

## مواصفات الاختبار النهائي للفصل الثاني (الهيكل الوزاري)



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ملفات اكتب للمعلم اكتب للطالب اختبارات الكترونية اختبارات احلول اعروض بوربوينت اوراق عمل  
منهج انجليزي املخصات وتقديرات امذكرة وبنوك الامتحان النهائي للدرس

المزيد من مادة  
لغة انجليزية:

### التواصل الاجتماعي بحسب الصف الأول



الرياضيات



اللغة الانجليزية



اللغة العربية



ال التربية الاسلامية



المواد على تلغرام

صفحة المناهج  
الإماراتية على  
فيسبوك

### المزيد من الملفات بحسب الصف الأول والمادة لغة انجليزية في الفصل الثاني

مذكرة شاملة جميع وحدات الأسابيع الثمانية

1

أوراق عمل وحدة family my is This من الأسبوع الأول

2

أوراق عمل وحدة Family My عائلتي مع تدريبات

3

حل كتاب الطالب PHONICS UAE المجلد الثاني

4

عرض بوربوينت حل درس sound Sh Lesson مع الصوتيات

5



# Sample Test Specifications

## English Language

## School-based Summative Assessment –

## Cycle 1

# Overview

The Cycle 1 English Language School-based Summative Assessment should be designed to reflect the Structured Literacy approach outlined in the curriculum, ensuring systematic coverage of Literacy Readiness, Reading and Writing. Assessments should provide students with clear opportunities to demonstrate phonological awareness, foundational decoding skills, and early vocabulary development, all of which are central to the progression of skilled reading.

In addition, the tasks should reflect the integrated nature of language learning in Cycle 1 by drawing on age-appropriate texts, meaningful contexts, and familiar classroom themes. This ensures that students are assessed on what they have been explicitly taught, while also allowing them to apply their emerging skills in authentic ways.

This document provides sample test specifications intended to support teachers in the design of Term 2 School-based Summative Assessments. The specifications are provided for guidance purposes only and are not mandatory. Teachers may adapt, amend, or replace the sample tasks as appropriate to meet the needs of their students. Teachers are free to select themes and contexts covered during Term 2, provided that all assessment tasks remain aligned with the relevant Student Learning Outcomes.

# Structure

## School-based – Grades 1 and 2

The suggested structure is as follows:

- **Part 1 – Literacy Readiness**
- **Part 2 – Speaking, Listening and Oral Communication**
- **Part 3 - Reading**
- **Part 4 - Writing**

## School-based – Grades 3 and 4

The suggested structure is as follows:

- **Part 1 - Vocabulary:** Assesses skills at Mastery level
- **Part 2 - Reading:** Targets working towards Mastery and working at Mastery
- **Part 3 - Reading:** Targets working at Mastery and Mastery with Greater Depth
- **Part 4 - Writing:** Assesses student writing ability at Mastery level



# Curriculum Alignment

The suggested specifications align with the curriculum, and teachers are encouraged to use the sample test specifications as a guide when selecting themes. The Cycle 1 English curriculum is built around age-appropriate, meaningful themes that help students understand themselves, their communities, and the wider world. Using the themes outlined in the sample specs ensures that assessments reflect these authentic contexts and support the intended development of reading and writing skills.

**In Grade 1 Term 2**, the units "*My Family*" and "*Life at Home*" introduce learners to language through familiar, personal contexts that support identity development, social interaction and foundational communication, laying the groundwork for lifelong learning and global engagement.

**In Grade 2, Term 2**, the units "*Fun with Food*", "*Amazing Animals*" and "*Our Environment*" introduce learners to language through meaningful, real-world contexts. Across these themes, students explore healthy habits, curiosity about the natural world, and simple ways to care for the environment.

**In Grade 3 Term 2**, the unit "*Nature All Around*" encourages students to explore the natural world and understand their connection to living things and the environment. Students strengthen their language and communication skills by describing, comparing, and explaining real-world phenomena. Through integrated reading, writing, listening, and speaking tasks, students expand vocabulary, practise grammatical patterns, and apply new language structures in meaningful contexts that promote awareness of environmental care, global diversity, and healthy living.

**In Grade 4 Term 2**, the theme "*World of Wonders*" is explored through eight connected sub-themes that invite learners to reflect on technology in the past, present and future. The topics encourage students to share personal experiences, consider different perspectives and develop vocabulary and grammar through purposeful communication.

