

مواصفات اختبارات نهاية الفصل للغة الإنجليزية



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف الثالث ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 2026-10-20 17:00:35

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:

إعداد: وزارة التربية والتعليم

التواصل الاجتماعي بحسب الصف الثالث



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الثالث والمادة لغة انجليزية في الفصل الأول

نموذج اختبار تجريبي على شاكلة الاختبار النهائي

1

حل نماذج تدريبية متنوعة للاختبار النهائي منهج أكسس

2

حل تدريبات نهائية وفق الهيكل الوزاري الجديد منهج أكسس

3

تدريبات نهائية وفق الهيكل الوزاري الجديد متبوعة بالإجابات

4

عرض بوربوينت حل مراجعة تدريبية وفق الهيكل الوزاري الجديد

5

تحميل تطبيق المناهج للهواتف الذكية

تطبيق المناهج على Play Google (أندرويد)

تطبيق المناهج على Store App (آبل)



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Academic Year

2026
27

English Language Test Specifications

End of Term 1 Examinations

CYCLE

1

Overview

The Cycle 1 End-of-Term English Language assessments are designed to reflect the Structured Literacy approach outlined in the curriculum, ensuring systematic coverage of Literacy Readiness, Reading, Writing, and Grammar. The exam focuses on decoding multisyllabic words, applying spelling patterns, and accurately using high-frequency words, while also assessing students' ability to comprehend age-appropriate texts, and produce legible writing. By aligning with the grade-level learning outcomes, the exams provide teachers with reliable evidence of students' strengths and areas for support, helping to inform instruction and guide learning in subsequent terms.

Structure

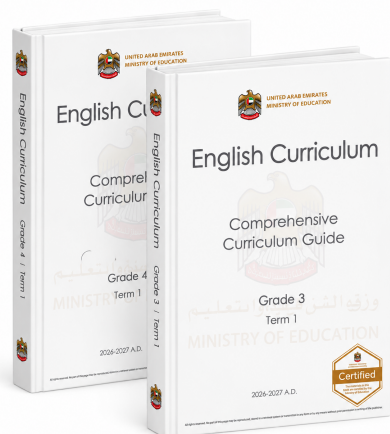
Centralised

The assessment is divided into four parts:

- **Part 1A - Vocabulary:** Targets working towards Mastery.
- **Part 1B - Vocabulary:** Targets working at Mastery
- **Parts 2 & 3 - Reading:** Targets working at Mastery and Mastery with Greater Depth
- **Part 4 - Writing:** Assesses student writing ability at Mastery level

	Part 1A: Vocabulary	Part 1B: Vocabulary	Part 2: Reading	Part 3: Reading	Part 4: Writing
Working towards Mastery	✓				
Working at Mastery		✓	✓		✓
Mastery with Greater Depth				✓	

Curriculum Alignment



The Grades 3 and 4 English Language assessments are fully aligned with the curriculum, which is organised around carefully selected themes that provide meaningful and relatable contexts for language learning. This theme-based structure moves beyond a textbook-driven approach, allowing greater flexibility and creativity in both instruction and assessment. The integration of skills across vocabulary, reading, writing, and grammar ensures that assessments reflect real-world application and promote deeper engagement and understanding.

By drawing on connected themes, the assessments provide opportunities for students to link personal experiences to global ideas, supporting the development of fluency, critical thinking, and global competencies. Each task is designed to measure progress toward the Specific Student Learning Outcomes (SSLOs), ensuring that assessment is coherent, purposeful, and cumulative. Just as the curriculum uses the Scope and Sequence to plan weekly content, skills, grammar, and vocabulary, the assessments mirror this progression, offering a balanced evaluation of knowledge and skills. This alignment ensures that evidence gathered through assessment is both reliable and directly linked to curriculum goals, supporting teachers in identifying strengths, areas for support, and long-term mastery.



