

## مواصفات الاختبار النهائي للفصل الثاني (الهيكل الوزاري) المسار العام



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المزيد من مادة  
لغة إنجليزية:

### التواصل الاجتماعي بحسب الصف العاشر



الرياضيات



اللغة الإنجليزية



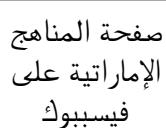
اللغة العربية



ال التربية الإسلامية



المواد على Telegram



صفحة المناهج  
الإماراتية على  
فيسبوك

### المزيد من الملفات بحسب الصف العاشر والمادة لغة إنجليزية في الفصل الثاني

حل تدريبات Listening الوحدة الثالثة cake of piece A ? Diet ! المسار العام

1

حل تدريبات Reading الوحدة الثالثة cake of piece A ? Diet ! المسار العام

2

قائمة مفردات الوحدة الثالثة مع الترجمة المسار العام

3

أسئلة الامتحان النهائي القسم الورقي المسار المتقدم بدون الحل

4

أسئلة الامتحان النهائي القسم الورقي المسار العام

5



# Sample Test Specifications

## English Language

## School-based Summative Assessment –

## Cycle 3

# Overview

The Cycle 3 English Language School-based Summative assessments should be designed to reflect the curriculum, ensuring systematic coverage of Reading and Viewing, and Writing and Representing. The assessments should focus on reading fluency, comprehension, grammar and vocabulary development, while also assessing students' ability to produce structured, coherent writing across a range of text types. Grammar and Functional Language should be embedded within reading tasks to evaluate how well students apply language structures in context rather than in isolation. By aligning with the grade-level learning outcomes, the assessments should provide teachers with reliable evidence of students' strengths and areas for support, helping to inform instruction and guide learning in subsequent terms.

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

The suggested structure is as follows:

- **Part 1 - Grammar:** Assesses skills at Grade Level Goal
- **Part 2 - Reading:** Targets working towards Grade Level Goal and At Grade Level Goal
- **Part 3 - Reading:** Targets working at Grade Level Goal and Beyond Grade Level Goal
- **Part 4 - Writing:** Assesses student writing ability at Grade Level Goal

# Curriculum Alignment

For Term 2, schools are required to design and administer their own English Language Summative Assessments. These assessments should be informed by the Cycle 3 English Language framework, which is fully aligned with the curriculum and structured around the core domains of Reading and Viewing and Writing and Representing.

Grammar, Functional Language, and Vocabulary are integrated across both domains to support progression and to reflect authentic, real-world communication. Assessment tasks should be mapped to CEFR proficiency levels, reinforcing the curriculum's emphasis on inclusion, differentiation, and learner autonomy within a clearly defined learning continuum.

# Assessment Outline – Academic Year 2025/2026

## Grades 9-12

For all formal assessments, all final scores are entered into the gradebook out of 100.

