

مواصفات الاختبار النهائي للفصل الثاني (الهيكل الوزاري) المسار العام



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المنهج ← الصف الحادي عشر ← لغة إنجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 17-01-2026 22:06:16

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

المزيد من مادة
لغة إنجليزية:

التواصل الاجتماعي بحسب الصف الحادي عشر



الرياضيات



اللغة الانجليزية



اللغة العربية



ال التربية الإسلامية



المواد على تلغرام

صفحة المناهج
الإماراتية على
فيسبوك

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

أسئلة اختبار Test Baseline متبوعة بالإجابات المسار المتقدم

1

أسئلة الامتحان النهائي القسم الورقي المسار العام

2

مذكرة كتابة المواضيع الامتحانية مع أمثلة - المسار المتقدم

3

حل النموذج التدريبي للاختبار النهائي وفق الهيكل الوزاري

4

النموذج التدريبي للاختبار النهائي وفق الهيكل الوزاري

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
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,



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Cycle 3

English Language SSA

Sample Test Specifications

Stage 7

Grade 10 Advanced

Grade 11 General

Grade 11 Applied

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

Grade	Grade 10 Advanced / 11 General / 11 Applied	CEFR	B1.2-2.1
Stage	7		
Language Domains	Reading and Writing	Total Marks	Reading: 60 Writing: 40

Part	Level	Theme	Vocabulary	GRAMMAR
Part 1: Grammar	Working at Grade Level Goal	Long Time No See!	graduation, keep in touch, on the road, terrific, pre-med, sales rep, No way, kidding, awful, disgusting, congratulations	Stage 7 Language Focus G.2.2 Sequencing Adverbs G.4.3 Clauses and phases: imperatives G.1.3 Superlative adjectives G.6.2 Conjunctions (subordinating) G.7.5 Determiners (quantifiers) G.10.2 Passives (past simple passive)
		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.07.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, overall organisation, structure and word choices, adjusting reading rate, skimming, scanning and reading on to understand and interpret extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.	<ul style="list-style-type: none"> ▪ 1 text of 170 words (10% either way) with 6 gaps ▪ 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	Show Me Your Friends!	above board, aggressive, demanding, aviation, glitches, innovative, sophisticated, re-enact, qualities, characteristics, prove, real friend, strangers	G.2.2 Sequencing Adverbs
		Task Description	Learning Outcomes (LOs)	Construct Limits
	At Grade Level Goal	Multiple-Choice Questions	<p>3 x ENG.07.RV.CS.2.1: Read and identify specific information in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p>2 x ENG.07.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 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>1 x ENG.07.RV.CS.7.1 Identify mood, tone or attitude when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p>1 x ENG.01.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"> ▪ 1 narrative text of 270-300 words (10% either way) ▪ 7 questions with 3 options (3 marks each, total: 21)
		Read the text and choose the correct answer. Choose A, B or C.		

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	At Grade Level Goal	Virtual Sports Let Me Show You How!	E-sports, multi-player, tournaments, streamed, gaming, spectators, strategy, fair-play, set (new) records, disqualify, opposition, fans, sportsmanship, sponsorship warm up, balance, confidence, flexibility, focus, stretch, get in shape	G.4.3 Clauses and phases: imperatives
		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.07.RV.CS.2.1: Read and identify specific information in extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p>2 x ENG.07.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 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.07.RV.CS.7.1 Identify mood, tone or attitude when reading extended written or multimodal texts on familiar and unfamiliar concrete topics that are clearly structured and may use some nonstandard language or expressions.</p> <p>1 x ENG.01.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"> ▪ 1 argumentative text of 270-300 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	Friends: The Good, The Bad, and the Indifferent	characteristics, indifferent, support, trust, loyalty, jealous, ignore	Elicit Stage 7 grammar	FL.26 Comparing and contrasting
Task Description		Learning Outcomes (LOs)		Construct Limits	
Guided constructed response		<p>ENG.07.WR.P.1.1 Produce extended and detailed written or multimodal texts, expressing comparisons and justifications where appropriate.</p> <p>ENG.07.WR.P.3.1 Recount 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.</p> <p>ENG.07.WR.P.4.1 Produce written or multimodal texts that generally follow conventional text-type features appropriate to the task, contain paragraphs with topic sentences and supporting details, and show a developing awareness of audience.</p> <p>ENG.07.WR.P.2.1 Express ideas, information, opinions, feelings, emotions and personal perspectives, giving reasons and explanations in writing.</p> <p>ENG.07.S.IP.6.1 Summarise, paraphrase, collate and describe information and arguments from different sources of extended written, spoken or multimodal texts on familiar and unfamiliar concrete topics, giving details where needed using simple and a wide range of complex language and expressions when speaking, although there may be some pauses, especially with more complex speech.</p>		<p>4.1 One text of 160 words related to theme.</p> <p>One question asking for the main ideas of the text, using their own words. (15 marks)</p> <p>4.2</p> <ul style="list-style-type: none"> ▪ One question about the text with three prompts to elicit an argumentative text asking them for their opinion or view on topic with evidence or sound reasoning to support their view. ▪ Word count: 170 words (25 marks) <p>Total: 40 marks</p>	
4.1 Read the text. Write the main ideas in your own words. Write at least 2-3 sentences.					
4.2 Read the text again. Main writing prompt.		<ul style="list-style-type: none"> • prompt 1 • prompt 2 • prompt 3 			
Write at least 170 words in paragraphs.					