

معايير تقييم الكتابة والتمثيل للمرحلة السابعة 7 Stage



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ⇨ المناهج الإماراتية ⇨ الصف الحادي عشر العام ⇨ لغة انجليزية ⇨ الفصل الثالث ⇨ ملفات متنوعة ⇨ الملف

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ملفات اكتب للمعلم اكتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل
منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الحادي عشر العام



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الحادي عشر العام والمادة لغة انجليزية في الفصل الثالث

اختبار قراءة قصة سالم في سكن الطلاب	1
اختبار قراءة قصة تحول ناصر من العقلية الثابتة إلى عقلية النمو	2
أسئلة امتحان نهاية الفصل الثالث 2021-2022	3
إمتحان وزاري (writing and reading-Examination EOY) يتبعه الحل	4
مواضيع كتابة (Paragraphs) فصل ثالث	5

Stage 7 Writing Rubric

Criterion	1 mark	2 marks	3 marks
	Towards Grade Level	At Grade Level	Beyond Grade Level
Content & Task Achievement	Key indicators: all parts of prompt covered with some explanation, but explanations very limited and not developed - a simple, continuous, extended text - sections connect in clear sequence - ideas and perspectives have reasons or explanations, though development may be uneven - uses a task-appropriate format consistently	Key indicators: all parts of prompt covered with explanation; some parts developed with reasons or examples; other parts have little added detail or rely on repetition - an extended, detailed and continuous text - sections connect in clear sequence - range of relevant ideas and perspectives with reasons and explanations - uses a task-appropriate format consistently	Key indicators: all parts of prompt clearly covered with explanation and supporting detail; development sustained across response; depth may vary and occasional repetition occurs - a clear, extended and detailed continuous text - developed ideas with some detailed reasons and explanations - uses a task-appropriate format consistently
Organisation & Cohesion	Key indicators: ideas sequenced to fit purpose of task; sequence not controlled throughout whole text; some conventional features of the text type are attempted but only partly controlled - uses increasing range of cohesive devices, referencing and substitution to connect ideas in ways that are generally coherent; links may sometimes be inaccurate or mechanical - paragraphs clearly show topic sentences and supporting details	Key indicators: ideas arranged in a clear sequence that holds across most of the text; some lapses in connection remain; texts generally follow conventional features of the required text type; developing awareness of audience - uses increasing range of cohesive devices and referencing/ substitution; links sometimes inaccurate or mechanical, giving uneven coherence - paragraphs include topic sentences and supporting detail	Key indicators: ideas sequenced consistently across the text; progression is logical throughout; texts follow conventional text-type features for the task; show an increasing awareness of audience - uses wide range of cohesive devices and referencing/ substitution; coherence maintained across the text, despite occasional errors or overuse - paragraphs include topic sentences and supporting detail

Grammatical Range & Accuracy	Key indicators: increasing control of a varied range of sentence structures (e.g., subordination, coordination, passive voice), improving fluency and precision in less familiar topics; some inconsistency in advanced forms, particularly in abstract or unfamiliar contexts • wide range of punctuation used (capital letters, full stops, commas, question marks, apostrophes, hyphens, etc.); errors rarely impede meaning	Key indicators: flexible and accurate use of a broad range of grammatical structures across a variety of contexts (e.g., narrative, explanation, argument); more precise control of tense, aspect and modality; some errors with more advanced forms; generally non-disruptive, even in less familiar or abstract topics • wide range of punctuation used (capital letters, full stops, commas, question marks, apostrophes, hyphens, etc.); errors rarely impede meaning	Key indicators: consistent control of complex structures; ability to use tense, modality and sentence variety (e.g., inversion, conditionals, reported speech) to express nuanced meanings and respond to contextual demands; grammar choices support coherence and tone; subtle errors are infrequent • wide range of punctuation used (capital letters, full stops, commas, question marks, apostrophes, hyphens, etc.); errors rarely impede meaning.
Lexical Range & Accuracy	Key indicators: begin to use topic-specific vocabulary related to less familiar or semi-academic topics (e.g., aspects of culture, technology, and current events) • increasing control over synonyms, reformulation and strategies to avoid repetition • some errors in spelling and/or word formation; these do not impede communication	Key indicators: broad and varied range of vocabulary across general and some specialised topics • more precise, nuanced communication • flexibility in sentence structure and tone	Key indicators: wide range of vocabulary, including appropriate collocations and synonyms • growing awareness of subtle differences in meaning • ability to adjust word choice to suit context and register