Term 1	
School-based (formal)	End-of-Term (Centralized Exam)
10%	30%

Term 2	
School-based (formal)	School-based Summative Assessment
10%	10%

Term 3	
School-based (formal)	End-of-Term (Centralized Exam)
10%	30%

# Text Types

TEXT TYPE	OVERVIEW	SOURCES	ADDITIONAL SOURCE
<b>DESCRIPTION</b>	Provide explanations for what a person, place or thing is like	Travelogue or diary, Catalogue, Geographical map, Online flight schedule, Description of a feature, function, or process in a technical manual, Signs and notices, Maps, tourist leaflets, posters, Timetables, Reference lists, Webpages, catalogues, Factual descriptions, Personal descriptions, Brochures and leaflets, Guides, Annotated Bibliography, Book Review, Technical Report	announcement Informational Speech Orientation Talk email (e.g., a travelogue can be written in an email format) blog, student report card, mind map pamphlet Poem Quiz
<b>NARRATION</b>	Provides a sequence and description of events; tells a story	Novels, Short stories, Plays, Biographies, Comic strips, Newspaper reports of events, Anecdotes, jokes, Narratives, Fiction, Literature, Recorded passages and audio materials, Shows, drama, TV news reports, TV documentaries, Radio documentaries, Autobiography, Memoir, Case Study	personal recount (personal narrative), factual recount, imaginative recount historical account (factual) Travel Journal Quotes Story plot Radio show Short factual recount Poem Podcast
<b>EXPOSITION</b>	Provide an explanation of how different elements interrelate and form a meaningful whole	Scholarly essays, Diagrams showing a model of how a system functions, Graphs of population trends, Concept maps, Entries in an online encyclopaedia, Definitions, summaries, text interpretations, Factual texts, articles, and reports, Lengthy complex texts, reports, etc., Highly specialized sources, Technical instructions, Lectures, talks, presentations, TV documentaries, Literature Review, Research Article, Conference Paper	tables, text with table, fact file informational Radio talks Series of short text (factual) Mind map Informational text Labelled Plan
<b>ARGUMENTATION</b>	Provide a viewpoints about a topic	Letters to the editor, Poster advertisements, Posts in an online forum, Web-based reviews of books or films, Argumentative texts, Reviews, editorials, commentaries, Discussions and debates, TV current affairs and talk shows, Position Paper	persuasive, opinion piece, opinions, presentation
<b>INSTRUCTION</b>	Provide directions on what to do	Recipes, Diagrams showing a first-aid procedure, Guidelines for operating digital software, Directions, Technical instructions, Warnings on hazards, Regulations, Conditions, Instructions, User Guide, Laboratory Manual, Policy Manual	giving directions on a map guidelines for training animals
<b>TRANSACTION</b>	Aim to achieve a specific purpose	Everyday e-mail and text message exchanges between colleagues or friends that request and confirm arrangements, Forms, Conversations, invoices, Correspondence: formal and informal letters, Official documents, Messages on postcards, Short text messages / Twitter, Recorded audio materials, Meeting Minutes, Memorandum	dialogue, interview, questionnaire, survey,



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MINISTRY OF EDUCATION

Cycle 3

English Language SSA

Sample Test Specifications

# Stage 6

Grade 9 Advanced

Grade 10 General

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

Grade	Grade 9 Advanced / 10 General		CEFR	B1.2	
Stage	6				
Language Domains	Reading and Writing		Total Marks	Reading: 60	Writing: 40
Part 1: Grammar	Working at Grade Level Goal	Theme	Vocabulary		GRAMMAR
		Choosing a College Location	dorm, commute, campus, facilities, affordable, preference, environment, plan, schedule,		<u>Stage 6 Language Focus</u> <u>Comparatives &amp; superlatives</u> <u>Future forms (<i>going to, might</i>)</u> <u>Linking devices (<i>on the other hand, also</i>)</u> <u>Modals of certainty/advice (<i>should, must, might</i>)</u> <u>cohesive devices (<i>because, however, in conclusion</i>)</u> <u>Imperatives for instructions</u> <u>G.6.1 Conjunctions (coordinating)</u> <u>Connectors (<i>furthermore, however</i>)</u> <u>Past simple / past continuous</u>
		Task Description	Learning Outcomes (LOs)		Construct Limits
		Multiple-Choice Gap-Fill <hr/> Read the text and choose the correct word(s) to complete the sentences.	ENG.06.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message and overall organisation, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.		<ul style="list-style-type: none"> <li>▪ 1 narrative text of 160 words (10% either way) with 6 gaps</li> <li>▪ 3 options, one of which is the correct answer</li> <li>▪ 3 marks each (total 18)</li> </ul>

