**Листы самооценки по одной теме для учащихся 2-ого класса**

**Лист самооценки 1 урок, 2 класс** *Фамилия Имя ученика \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| № | Этапы урока | excellent | tick | good | tick | bad | tick |
| 1. | Могу прочитать слова | ☺ |  | 😐 |  | ☹ |  |
| 2. | Могу прочитать стихотворение | ☺ |  | 😐 |  | ☹ |  |
| 3. | Могу перевести слова | ☺ |  | 😐 |  | ☹ |  |
| 4. | Могу отгадать загадки | ☺ |  | 😐 |  | ☹ |  |

**Лист самооценки 2 урок, 2 класс** *Фамилия Имя ученика \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| № | Этапы урока | excellent | tick | good | tick | bad | tick |
| 1. | Читаю слова первого урока | ☺ |  | 😐 |  | ☹ |  |
| 2. | Читаю стихотворение | ☺ |  | 😐 |  | ☹ |  |
| 3. | Перевожу слова первого урока | ☺ |  | 😐 |  | ☹ |  |
| 4. | Отгадываю загадки | ☺ |  | 😐 |  | ☹ |  |
| 5. | Могу прочитать фразы | ☺ |  | 😐 |  | ☹ |  |
| 6. | Могу перевести фразы | ☺ |  | 😐 |  | ☹ |  |
| 7. | Могу спеть песенку | ☺ |  | 😐 |  | ☹ |  |

**Лист самооценки 3 урок, 2 класс** *Фамилия Имя ученика \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| № | Этапы урока | excellent | tick | good | tick | bad | tick |
| 1. | Читаю слова 1и2 уроков | ☺ |  | 😐 |  | ☹ |  |
| 2. | Читаю стихотворение | ☺ |  | 😐 |  | ☹ |  |
| 3. | Перевожу слова 1и2 уроков | ☺ |  | 😐 |  | ☹ |  |
| 4. | Отгадываю загадки | ☺ |  | 😐 |  | ☹ |  |
| 5. | Пою песенку “Jingle Bells” | ☺ |  | 😐 |  | ☹ |  |

**Лист самооценки 4 урок, 2 класс** *Фамилия Имя ученика \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| № | Этапы урока | excellent | tick | good | tick | bad | tick |
| 1. | Знаю слова 1и 2 уроков | ☺ |  | 😐 |  | ☹ |  |
| 2. | Читаю стихотворение | ☺ |  | 😐 |  | ☹ |  |
| 3. | Пою песенку “Jingle Bells” | ☺ |  | 😐 |  | ☹ |  |
| 4. | Я поняла «Рождественскую историю» | ☺ |  | 😐 |  | ☹ |  |
| 5. | Могу прочитать новые слова | ☺ |  | 😐 |  | ☹ |  |
| 6. | Могу перевести новые слова | ☺ |  | 😐 |  | ☹ |  |

**How well do you know / can you do the following?**

**Choose 1-5 point to assess your knowledge or skills.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** |
| **Vocabulary** | | | | | |
| Character qualities |  |  |  |  |  |
| Parts of the body |  |  |  |  |  |
| Appearance idioms |  |  |  |  |  |
| **Grammar** | | | | | |
| Present Tense |  |  |  |  |  |
| Dependent prepositions |  |  |  |  |  |
| Forming adjectives | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Reading** | | | | | |
| Reading for specific information “Teenagers” |  |  |  |  |  |
| A dialogue |  |  |  |  |  |
| Reading for detail “Little Women” |  |  |  |  |  |
| A letter to a friend |  |  |  |  |  |
| **Listening** | | | | | |
| Listening to a radio programme   1. Identifying speakers 2. Understanding rubrics |  |  |  |  |  |
| **Speaking** | | | | | |
| Expressing likes and dislikes (dialogue) |  |  |  |  |  |
| A two-minute talk about friends |  |  |  |  |  |
| **Writing** | | | | | |
| Writing a paragraph about what you like doing. |  |  |  |  |  |
| Writing an informal letter. |  |  |  |  |  |
| **Spotting on the Exam** | | | | | |
|  |  |  |  |  |  |
| **Listening** |  |  |  |  |  |
| **Reading** |  |  |  |  |  |
| **Use of English** |  |  |  |  |  |
| **Writing** |  |  |  |  |  |
| **Speaking** |  |  |  |  |  |
| **Progress Check** | | | | | |
| **points** | | | | | |

