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| **Анализ результатов СОР и СОЧ за 1 четверть по предмету Английский язык** | | | | | | | | | | | | |  |  |
| Класс: 3 б |  | |  | | | |  | |  | | |  |  |  |
| Количество учащихся: 2 | | |  | | | |  | |  | | |  |  |  |
| Педагог: Алиева Б. Д. | | |  | | | |  | |  | | |  |  |  |
| Цель: |  | |  | | | |  | |  | | |  |  |  |
| Анализ результатов СОР и СОЧ | | | | | | |  | |  | | |  |  |  |
| Предмет | Ученик | | Максимальный балл | | | | Процентное содержание баллов суммативного оценивания | | | | | | % качества | % успеваемости |
| низкий | | средний | | | высокий |
| 0 - 39 % | | 40 - 84 % | | | 85 - 100 % |
|  |  | |  | | | | Количество учеников | | | | | |  |  |
| СОР 1 | 2 | | 9 | | | | 0 | | 0 | | | 2 | 100 | 100 |
| СОР 2 | 2 | | 7 | | | | 0 | | 0 | | | 2 | 100 | 100 |
| СОЧ | 2 | | 16 | | | | 0 | | 0 | | | 2 | 100 | 100 |
|  |  | |  | | | |  | |  | | |  |  |  |
|  | Достигнутые цели | | | | | | | | | | | Цели, вызвавшие затруднения | | |
| СОР 1 | 3.1.5.1 (3.L5) Distinguish between phonemically distinct words  3.2.1.1 (3.S1) Make basic statements which provide personal  information on a limited range of general topics | | | | | | | | | | | 3.2.1.1 (3.S1) Make basic statements which provide personal  information on a limited range of general topics | | |
| СОР 2 | 3.3.5.1 (3.R5) Understand the main points of short simple texts on a  limited range of familiar general and some curricular topics by using  contextual clues  3.4.5.1 (3.W5) Link with support words or phrases using basic  coordinating connectors | | | | | | | | | | | 3.4.5.1 (3.W5) Link with support words or phrases using basic  coordinating connectors | | |
| СОЧ | 3.1.6.1 (3.L6) Understand some specific  information and detail of short, supported  information or talk on a limited range of  general and some curricular topics  3.3.5.1 (3.R5) Understand the main points  of short simple texts on a limited range of  familiar general and some curricular topics  by using contextual clues  3.4.1.1 (3.W1) Plan, write and check short  sentences with considerable support on a  limited range of personal, general and  some curricular topics | | | | | | | | | | | 3.5.3.1 (3.UE3) Use adjectives, including  possessive adjectives, on a limited range of  general and some curricular topics to  describe things; use simple one-syllable  and some two-syllable adjectives | | |
|  |  | |  | | | |  | |  | | |  |  |  |
| 1. Анализ результатов СОР и СОЧ показал следующий уровень знаний у обучающихся: | | | | | | | | | | | | | |  |
|  | Низкий (Н): 0 - 39 % | | | | | | Средний (С): 40 - 84 % | | | | | | Высокий (В): 85 - 100 % | |
| СОР 1 | - | | | | | | - | | | | | | Айшев Самир  Сулейменов Хазрет | |
| СОР 2 | - | | | | | | - | | | | | | Айшев Самир  Сулейменов Хазрет | |
| СОЧ | - | | | | | | - | | | | | | Айшев Самир  Сулейменов Хазрет | |
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| Фамилия, имя, отчество (при его наличии) педагога: Ботагөз Дулатқызы Алиева | | | | | | | | | | | | | |  |

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| **Анализ результатов СОР и СОЧ за 2 четверть по предмету Английский язык** | | | | | | | | | | | | |  |  |
| Класс: 3 б |  | |  | | | |  | |  | | |  |  |  |
| Количество учащихся: 2 | | |  | | | |  | |  | | |  |  |  |
| Педагог: Алиева Б. Д. | | |  | | | |  | |  | | |  |  |  |
| Цель: |  | |  | | | |  | |  | | |  |  |  |
| Анализ результатов СОР и СОЧ | | | | | | |  | |  | | |  |  |  |
| Предмет | Ученик | | Максимальный балл | | | | Процентное содержание баллов суммативного оценивания | | | | | | % качества | % успеваемости |
| низкий | | средний | | | высокий |
| 0 - 39 % | | 40 - 84 % | | | 85 - 100 % |
|  |  | |  | | | | Количество учеников | | | | | |  |  |
| СОР 1 | 2 | | 9 | | | | 0 | | 0 | | | 2 | 100 | 100 |
| СОР 2 | 2 | | 7 | | | | 0 | | 0 | | | 2 | 100 | 100 |
| СОЧ | 2 | | 16 | | | | 0 | | 0 | | | 2 | 100 | 100 |
|  |  | |  | | | |  | |  | | |  |  |  |
|  | Достигнутые цели | | | | | | | | | | | Цели, вызвавшие затруднения | | |