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	Towards Grade Level Goal	All About Food	metabolism, calories, regain, chemical processes, lifestyle, healthy relationship, metabolic rate, unhealthy behaviors, nutritious, dietary, exercise program, habits	<a href="#">G.8.1 Modals (present)</a> Stage 6 Grammar
		Recipes and Regional Foods	recipe, ingredients, beat, dip, fry, melt, serve, order, menu, waiter, appetizer, dessert, beverage, recommend	
	At Grade Level Goal	<b>Task Description</b> Multiple-Choice Questions <hr/> Read the text and choose the correct answer. Choose A, B or C.	<b>Learning Outcomes (LOs)</b> 3 x ENG.06.RV.CS.2.1 Read and identify specific information in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions. 2 x ENG.06.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading. 1 x ENG.06.RV.CS.4.2 Make inferences or predictions about text content, line of argumentation, and the meaning of sections of text, using whole text comprehension, and text features and organisation when reading. 1 x ENG.06.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.	<b>Construct Limits</b> <ul style="list-style-type: none"> <li>1 argumentative text of 250-270 words (10% either way)</li> <li>7 questions with 3 options (3 marks each, total: 21)</li> </ul>

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	At Grade Level Goal	Virtual Communities	virtual, connect, interact, global, profile, member, real-life, connect, share, post, group, social, interact	<u>Comparatives (<i>better, safer</i>)</u> <u>Linking devices (<i>on the other hand, also</i>)</u>
		Do Real-Life and Virtual Communities Mix?	reality, connect, belong, opinion, mix, real, community, connection, virtual, interact, environment, social, society	
	Task Description	Learning Outcomes (LOs)		Construct Limits
	Beyond Grade Level Goal	Multiple-Choice Questions  Read the text and choose the correct answer. Choose A, B or C.	<p>2 x ENG.06.RV.CS.2.1 Read and identify specific information in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p>2 x ENG.06.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading.</p> <p>2 x ENG.06.RV.CS.4.2 Make inferences or predictions about text content, line of argumentation, and the meaning of sections of text, using whole text comprehension, and text features and organisation when reading.</p> <p>1 x ENG.06.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.</p>	<ul style="list-style-type: none"> <li>1 expository text of 250-270 words (10% either way)</li> <li>7 questions with 3 options (3 marks each, total: 21)</li> </ul>

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	Working at GLG	Healthy Eating	balanced, vitamin, nutrition, exercise, junk, snack	Elicit Stage 6 grammar	<a href="#">Approaches to Writing</a> <a href="#">Summarising and retelling</a> <a href="#">FL.16 Expressing opinion</a>
<b>Task Description</b>		<b>Learning Outcomes (LOs)</b>		<b>Construct Limits</b>	
<p>Guided constructed response</p> <hr/> <p>4.1 Read the text. Write the main idea in your own words. Write at least 2-3 sentences.</p> <p>4.2 Read the text again. Main writing prompt.</p> <ul style="list-style-type: none"> <li>• prompt 1</li> <li>• prompt 2</li> <li>• prompt 3</li> </ul> <p>Write at least 150 words in paragraphs.</p>		<p>ENG.06.WR.S.6.1 Summarise and paraphrase information and arguments in texts, giving details where needed in writing.</p> <p>ENG.06.WR.P.2.1 Express ideas, information, opinions, feelings, emotions and personal perspectives, giving simple reasons and explanations in writing.</p> <p>ENG.06.WR.S.6.2 Collate and summarise short pieces of information from different text sources in writing</p> <p>ENG.06.WR.P.1.1 : Produce simple, extended and detailed written or multimodal texts on familiar and some unfamiliar concrete topics, expressing comparisons and justifications where appropriate, where meaning is generally clear, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.</p>		<p>4.1 One text of 160 words related to theme</p> <p>One question asking for the main idea of the text, using their own words. (15 marks)</p> <p>4.2</p> <ul style="list-style-type: none"> <li>▪ One question with three prompts to elicit an argumentative text asking them to reply to the email by presenting a position and supporting it with reasons.</li> <li>▪ Word count: 150 words (25 marks)</li> <li>▪ Total: 40 marks</li> </ul>	