# Assessment Outline – Academic Year 2025/2026

## Grades 1 and 2

Term 1		Term 2		Term 3	
School-based (formal)	School-based Summative Assessment	School-based (formal)	School-based Summative Assessment	School-based (formal)	School-based Summative Assessment

## Grades 3 and 4

Term 1		Term 2		Term 3	
School-based (formal)	End-of-term (centralized exam)	School-based (formal)	School-based Summative Assessment	School-based (formal)	End-of-term (centralized exam)



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION

Cycle 1

English Language SSA

Sample Test Specifications



## Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: Grade 1 – Sample Test Specifications

Grade	Grade 1	CEFR	Pre-A1
Class	1 General		
Language Domains	Literacy Readiness, Speaking, Listening and Oral Communication, Reading and Writing	Total Marks	20 x 5 = 100

Part	Level	Theme	Vocabulary	
Part 1: Literacy Readiness	Working at Mastery	Choose a theme covered during Term 2.	Choose HFWs and vocabulary covered during term 2.	
	Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
	Assess through oral activities like “say a rhyme for ____” or matching rhyming word cards.	The student can independently produce and recognise rhyming words orally in familiar contexts (e.g. poems, chants, games).	1.LR.PA.1: Recognise and produce rhyming words in spoken language.	1 mark
	Assess during phonics mini lessons or decodable reading: ask students to “say the sounds and read the word”.	The student can independently blend and segment sounds in CVC words during oral and written literacy activities.	1.LR.P.2: Blend and segment sounds in simple CVC words.	1 mark
	Assess during guided reading, sentence building and independent writing tasks for fluency recognition.	The student can read a range of high frequency words taught in class automatically and apply them in reading and writing contexts.	1.LR.HFW.1: Identify and read basic high frequency words by sight.	1 mark
	Assess through interactive writing and labelling tasks.	The student can spell a range of high frequency words correctly in context.	1.LR.SP.2: Spell some common high frequency words correctly.	2 marks
Part 2: Speaking, Listening and Oral Communication	Assess through modelling question-answer patterns and encourage complete sentence responses when ready.	The student can independently and consistently answer simple who, what and where questions about stories heard using appropriate vocabulary and complete thoughts.	1.SLOC.LC.3: Answer simple who, what and where questions about stories heard.	1 mark
	Assess with high-frequency vocabulary from the student’s immediate environment.	The student can independently name and provide simple descriptions of familiar objects, people, and events using appropriate everyday vocabulary.	1.SLOC.OLD.1: Name and describe familiar objects, people and events using everyday vocabulary.	1 mark
	Assess using concrete, literal questions about familiar topics. Use picture supports to help students formulate responses.	The student can provide relevant responses to simple questions during group discussion without requiring prompting.	1.SLOC.D.CC3: Respond to simple questions during discussions.	1 mark
	Use guided talk routines with visual aids. Model and scaffold presentation language (This is my..., I chose this because...)	The student presents clear, simple information to a group using visual support confidently and with appropriate structure.	1.SLOC.PP.4: Present simple information with visual support	2 marks

Part	Level	Theme	Vocabulary	
Part 3: Reading	Working at Mastery / Mastery with Greater Depth	Choose a theme covered during Term 2.	Choose high frequency words and vocabulary covered during term 2.	
	Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
	Assess using texts with pictures to ask guided questions. Use WH-questions: Who is this? What is happening here?	The student accurately identifies and describes details in pictures to answer teacher-provided questions using appropriate vocabulary and understanding.	1.R.UTSF.3: Find specific information in pictures to answer teacher provided questions.	1 mark
	Assess through texts with illustrations that clearly foreshow upcoming events.	The student can independently make logical predictions about story events using information from illustrations.	1.R.RC.4: Use picture clues to predict what might happen next.	1 mark
	Assess using concrete, literal questions about familiar topics. Use picture supports to help students formulate responses.	The student can independently answer simple, literal questions about texts using information directly stated or clearly shown.	1.R.RC.1: Answer simple questions about a text.	3 marks
Part 4: Writing	Assess using sentence frames that match students' oral language patterns with word banks that are made up of familiar, high-frequency vocabulary.	The student can independently use provided sentence frames and word banks to create complete sentences about familiar topics.	1.W.WPD.2: Use sentence frames and word banks to express complete thoughts about familiar topics	5 marks
	Assess using pictures, sentence frames and word banks.	The student can create simple sentences about chosen topics when provided with appropriate visual supports and teacher guidance.	1.W.WP.2: Create simple sentences about a topic with visuals and teacher support.	