| СОР 1 | 3.1.5.1 (3.L5) Distinguish between phonemically distinct words  3.2.1.1 (3.S1) Make basic statements which provide personal  information on a limited range of general topics | | | | | | | | | | | 3.2.1.1 (3.S1) Make basic statements which provide personal  information on a limited range of general topics | | |
| СОР 2 | 3.3.5.1 (3.R5) Understand the main points of short simple texts on a  limited range of familiar general and some curricular topics by using  contextual clues  3.4.5.1 (3.W5) Link with support words or phrases using basic  coordinating connectors | | | | | | | | | | | 3.4.5.1 (3.W5) Link with support words or phrases using basic  coordinating connectors | | |
| СОЧ | 3.1.6.1 (3.L6) Understand some specific  information and detail of short, supported  information or talk on a limited range of  general and some curricular topics  3.3.5.1 (3.R5) Understand the main points  of short simple texts on a limited range of  familiar general and some curricular topics  by using contextual clues  3.4.1.1 (3.W1) Plan, write and check short  sentences with considerable support on a  limited range of personal, general and  some curricular topics | | | | | | | | | | | 3.5.3.1 (3.UE3) Use adjectives, including  possessive adjectives, on a limited range of  general and some curricular topics to  describe things; use simple one-syllable  and some two-syllable adjectives | | |
|  |  | |  | | | |  | |  | | |  |  |  |
| 1. Анализ результатов СОР и СОЧ показал следующий уровень знаний у обучающихся: | | | | | | | | | | | | | |  |
|  | Низкий (Н): 0 - 39 % | | | | | | Средний (С): 40 - 84 % | | | | | | Высокий (В): 85 - 100 % | |
| СОР 1 | - | | | | | | - | | | | | | Айшев Самир  Сулейменов Хазрет | |
| СОР 2 | - | | | | | | - | | | | | | Айшев Самир  Сулейменов Хазрет | |
| СОЧ | - | | | | | | - | | | | | | Айшев Самир  Сулейменов Хазрет | |
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| Фамилия, имя, отчество (при его наличии) педагога: Ботагөз Дулатқызы Алиева | | | | | | | | | | | | | |  |

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| **Анализ результатов СОР и СОЧ за 3 четверть по предмету Английский язык** | | | | | | | | | | | | |  |  |
| Класс: 3 б |  | |  | | | |  | |  | | |  |  |  |
| Количество учащихся: 2 | | |  | | | |  | |  | | |  |  |  |
| Педагог: Алиева Б. Д. | | |  | | | |  | |  | | |  |  |  |
| Цель: |  | |  | | | |  | |  | | |  |  |  |
| Анализ результатов СОР и СОЧ | | | | | | |  | |  | | |  |  |  |
| Предмет | Ученик | | Максимальный балл | | | | Процентное содержание баллов суммативного оценивания | | | | | | % качества | % успеваемости |
| низкий | | средний | | | высокий |
| 0 - 39 % | | 40 - 84 % | | | 85 - 100 % |
|  |  | |  | | | | Количество учеников | | | | | |  |  |
| СОР 1 | 2 | | 10 | | | | 0 | | 0 | | | 2 | 100 | 100 |
| СОР 2 | 2 | | 8 | | | | 0 | | 0 | | | 2 | 100 | 100 |
| СОЧ | 2 | | 16 | | | | 0 | | 0 | | | 2 | 100 | 100 |
|  |  | |  | | | |  | |  | | |  |  |  |
|  | Достигнутые цели | | | | | | | | | | | Цели, вызвавшие затруднения | | |
| СОР 1 | 3.1.5.1 (3.L5) Distinguish between phonemically distinct words  3.2.1.1 (3.S1) Make basic statements which provide personal  information on a limited range of general topics | | | | | | | | | | | 3.2.1.1 (3.S1) Make basic statements which provide personal  information on a limited range of general topics | | |
| СОР 2 | 3.3.5.1 (3.R5) Understand the main points of short simple texts on a  limited range of familiar general and some curricular topics by using  contextual clues  3.4.5.1 (3.W5) Link with support words or phrases using basic  coordinating connectors | | | | | | | | | | | 3.4.5.1 (3.W5) Link with support words or phrases using basic  coordinating connectors | | |
