

## مواصفات الاختبار النهائي للفصل الأول (الهيكل الوزاري)



### تم تحميل هذا الملف من موقع المناهج الإماراتية

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

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منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة  
لغة انجليزية:

### 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

أوراق عمل My health my body فهم النص المقروء

1

أوراق عمل Health My Body My 5 Week الأسبوع الخامس

2

أوراق عمل مراجعة للأسابيع الخمسة الأولى

3

أوراق عمل Those / These / That / This متبوعة بالحل

4

أسئلة The first evaluation test اختبار التقويم الأول

5



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION

Academic Year

**2025**  
**26**

# Test Specifications English Language End of Term 1 Exam – Cycle 1

GRADES  
**3-4**

# 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 read with fluency, 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 three parts:

- **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

|                            | Part 1:<br>Vocabulary | Part 2:<br>Reading | Part 3:<br>Reading | Part 3:<br>Writing |
|----------------------------|-----------------------|--------------------|--------------------|--------------------|
| Working toward Mastery     |                       | ✓                  |                    |                    |
| Working at Mastery         | ✓                     | ✓                  | ✓                  | ✓                  |
| Mastery with Greater Depth |                       |                    | ✓                  |                    |

## Curriculum Alignment

The Grade 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.

## Timeline for Academic Term 1

| Dates     | Assessment             |
|-----------|------------------------|
| 15-19 Sep | Diagnostic Assessments |
| 20-28 Nov | End-of-Term Exams      |
| 04-05 Dec | End-of-Term Exams      |
| 08-12 Dec | Term 1 Make-up Exams   |

# Assessment Structure

For all formal assessments, all final scores are entered into the gradebook out of 100.

| Cycle 1      |                             |                              |
|--------------|-----------------------------|------------------------------|
| Grade        | Assessment                  |                              |
| Grades 1 & 2 | School-based (formal) – 25% | SSA (centrally guided) – 10% |
| Grades 3 & 4 | School-based (formal) – 10% | EOT1 (centralized) – 25%     |

| Cycle 2      |                             |                          |
|--------------|-----------------------------|--------------------------|
| Grade        | Assessment                  |                          |
| Grades 5 - 8 | School-based (formal) – 10% | EOT1 (centralized) – 25% |

| Cycle 3       |                             |                          |
|---------------|-----------------------------|--------------------------|
| Grade         | Assessment                  |                          |
| Grades 9 - 12 | School-based (formal) – 10% | EOT1 (centralized) – 30% |



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# Cycle 1

## English End of Term 1

### Exam Test Specifications

Grade

3





# Academic Year 2025-2026: End of Term 1 Exam: Grade 3 – Test Specifications

3

Grade 3 General

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

| Part                   | Level   | Theme   | Vocabulary  |   |  |
|------------------------|---|---|---|---|--|
| Part 1A:<br>Vocabulary | Working at Mastery:<br>Accurately reads and spells grade-level high frequency words and simple homophones in reading and writing tasks. | <b>Back to School</b>   Talk about school subjects, express preferences   | <u>High frequency words:</u><br>school, different, I, am, like, the<br><br><u>Vocabulary:</u><br>classroom, library, computer, book, difficult, easy, interesting, different                        |   |  |
|                        |   | <b>Daily Routines</b>   Describe school/home routines   | <u>High frequency words:</u><br>always, before, get, go, at, the<br><br><u>Vocabulary:</u><br>wake up, brush teeth, get dressed, eat breakfast, go to school, do homework, take a shower, go to bed |   |  |
|                        |   | Task Description  | Achievement Objectives  | Specific Student Learning Outcomes (SSLOs)  | Construct Limits   |
|                        |   | Matching (word-image)<br><br><hr/> Match the word to the correct picture. There is one example.<br><br>Skills Assessed: <ul style="list-style-type: none"> <li>Sight Word Recognition</li> <li>Semantic Understanding (Vocabulary Knowledge)</li> </ul> | Recognise, read, and spell grade appropriate high frequency words accurately in varied contexts, including homophones and words with irregular spelling patterns.                                   | <b>High Frequency Words</b><br>3.LR.HFW.1: Read and spell grade-level high-frequency words, including homophones. | <ul style="list-style-type: none"> <li>10 words, 10 pictures</li> <li>2 marks each (total: 20)</li> <li>1 example</li> </ul> |

| Part                   | Level  | Theme  | Vocabulary  |   |  |
|------------------------|--|--|---|---|--|
| Part 1B:<br>Vocabulary | <b>Working at Mastery:</b><br>Accurately reads and spells grade-level high frequency words and simple homophones in reading and writing tasks. | <b>What We Wear</b>   Describe clothing and personal style   | <u>High frequency words:</u><br>wearing, my, your, this, clothes, have<br><br><u>Vocabulary:</u><br>uniform, clothes, wear, comfortable, colourful, warm, cool, special |   |  |
|                        |  | <b>My Body, My Health</b>   Talk about health and body parts   | <u>High frequency words:</u><br>can, can't, feel, head, hurt, better<br><br><u>Vocabulary:</u><br>shoulder, back, stomach, toothache, headache, feel, hurt, better      |   |  |
|                        |  | Task Description   | Achievement Objectives  | Specific Student Learning Outcomes (SSLOs)  | Construct Limits   |
|                        |  | Gap-fill + Visual matching<br><br><hr/> Complete the sentences from the word bank and match the sentence to the correct picture. There is one example.<br><br>Skills Assessed:<br><ul style="list-style-type: none"> <li>Word recognition</li> </ul> | Use context, word parts, and reference tools to determine the meaning of new vocabulary in grade-level texts.   | <b>Vocabulary Development</b><br>5 x 3.R.VD.1: Identify the meaning of new words using sentence clues and word parts. | <ul style="list-style-type: none"> <li>5 sentences with one gap</li> <li>5 pictures</li> <li>2 marks each (total 10)</li> <li>1 example</li> </ul> |

