

تم تحميل هذا الملف من موقع المناهج العمانية



# موقع المناهج العمانية

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الملف نموذج الإجابة للاختبار التشخيصي والقصير نموذج أول

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روابط مواقع التواصل الاجتماعي بحسب الصف الرابع



روابط مواد الصف الرابع على تلغرام

[الرياضيات](#)

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

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[اختبار قصير نموذج 1](#)

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## LISTENING 1 (5 mks)

A. example : 0

B. 5

C. 3

D. 3

E. 1

F. 4

Notes: One mark each. Responses must be indicated clearly.

## LISTENING 2 (5 mks)

6. ☒ 2☐ 3☐ 47. ☒ black☐ brown☐ white8. ☐ bedroom☒ dining room☐ living room9. ☐ cooker☐ fridge☒ television10. ☐ behind☐ on☒ underNotes: One mark each. Responses must be indicated clearly.

READING 1 (5 mks)			READING 2 (5 mks)		
	True	False			
1.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6.	Last August/ August	
2.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7.	grandfather's farm /farm	
3.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	8.	a cake/ big cake	
4.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9.	her father/ father	
5.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10.	two/2.	
<i>Notes: One mark each. Responses must be indicated clearly.</i>			<i>Notes: One mark each. Complete accuracy in grammar and spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</i>		

WRITING 1 (5 mks)	
<b>5</b>	<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>
<b>4</b>	<ul style="list-style-type: none"> <li>– Word order and spelling are usually correct.</li> <li>– Use of capital letters, full stops and question marks is mostly accurate.</li> <li>– Handwriting is usually clear.</li> </ul>
<b>3</b>	<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>
<b>2</b>	<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>
<b>1</b>	<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 always unclear.</li> </ul>
<b>0</b>	<u>No attempt at the task:</u> <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense

WRITING 2 (5 mks)	
5	<ul style="list-style-type: none"> <li>– Meaning is always clear.</li> <li>– Grammar, vocabulary, spelling and punctuation are almost always correct.</li> <li>– Organisation/ layout are almost always appropriate to the text.</li> </ul>
4	<ul style="list-style-type: none"> <li>– Meaning is almost always clear.</li> <li>– Grammar, vocabulary, spelling and punctuation are usually correct.</li> <li>– Organisation/ layout are usually appropriate to the text.</li> </ul>
3	<ul style="list-style-type: none"> <li>– Meaning is usually clear.</li> <li>– Grammar, vocabulary, spelling and punctuation are reasonably correct.</li> <li>– Organisation/ layout are reasonably appropriate to the text.</li> </ul>
2	<ul style="list-style-type: none"> <li>– Meaning is sometimes unclear.</li> <li>– Grammar, vocabulary, spelling and punctuation are often incorrect.</li> <li>– Organisation/ layout are often inappropriate to the text.</li> </ul>
1	<ul style="list-style-type: none"> <li>– Meaning is rarely clear.</li> <li>– Grammar, vocabulary, spelling and punctuation are almost always incorrect.</li> <li>– Organisation/ layout are almost always inappropriate to the text.</li> </ul>
0	<p><u>No attempt at the task</u>: <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>

SPEAKING 1 (5 mks)	
<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>

SPEAKING 2 (5 mks)	
<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:

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

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