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Cycle 1

English Language Test Specifications

End of Term 1 Examinations

Grade

3

Academic Year 2026-2027: End of Term 1 Exam: Grade 3 – Test Specifications

Grade	Grade 3	CEFR		A1
Class	3 General			
Language Domains	Literacy Readiness, Reading and Writing	Total Marks	Reading: 60	Writing: 40
		Platform	Paper-based	

Part	Level	Theme	Vocabulary		
Part 1A: Vocabulary	Working toward Mastery	What we Wear	<u>High frequency words</u> : sea, mother, tea, each <u>Vocabulary</u> : uniform, clothes, trousers, jacket		
		Back to School	<u>High frequency words</u> : park, garden, mouse, dark, around, round <u>Vocabulary</u> : difficult, favourite, subject, easy, boring		
		Transport Networks	<u>High frequency words</u> : friends, different, jumped, stopped, laughed <u>Vocabulary</u> : helicopter, motorbike, metro, passenger, driver, plane		
		Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
		Matching (word-image) Match the word to the correct picture. Write the letter in the box. There is one example. There are two pictures that you do not need.	Recognise, read, and spell grade appropriate high frequency words accurately in varied contexts, including homophones and words with irregular spelling patterns.	10 x 3.LR.HFW.1: Read and spell grade-level high-frequency words, including homophones.	10 words (5 HFWs, 5 vocab), 13 pictures, 2 of which are distractors, 1 is the example 2 marks each (total: 20) 1 example

Part	Level	Theme	Vocabulary		Language Structures / Grammar Focus	
Part 1B: Vocabulary	Working at Mastery	The World Around Us My Body, My Health	<u>High frequency words:</u> any, many, every, everyone, baby, suddenly, pulled <u>Vocabulary:</u> head, stomach, back, tooth, ear, shoulder, hurt, sick, better, feel, pain, painful		- Adverbs of frequency (always, sometimes, never) - Subject Pronouns (I, he, she, we) - Object Pronouns (me, him, her, us) - Demonstratives (this/these) - Adjectives (adjective + noun) - Prepositions of Movement (over, through, across, under, from, to) - Coordinating Conjunctions (so, but, and) - Imperatives (with frequency adverbs)	
		Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)		Construct Limits
		Sentence Cloze Complete the sentences using words from the Word Bank. There are 2 words you do not need. There is one example.	The student can independently apply context clues to determine the meaning of high frequency and irregular words while reading.	3.R.VD.4: Use new vocabulary words in speaking and writing tasks.		5 sentences 5 gaps (3 vocab, 2 grammar) - Word Bank with 8 words, 5 correct answers, 2 distractors, 1 example 2 marks each (total: 10) 1 example

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	
Part 2: Reading	Working at Mastery	The World Around Us Kind Hearts, Kind Words	<u>High frequency words:</u> he's, we're, even, began, before, because, girls, birds, first <u>Vocabulary:</u> kind, helpful, friendly, sorry, talk, laugh, smile	Subject Pronouns (I, he, she, we) Object Pronouns (me, him, her, us) Adverbs of frequency (always, sometimes, never)	
		Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
		Sentence Cloze Read the text. Complete the sentences by choosing the correct words from the Word Bank. There are two words you do not need. There is one example. Skills Assessed: Reading Comprehension	Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence.	Reading Comprehension 5 x 3.R.RC.1: Answer literal and inferential questions using text details.	1 descriptive text of 80 words (10% either way) 1 word bank with 5 correct answers, 2 distractors and 1 example 5 sentences about the text, each with one gap (3 marks each, total: 15) 1 example

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	
Part 3: Reading	Mastery with Greater Depth	The World Around Us Transportation Networks	<u>High frequency words:</u> find, laughed, again, friends, different, door, jumped, stopped <u>Vocabulary:</u> train, plane, boat, taxi, helicopter, motorbike, bus, car, metro, station, travel, passenger, driver	Preposition of Movement (over, through, across, under, from, to) Coordinating Conjunctions (so, but, and) Prepositions of Place (on, in, next to, under, between)	
		Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
		Multiple-Choice Questions Read the text and answer the questions. Choose the correct answer. Choose A, B or C. Skills Assessed: - Reading Comprehension - Vocabulary Development	Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence.	Reading Comprehension 4 x 3.R.RC.1: Answer literal and inferential questions using text details. Vocabulary Development 1 x 3.R.VD.1: Identify the meaning of new words using sentence clues and word parts (prefixes, suffixes).	1 descriptive text of 80-100 words (10% either way) 5 questions with 3 options (3 marks each, total: 15)

