

مواصفات الاختبار النهائي للفصل الثاني (الهيكل الوزاري) المسار المتقدم



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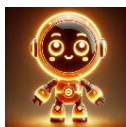
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ملفات اكتب للمعلم اكتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل
منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الحادي عشر



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

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UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Academic Year

2025
26

Sample Test Specifications English Language School-based Summative Assessment – Cycle 3

TERM 2
GRADES
9-12

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

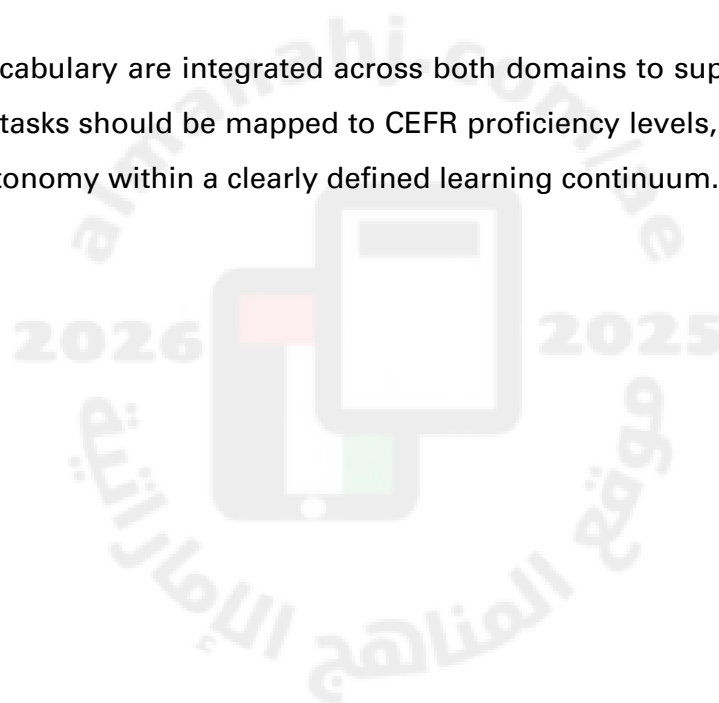
The suggested structure is as follows:

- **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 TYPE	OVERVIEW	SOURCES	ADDITIONAL SOURCE
DESCRIPTION	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
NARRATION	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
EXPOSITION	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
ARGUMENTATION	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
INSTRUCTION	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
TRANSACTION	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,

Text Types



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Cycle 3

English Language SSA

Sample Test Specifications

Stage 8

Grade 11 Advanced

Grade 12 General

Grade 12 Applied

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

Grade	Grade 11 Advanced / 12 General / 12 Applied	CEFR		B2.1
Stage	8			
Language Domains	Reading and Writing	Total Marks	Reading: 60	Writing: 40

Part	Level	Theme	Vocabulary	GRAMMAR	
Part 1: Grammar	Working at Grade Level Goal	Numbers, Percentages, and Graphs Learning Online	fall, increase, rise, decline, drop, jump, decrease get to know, stay in touch, interrupt, feedback, convenient, catch up on, how come, deadline	Stage 8 Language Focus G.2.5 Adverbs (adverbial linkers) G.12.4 Prepositions (dependent) G.1.3 Adjectives (superlatives) G.1.4 Adjectives (participle adjectives) G.10.6 Passives (present perfect simple passive) G.13.3 Present Time (present perfect simple)	
		Task Description	Learning Outcomes (LOs)		Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	ENG.08.RV.S.3.3: Apply a wide range of reading strategies, including, using context, own culture and experiences, the main message, overall organisation, structure, key points and word choices, adjusting reading rate, skimming, scanning and reading on to understand, interpret and analyse extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.		1 text of 170 words (10% either way) with 6 gaps focusing on the target vocabulary. 3 options, one of which is the correct answer 3 marks each (total: 18)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	Towards Grade Level Goal	The Measure of Happiness	<i>well-being, component, life expectancy, concept, trend, solidarity, safety net, proposal, finding, essence, polls, findings, complex, catch on</i>	Stage 8 Grammar
		Task Description	Learning Outcomes (LOs)	Construct Limits
	At Grade Level Goal	Multiple-Choice Questions Read the text and choose the correct answer. Choose A, B or C.	3 x ENG.08.RV.CS.5.1: Read and identify details in extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. 1 x ENG.08.RV.CS.7.1: Identify and analyse mood, tone or attitude when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. 1 x ENG.08.RV.CS.4.1 Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. when reading. 1 x ENG.08.RV.CS.6.1: Read and identify the main points of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	1 expository text of 300-330 words (10% either way) 7 questions with 3 options (3 marks each, total: 21)

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	At Grade Level Goal	Globalisation and Food Comparing Lifestyles	<i>benefit, contribute to, extinction, nutrient, processed, consumer, endangered, livestock, obstacle, shift, sustainability</i> <i>lifestyle, life expectancy, population, statistic, intercultural</i>	Stage 8 Grammar G.1.3 Adjectives (superlatives)
		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.	3 x ENG.08.RV.CS.5.1: Read and identify details in extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. 1 x ENG.08.RV.CS.7.1: Identify and analyse mood, tone or attitude when reading extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language. 1 x ENG.08.RV.CS.4.1 Infer meaning and make predictions using a variety of strategies, including using contextual clues, whole text knowledge, text features and organisation, etc. when reading. 1 x ENG.08.RV.CS.6.1: Read and identify the main points of extended written or multimodal texts on concrete and some abstract topics that may use some nonstandard language.	1 expository text of 300-330 words (10% either way) 7 questions with 3 options (3 marks each, total: 21)

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	Working at GLG	Witness of Change	Term 2 Vocabulary	Elicit Term 2 Grammar	FL.26 Comparing and contrasting FL.27 Describing advantages and disadvantages
		Task Description	Learning Outcomes (LOs)		Construct Limits
		Guided constructed response 4.1 Read the text. Write the main ideas in your own words. Write at least 3-4 sentences. 4.2 Read the text again. Main writing prompt. - prompt 1 - prompt 2 - prompt 3 Write at least 200 words in paragraphs.	ENG.08.WR.S.6.1 Summarise, paraphrase and synthesise information and arguments from a variety of texts, giving details where needed in writing. ENG.08.WR.P.3.1 Recount clear, detailed stories, past experiences and events that are clearly sequenced, and clearly express feelings and reasons for those feelings in response to the event or experience in writing. ENG.08.WR.P.4.1 Produce structured written or multimodal texts that follow conventional text-type features appropriate to the task, contain paragraphs with topic sentences and supporting details, and show an increasing awareness of audience. ENG.08.WR.S.5.1 Use a wide range of cohesive devices, and referencing or substitution to connect ideas in written or multimodal texts, ensuring coherence throughout. ENG.08.WR.P.2.1 Express ideas, information, opinions, feelings, emotions and personal perspectives, giving detailed reasons and explanations in writing.		4.1 One text of 180 words related to theme. One question asking for the main ideas of the text, using their own words. (15 marks) 4.2 - One question about the text with three prompts to elicit an expository text asking them to compare and contrast and give their opinion. - Word count: 200 words (25 marks) Total: 40 marks