| СОЧ | 3.1.6.1 (3.L6) Understand some specific  information and detail of short, supported  information or talk on a limited range of  general and some curricular topics  3.3.5.1 (3.R5) Understand the main points  of short simple texts on a limited range of  familiar general and some curricular topics  by using contextual clues  3.4.1.1 (3.W1) Plan, write and check short  sentences with considerable support on a  limited range of personal, general and  some curricular topics | | | | | | | | | | | 3.5.3.1 (3.UE3) Use adjectives, including  possessive adjectives, on a limited range of  general and some curricular topics to  describe things; use simple one-syllable  and some two-syllable adjectives | | |
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| 1. Анализ результатов СОР и СОЧ показал следующий уровень знаний у обучающихся: | | | | | | | | | | | | | |  |
|  | Низкий (Н): 0 - 39 % | | | | | | Средний (С): 40 - 84 % | | | | | | Высокий (В): 85 - 100 % | |
| СОР 1 | - | | | | | | - | | | | | | Айшев Самир  Сулейменов Хазрет | |
| СОР 2 | - | | | | | | - | | | | | | Айшев Самир  Сулейменов Хазрет | |
| СОЧ | - | | | | | | - | | | | | | Айшев Самир  Сулейменов Хазрет | |
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| Фамилия, имя, отчество (при его наличии) педагога: Ботагөз Дулатқызы Алиева | | | | | | | | | | | | | |  |

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| **Анализ результатов СОР и СОЧ за 4 четверть по предмету Английский язык** | | | | | | | | | | | | |  |  |
| Класс: 3 б |  | |  | | | |  | |  | | |  |  |  |
| Количество учащихся: 2 | | |  | | | |  | |  | | |  |  |  |
| Педагог: Алиева Б. Д. | | |  | | | |  | |  | | |  |  |  |
| Цель: |  | |  | | | |  | |  | | |  |  |  |
| Анализ результатов СОР и СОЧ | | | | | | |  | |  | | |  |  |  |
| Предмет | Ученик | | Максимальный балл | | | | Процентное содержание баллов суммативного оценивания | | | | | | % качества | % успеваемости |
| низкий | | средний | | | высокий |
| 0 - 39 % | | 40 - 84 % | | | 85 - 100 % |
|  |  | |  | | | | Количество учеников | | | | | |  |  |
| СОР 1 | 2 | | 9 | | | | 0 | | 0 | | | 2 | 100 | 100 |
| СОР 2 | 2 | | 9 | | | | 0 | | 0 | | | 2 | 100 | 100 |
| СОЧ | 2 | | 16 | | | | 0 | | 0 | | | 2 | 100 | 100 |
|  |  | |  | | | |  | |  | | |  |  |  |
|  | Достигнутые цели | | | | | | | | | | | Цели, вызвавшие затруднения | | |
| СОР 1 | 3.1.5.1 (3.L5) Distinguish between phonemically distinct words  3.2.1.1 (3.S1) Make basic statements which provide personal  information on a limited range of general topics | | | | | | | | | | | 3.2.1.1 (3.S1) Make basic statements which provide personal  information on a limited range of general topics | | |
| СОР 2 | 3.3.5.1 (3.R5) Understand the main points of short simple texts on a  limited range of familiar general and some curricular topics by using  contextual clues  3.4.5.1 (3.W5) Link with support words or phrases using basic  coordinating connectors | | | | | | | | | | | 3.4.5.1 (3.W5) Link with support words or phrases using basic  coordinating connectors | | |
| СОЧ | 3.1.6.1 (3.L6) Understand some specific  information and detail of short, supported  information or talk on a limited range of  general and some curricular topics  3.3.5.1 (3.R5) Understand the main points  of short simple texts on a limited range of  familiar general and some curricular topics  by using contextual clues  3.4.1.1 (3.W1) Plan, write and check short  sentences with considerable support on a  limited range of personal, general and  some curricular topics | | | | | | | | | | | 3.5.3.1 (3.UE3) Use adjectives, including  possessive adjectives, on a limited range of  general and some curricular topics to  describe things; use simple one-syllable  and some two-syllable adjectives | | |
|  |  | |  | | | |  | |  | | |  |  |  |
| 1. Анализ результатов СОР и СОЧ показал следующий уровень знаний у обучающихся: | | | | | | | | | | | | | |  |
|  | Низкий (Н): 0 - 39 % | | | | | | Средний (С): 40 - 84 % | | | | | | Высокий (В): 85 - 100 % | |
| СОР 1 | - | | | | | | - | | | | | | Айшев Самир  Сулейменов Хазрет | |
| СОР 2 | - | | | | | | - | | | | | | Айшев Самир  Сулейменов Хазрет | |
| СОЧ | - | | | | | | - | | | | | | Айшев Самир  Сулейменов Хазрет | |
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| Фамилия, имя, отчество (при его наличии) педагога: Ботагөз Дулатқызы Алиева | | | | | | | | | | | | | |  |