**Карточка для оценивания монологического высказывания**

**Assessment Card**

|  |  |  |  |
| --- | --- | --- | --- |
| Student: Vika Pashinina | | | |
| Speaking/Monologue “What is he doing?” | | | |
|  | Mark | Successful | Comments |
| Pronunciation | good |  | Must be corrected [r] |
| Intonation | good |  | Affirmative sentences |
| Time | excellent |  | 25 sec. |
| Grammar | excellent | Present Progressive/Present Simple |  |
| Content | excellent |  |  |
| Total | excellent |  |  |

**Лист самооценки на уроке с младшими школьниками**

|  |  |
| --- | --- |
| 1. Я активно работал на уроке | **+ -** |
| 1. Я внимательно слушал других учеников и учителя | **+ -** |
| 1. Я использовал английский язык для общения в классе | **+ -** |
| 1. Я отвечал на все вопросы учителя | **+ -** |
| 1. Я получил удовольствие от работы на уроке | **+ -** |
| 1. Итог урока |  |

**Лист самооценки после чтения текста**

|  |  |  |  |
| --- | --- | --- | --- |
| **Now I Can…(Теперь я умею…)** | Very  well | OK | Not very well |
| connect words to pictures |  |  |  |
| choose words from a list to complete short texts |  |  |  |
| understand and follow simple instructions |  |  |  |
| understand simple texts about other cultures |  |  |  |
| understand simple texts about other cultures |  |  |  |
| find specific, predictable information in simple everyday material such as advertisements, leaflets, menus and timetables |  |  |  |
| understand short simple letters |  |  |  |

**Лист самооценки после аудирования текста**

|  |  |  |  |
| --- | --- | --- | --- |
| **Now I Can…(Теперь я умею…)** | Very  well | OK | Not very well |
| understand and follow orders and instructions |  |  |  |
| connect what I hear to a picture, object, diagram, etc. |  |  |  |
| understand familiar words and simple phrases about myself, my family, my friends, my hobbies, etc. |  |  |  |
| hear/understand the main point in short, clear, simple messages and announcements |  |  |  |
| understand simple questions about me and my experience |  |  |  |
| understand and find important information from short recorded passages about everyday matters. |  |  |  |
| understand other people when they speak slowly and clearly. |  |  |  |

**Лист самооценки после сочинения**

|  |  |  |  |
| --- | --- | --- | --- |
| **Now I Can…(Теперь я умею…)** | Very  well | OK | Not very well |
| write the names of countries, animals, sports, food, etc. |  |  |  |
| write short, simple sentences and paragraphs about my family, my daily routine, etc. |  |  |  |
| write a very simple personal letter, for example, describing myself and my friend |  |  |  |
| write short, simple notes, postcards and stories |  |  |  |
| write short, simple notes, postcards and stories |  |  |  |

**Лист самооценки устной речи**

|  |  |  |  |
| --- | --- | --- | --- |
| **Now I Can…** | Very  well | OK | Not very well |
| greet other people and introduce myself |  |  |  |
| ask and answer simple questions about familiar topics (e.g. people, daily routines, habits, what I do in my free time, etc.) |  |  |  |
| talk about what I can see in a picture |  |  |  |
| sing a song |  |  |  |
| have a conversation about topics I know |  |  |  |
| give instructions |  |  |  |
| respond to everyday situations (e.g. invitations, suggestions, directions, etc.) |  |  |  |
| talk about people in the past and past activities |  |  |  |
| talk about my future plans |  |  |  |
| talk about personal changes |  |  |  |

**Лист самоанализа и самооценки обучающихся**

|  |  |  |
| --- | --- | --- |
| Мои действия | Причина выбора | Мой выбор |
| Я выбрал это задание, потому что… | оно самое легкое  оно самое трудное  оно интересное  другое (запиши) |  |
| Моя цель на уроке | закрепить материал  проверить свои знания  потренироваться  другое (запиши) |  |
| Самооценка | я доволен своим результатом  я не доволен своим результатом  Причина в том, что…  (напиши) |  |
| Что мне необходимо сделать, чтобы улучшить свои результаты | Заполняется при условии, если ребенок отметил «я не доволен своим результатом» | |