| Part            | Level  | Theme   | Vocabulary   | Language Structures / Grammar Focus  | Functional Language  |
|-----------------|--|---|--|--|--|
| Part 2: Reading | <b>Working Toward Mastery:</b><br>Asks and answers literal questions; responses may need prompting for completeness.                   | <b>City Life</b> (Give directions and describe places)  | <u>High frequency words:</u><br>go, turn, left, right, walk,   | "How do I get to...?", "Go straight", "Turn left/right", "It's opposite...", "Excuse me, where is...?"     | FL. 6 Describing places<br>FL.11 Asking for and giving directions  |
|                 |  |   | <u>Vocabulary:</u><br>supermarket, hospital, library, cinema, market, mosque, mall, park, beach, desert  | Prepositions (movement) + Imperatives  |  |
|                 | <b>Working at Mastery:</b><br>Independently asks and answers both literal and inferential questions with complete, accurate responses. | <b>Task Description</b>   | <b>Achievement Objectives</b>  | <b>Specific Student Learning Outcomes (SSLOs)</b>  | <b>Construct Limits</b>  |
|                 |  | Sentence Cloze<br><br>Read the text. Complete the sentences by choosing the correct words from the text bank. There are two words you do not need. There is one example.<br><br>Skills Assessed: <ul style="list-style-type: none"> <li>Reading comprehension</li> <li>Grammar</li> </ul> | Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence. | <b>Reading Comprehension</b><br>5 x 3.R.RC.1: Answer literal and inferential questions using text details. | <ul style="list-style-type: none"> <li>1 descriptive text of 80 words (10% either way)</li> <li>1 word bank with 5 correct answers, 2 distractors and 1 example</li> <li>5 questions with gap-fill (3 marks each, total: 15)</li> <li>1 example</li> </ul> |

| Part               | Level  | Theme  | Vocabulary  | Language Structures / Grammar Focus  | Functional Language   |
|--------------------|--|--|---|--|---|
| Part 3:<br>Reading | <b>Working at Mastery</b><br>Independently answers questions using appropriate details from the text as support.                                 | <b>Transportation Networks  </b><br>Talk about transport and travel routines   | <u>High frequency words:</u><br>bus, car, by, in, on, at<br><br><u>Vocabulary:</u><br>bus, car, plane, train, boat, ticket, driver, passenger   | "How do you get to...?", "I go by...", "I travel from...to...", "How long does it take?", "It takes..."  | FL. 6 Describing places<br>FL.11 Asking for and giving directions   |
|                    |  |  |   | Prepositions (movement) + Present Simple   |   |
|                    | <b>Mastery with Greater Depth</b><br>Supports answers with strong, specific examples and can explain how their evidence supports their thinking. | <b>Task Description</b><br><br>Multiple-Choice Questions<br><hr/> Read the text and answer the questions. Choose the correct answer. Choose A, B or C.<br><br>Skills Assessed:<br>▪ Reading Comprehension<br>▪ Grammar | <b>Achievement Objectives</b><br><br>Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence. | <b>Specific Student Learning Outcomes (SSLOs)</b><br><br><b>Reading Comprehension</b><br>2 x 3.R.RC.1: Answer literal and inferential questions using text details.<br><br>3 x 3.R.RC.5: Support answers with examples or details from the text. | <b>Construct Limits</b><br><br>▪ 1 descriptive text of 100-120 words (10% either way)<br>5 questions with 3 options (3 marks each, total: 15) |

| Part            | Level   | Theme  | Vocabulary   | Language Structures / Grammar Focus  | Functional Language   |
|-----------------|---|--|--|--|---|
| Part 4: Writing | <b>Working at Mastery</b><br><br>Consistently spells grade-level sight words correctly in independent writing.<br><br>Consistently writes grammatically correct simple and compound sentences using varied subjects and verb forms.<br><br>Produces consistently legible handwriting with correct letter size, shape and slant during structured writing tasks. | <b>Our Homes</b>   Describe different homes and rooms  | <u>High frequency words:</u><br>there, is, are, in, on, next   | "There is/are...", "Where is the...?", "It's next to/in/on...", "We have...", "My house has..."  | FL.7 Describing objects   |
|                 |   |  | <u>Vocabulary:</u><br>apartment, balcony, garden, upstairs, downstairs, next to, in, on  | Prepositions (place) + Nouns (plurals regular)   |   |
|                 |   | Task Description   | Achievement Objectives   | Specific Student Learning Outcomes (SSLOs)   | Construct Limits  |
|                 |   | Guided constructed response<br><br><hr/> Write a complete sentence for the picture. Use the words in the circle to help you. | Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence. | <b>Spelling &amp; Word Use</b><br>3.W.SWU.1: Spell grade-level sight words correctly.<br><br><b>Writing Production</b><br>3.W.WPD.1: Write grammatically correct simple and compound sentences using varied subjects and verb forms.<br><br><b>Handwriting &amp; Presentation</b><br>3.LR.HP.2: Produce legible handwriting with consistent letter size, shape, and slant. | <ul style="list-style-type: none"> <li>3 constructed responses</li> <li>1 image per response</li> <li>1 word bank with 3 words per response</li> <li>2 lines per response</li> <li>40 marks, based on rubric</li> </ul> |