correct.</li> <li>– Pronunciation is always easy to understand.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Meaning is usually clear.</li> <li>– Language is reasonably correct.</li> <li>– Pronunciation is usually easy to understand.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Meaning is sometimes unclear.</li> <li>– Language is quite often incorrect.</li> <li>– Pronunciation is sometimes difficult to understand.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Meaning is often unclear.</li> <li>– Language is frequently incorrect.</li> <li>– Pronunciation is often difficult to understand.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>– Has serious difficulty in communicating any meaning.</li> <li>– Language is almost always incorrect.</li> <li>– Pronunciation is almost always difficult to understand.</li> </ul>

<b>SPEAKING 2 (5 mks)</b>	
<b>5</b>	<ul style="list-style-type: none"> <li>– Contributions are almost always clear and appropriate.</li> <li>– Is quick to initiate and respond.</li> <li>– Pronunciation is always easy to understand.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>– Contributions are mostly clear and appropriate.</li> <li>– Some searching for words, but not seriously interrupting interactions.</li> <li>– Pronunciation is usually easy to understand.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>– Contributions are sometimes unclear or inappropriate.</li> <li>– Hesitation sometimes holds up the interaction.</li> <li>– Pronunciation is sometimes difficult to understand.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>– Contributions are often unclear or inappropriate.</li> <li>– Slow speech and pauses require patience from the other participant(s).</li> <li>– Pronunciation is often difficult to understand.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>– Contributions are almost always unclear or inappropriate.</li> <li>– Slow speech and pauses require a lot of patience from the other participant(s).</li> <li>– Pronunciation is almost always difficult to understand.</li> </ul>

At the end of the test, the various marks awarded to each student are added together to produce a total mark representing his/her overall achievement in English. This mark is then converted into a corresponding level of performance, as follows:

<b>LEVEL</b>	<b>Descriptor</b>	<b>Mark Range</b>	<b>Remedial Plan</b>
<b>1</b>	Outcome was completely achieved	4-5	No need for remedial plan
<b>2</b>	Outcome was partially achieved	2-3	Needs partial remedial plan
<b>3</b>	Outcome was not achieved	0-1	Needs full remedial plan

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