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 ФИО: Косенок Сергей Михайлович  
 Должность: ректор  
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## Оценочные материалы для промежуточной аттестации

### Дисциплина «Современные методы оценивания языковых умений учащихся» 6 семестр

Код, направление подготовки	45.03.02 Лингвистика
Направленность (профиль)	Теория и методика преподавания иностранных языков и культур
Форма обучения	Очная
Кафедра-разработчик	Лингвистики и переводоведения
Выпускающая кафедра	Лингвистики и переводоведения

### Типовые задания для контрольной работы:

#### Assessment Issues in TKT

##### Task 1. The role of error

For questions 1 – 7, match the statements with the types of mistakes listed A-C.

Statements	Types of mistakes
1. All beginners confuse the tenses in English.	A a slip
2. The learner was extremely tired. This made her forget lots of grammar.	
3. The learner was able to correct his own mistake.	
4. The learner's pronunciation was full of sounds from his own language.	B interference
5. Nearly all the learners, of whatever mother tongue, made mistakes with the word order in English Present Simple Tense question forms.	C a developmental error
6. He was very angry so he kept making mistakes.	
7. The learner kept using vocabulary based on her own language.	

##### Task 2. Assessment types and tasks

For questions 8-12, match the instructions with the terms listed A-F.

There is one extra option which you do not need to use.

Instructions	Terms
8. Read the sentences and complete the blanks with one word only.	A labeling
9. What are the names of these things? Write the name beside each picture.	B jumbled sentences
10. Draw a line between the words on the left and their meanings on the right.	C picture composition
11. Exchange ideas on the topic with your classmate.	D matching
12. Look at these and write the story they tell.	E gap-fill
	F discussion

##### Task 3. For questions 13-19, match the assessment activities with teacher's

comments listed A-H. There is one extra option which you don't need to use.

Assessment activities	Teacher's comments
13.close	A. When students act as "the teacher" and have to find their own mistakes, they learn a lot.
14.proofreading	

<p>15. sequencing 16. dictation 17. summary writing 18. interview 19. Information-gap</p>	<p><b>B.</b> It really makes students focus on what the most important information is in a text and how to express it clearly. <b>C.</b> With just two or three choices, students could guess which option is correct, so I always ask them to explain their answers. <b>D.</b> I give the students the first paragraph without any missing words, so that they understand the context, and then I take out every seventh word in the rest of the text. <b>E.</b> It's a good way of assessing speaking, but I find it difficult to listen and think about the language and interact with the student at the same time. <b>F.</b> It focuses on assessing listening, grammar, vocabulary, spelling and punctuation, but it's really difficult to mark. <b>G.</b> It's easy to mark but, if students get one item in the wrong order, it can make all the other items wrong, too. <b>H.</b> When partners exchange information, you can assess the speaking skills of both students.</p>
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**Task 4.** For questions 20 -25, match the correction techniques with the teacher's aims listed A-G. There is one extra option which you do not need to use.

<p><b>Correction techniques</b> 20.The teacher decided to ignore the mistakes which she heard students making in their role-plays. 21.The teacher used finger correction, highlighting what the missing word in the question was. 22.The teacher reformulated a young learner's utterance. 23.The teacher puts students into groups and asked them to read and comment on each others' written summaries. 24.The teacher pointed at a symbol on the phonemic chart. 25.The teacher drew a time line on the board showing the difference between the present simple and present continuous after several students had used the wrong tense.</p>	<p><b>Teacher's aims</b> <b>A</b> to expose students to corrections without them being conscious of it <b>B</b> to focus on pronunciation <b>C</b> to focus on fluency and give students encouragement <b>D</b> to develop understanding of language use by using a visual representation <b>E</b> to focus students on features of connected speech <b>F</b> to encourage self-correction <b>G</b> to encourage peer correction</p>
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## Типовые вопросы к экзамену:

1. Основные понятия в области оценки и контроля языковых знаний.
2. Каковы функции и виды контроля?
3. Каковы приемы диагностики и контроля иноязычной компетенции студентов?
4. Каковы достоинства и недостатки тестового контроля?
5. Какие лингводидактические тесты используются для языкового контроля?
6. Подход к оценке достижения планируемых результатов используются в практике обучения?
7. Основные изменения в системе оценивания в связи с переходом на ФГОС ОО.
8. Общеввропейской школы оценивания языкового уровня (CEFR).
9. Требования ФГОС ВО РФ в области иностранных языков.
10. Виды оценивания языковых умений (формативное и суммативное).
11. Функции и виды лингводидактического тестирования.
12. Тестовые приемы диагностики и контроля лексико-грамматических знаний.
13. Контроль умений аудирования: контроль понимания на слух основного содержания звучащих текстов монологического и диалогического характера в рамках изучаемых тем; контроль понимания на слух выборочной необходимой информации в объявлениях, информационной рекламе, значимой/запрашиваемой информации из несложных аудио- и видеотекстов; контроль полного понимания текстов монологического и диалогического характера в наиболее типичных ситуациях повседневного и элементарного профессионального общения?
14. Контроль умений чтения: контроль понимания основного содержания сообщений, несложных публикаций научно-познавательного характера, отрывков из произведений художественной литературы; контроль полного и точного понимания информации прагматических текстов, публикаций научно-популярного характера, отрывков из произведений художественной литературы; контроль выборочного понимания необходимой/интересующей информации из текста статьи, проспекта.
15. Контроль сформированности умений письменной речи: критерии оценивания письменных заданий в КИМах ОГЭ и ЕГЭ.
16. Требования к умениям устной речи в ФГОС ОО.
17. Методика проведения контроля и оценки умений говорения.
18. Критерии оценивания выполнения заданий устной части экзаменов ОГЭ и ЕГЭ.

## Практическое задание

1. Проанализируйте материалы по говорению ресурсного сайта Макмиллан <http://www.macmillan.ru/teachers/state-exams/>.
2. Оцените эффективность онлайн тренажера [<http://www.macmillan.ru/teachers/state-exams/speaking/>].

## Практическое задание:

1. Проанализируйте типы заданий в письменной части экзаменов ОГЭ и ЕГЭ. Открытый банк заданий. [www.fipi.ru](http://www.fipi.ru)
2. Проанализируйте типы заданий в международных экзаменах на сайте [www.cambridgeenglish.org/exams](http://www.cambridgeenglish.org/exams)
3. Проверьте работу выпускника, проставьте баллы по всем критериям в Дополнительной схеме оценивания.

**Задание 1 для учащегося**

You have 20 minutes to do this task.

You have received a letter from your New Zealand pen-friend Ann who writes:

*...We are going to visit Moscow in September. What's the weather like then? Do we need to bring our warm coats? My Mum is a vegetarian, she eats lots of fruit. What sort of fruit will she find in Russia? My Dad would like you to tell us what we could visit in a week.*

*By the way, yesterday I bought the necessary vegetables and cooked Russian borsch. Thank you for the recipe. Everyone liked it very much...*

Write a letter to Ann.

In your letter:

- answer her questions,
- ask 3 questions about her favourite food.

Write 100 – 140 words.

Remember the rules of letter writing.

**Экзаменационная работа выпускника**

*New Zealand*

*August 24, 2016*

*Dear Ann,*

*Thanks for your letter. You are going to Moscow in September! It's great!*

*September is a month of Indian summer. It's time for fruit and vegetables. Everywhere in Moscow shops you can buy apples, bananas, pears, grapes, cucumber, tomatoes, beetroot, cabbage and what not. The forecast says that September this year will be warm and clean with a lot of sunshine. I think you will need only light summer clothes and a light jacket for evening walks. To your father I sent a map with Moscow sights. You can study it and choose the most interesting places for you to visit.*

*I'm glad that you liked a Russian borsch. Are you a vegetarian? What is your favourite food? What national kitchen do you prefer?*

*Got to go – my dad's calling me. See you soon!*

*Best wishes,*

*Tamara*

Письменное высказывание с элементами рассуждения «Ваше мнение»

4. Проверьте работу выпускника по заданию на письменное высказывание с элементами рассуждения «Ваше мнение» и проставьте баллы по всем критериям в Дополнительной схеме оценивания.

**Задание для учащегося**

You have 40 minutes to do this task.

Comment on the following statement.

Some of my friends say there's nothing better than reading a good book while others would rather watch its film version.

What is your opinion? How would you prefer to get to know the characters and the plot of the book?

Write 200-250 words.

**Use the following plan:**

- make an introduction (state the problem);
- express your personal opinion and give reasons for it;
- give arguments for the other point of view and explain why you don't agree with it;
- draw a conclusion.

Ответ для оценивания

*Many people think that reading book is better than see film version this book.*

*I think reading book is better because you see characters of heros. You see them eyes author. Moreover you know all about them and about situation, which that happened. In films we don't see all details, as a result of we don't understand the hero. In addition reading give us satisfaction, develop our brain. Books give us life experience. In order to we will not make mistakes. I like reading. I agree with our government which teached us literature and Art in generally.*

*On the other hand reading is very boring and reading spent very long time. Now people are very busy and they want to be fashionable and cool. Mass Media now it is very cool, fashionable and modern and glamour. All want to go on TV sets or TV shows, they want to be super star. Films are bad now. They films in very short time whereas they dropped out information from plot of book. Essentially, they want play a very good film, but they change book with her heroes. I think our media mustn't play films with bad plot.*

*To sum, I think people need in good literature. People must read books, because it is very attractive.*