Grade

4

Academic Year 2026-2027: End of Term 1 Exam: Grade 4 – Test Specifications

Grade	Grade 4	CEFR		A1-A2
Class	4 General			
Language Domains	Literacy Readiness, Reading and Writing	Total Marks	Reading: 60	Writing: 40
		Platform	Paper-based	

Part	Level	Theme	Vocabulary		
Part 1A: Vocabulary	Working toward Mastery	People and Places Classroom Rules and Values, Community Matters	<u>High frequency words:</u> love, some, here, there, friend, your, animals, children, help, with, care <u>Vocabulary:</u> rule, respect, kind, share, follow, helpful, hospital, fire station, museum, mosque, police station, library		
		Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
		Matching (sentence–word) Match the sentence to the correct word. There are 3 words you do not need. There is one example.	Read, spell, and use high frequency and academic vocabulary words fluently in diverse contexts, including formal and creative writing tasks.	High Frequency Words 4.LR.HFW.2: Apply high frequency words correctly across different contexts and text types.	6 sentences, 10 words (HFWS & vocab), 6 of which are the answers, 3 are distractors, 1 is an example 2 marks each (Total: 12)

Part	Level	Theme	Vocabulary	GRAMMAR	
Part 1B: Vocabulary	Working at Mastery	People and Places School Life, Places in our Community	<u>High frequency words:</u> be, he, she, today, go, so, do, made, make, like, time, my <u>Vocabulary:</u> subject, English, Arabic, maths, science, art, music, social studies, Islamic Studies, building, park, road, shop, traffic, supermarket, bank, post office, neighbourhood, neighbour, street	Coordinating conjunctions (and) Subordinating conjunctions (because) Wh-questions (What's your favourite subject? Why do you like it?) Prepositions of Place (near, in front of, next to, behind, inside, outside, between) Verb Forms (go to + place + to + verb) Past Simple vs Present Simple	
		Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
		Sentence Cloze Complete the sentences using words from the Word Bank. There are 3 words you do not need. There is one example.	Expand vocabulary knowledge by using context clues, word parts, and reference tools to determine, clarify, and apply the meaning of unfamiliar words. Use advanced phonics and syllabication strategies to decode and spell unfamiliar multisyllabic words independently.	Vocabulary Development 4.R.VD.4 : Use new vocabulary accurately in a range of oral and written tasks. Phonics 4.LR.P.4: Use pattern recognition to decode and spell new vocabulary.	▪ 6 sentences ▪ 6 gaps (3 vocab, 3 grammar) ▪ Word Bank with 10 words, 6 correct answers, 3 distractors, 1 example ▪ 2 marks each (total 12)

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	
Part 3: Reading	Mastery with Greater Depth	People and Places City Life, Country Life	<u>High frequency words:</u> down, now, look, looked, asked, could, saw, all <u>Vocabulary:</u> city, countryside, farm, village, animals, busy, quiet, noisy, peaceful	Subordinating Conjunctions (because) Coordinating Conjunctions (and, but, or, so) Past Simple Regular (used, designed, worked) Past Simple Irregular (made, built)	
		Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
		Multiple-Choice Questions Read the text and answer the questions. Choose the correct answer. Choose A, B or C. Skills Assessed: - Reading Comprehension - Grammar	Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence.	Reading Comprehension 4 x 4.R.RC.1: Answer literal, inferential and evaluative questions using text evidence. 2 x 4.R.RC.2: Summarise key ideas, themes and supporting details from a text.	1 descriptive text of 110-130 words (10% either way) 6 questions with three options 3 marks each - Total: 18

