

## مواصفات الاختبار النهائي للفصل الثاني (الهيكل الوزاري)



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المزيد من مادة  
لغة إنجليزية:

### التواصل الاجتماعي بحسب الصف الثاني



الرياضيات



اللغة الإنجليزية



اللغة العربية



ال التربية الإسلامية



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

أوراق عمل الوحدة الأولى الأسبوع الأول

1

أوراق عمل كتابة 5 unit in Nouns الأسماء في الوحدة الخامسة

2

أسئلة اختبار التقويم الأول في الوحدة الخامسة

3

عرض بوربوينت درس our senses الحواس الخمسة

4

عرض بوربوينت درس be to verb Use استخدام فعل أن يكون

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

Grade 2

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المناجة المثلثة

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

Grade	Grade 1	CEFR	Pre-A1-A1
Class	2 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)
	Assess through blend/diagraph cards and visuals.	The student can read and spell words containing common consonant blends and digraphs accurately in context.	2.LR.P.4: Read and spell words with initial and final consonant blends and digraphs.	1 mark
	Assess using writing frames and words banks.	The student can independently write grade-level high frequency words correctly and apply them accurately in various writing tasks.	2.LR.HFW.2: Write grade-level high frequency words accurately in independent writing tasks.	2 marks
	Assess through spelling tasks.	The student can read and spell two-syllable words using awareness of syllables and basic syllable division.	2.LR.P.3: Use syllable awareness to read and spell simple two-syllable words.	2 marks
Part 2: Speaking, Listening and Oral Communication	Assess with think-pair-share activities.	The student independently makes personal comments that clearly connect to ideas previously shared by other speakers.	2.SLOC.DCC.2: Connect personal comments to ideas shared by other speakers in conversations.	1 mark
	Assess with formal presentations.	The student can independently present organised information about familiar topics using simple sentences and appropriate visual support.	2.SLOC.PP.1: Present information about a familiar topic using simple sentences and visual support.	1 mark
	Assess through individual speaking task based on person experience, using visuals to support student if needed.	The student can independently recount personal experiences using logical sequence and appropriate details that help others understand what happened.	2.SLOC.OLD.3: Recount personal experiences with appropriate sequence and details.	1 mark
	Assess through a structured speaking activity where students talk about past, present, and future events.	The student consistently uses appropriate verb tenses when speaking about events that happened in the past, are happening now, or will happen in the future.	2.SLOC.OLD.4: Use tenses correctly in speech.	2 marks

Part	Level	Theme	Vocabulary	
Part 3: Reading	<b>Working at Mastery / Mastery with Greater Depth</b>	Choose a theme covered during Term 2.	Choose high frequency words and vocabulary covered during term 2.	
	<b>Task Description</b>	<b>Achievement Objectives</b>	<b>Specific Student Learning Outcomes (SSLOs)</b>	<b>Construct Limits</b>
	Assess using fiction and non-fiction texts.	The student can independently answer questions that are directly stated in text as well as simple questions that require connecting information.	2.R.RC.1: Answer literal and basic inferential questions about a text.	2 marks
	Assess using paragraphs and short texts with clear, obvious main ideas.	The student can independently identify what a paragraph or short text is mainly about and find important supporting details.	2.R.RC.2: Identify the main idea and key details in a paragraph or short text.	1 mark
	Assess using stories with clear, single problems and obvious solutions and ask "What is the character's main problem? And "How is it solved?"	The student can independently identify the main problem faced by characters and how that problem is resolved in stories.	2.R.RC.5: Identify the problem and solution in a simple story.	2 marks
Part 4: Writing	Assess with concrete and complex reading lists.	The student consistently uses commas to separate items in a series in independent writing.	2.W.WC.3: Apply comma rules correctly when writing items in a series.	5 marks
	Assess with sentence combining activities.	The student independently combines simple ideas using coordinating conjunctions (and, but, or) to create more complex sentences.	2.W.WPD.2: Combine simple ideas using conjunctions.	
	Assess through writing activities in various contexts and subjects.	The student consistently spells grade-level high frequency words correctly during independent writing across various contexts.	2.W.SWU.1: Write grade-level high frequency words accurately in independent writing.	
	Assess through independent writing activities.	The student consistently writes complete sentences using correct subject-verb agreement (he runs, they run) in present tense during independent writing.	2.W.WPD.1: Write complete sentences with correct subject-verb agreement in present tense.	