

مواصفات الاختبار النهائي للفصل الثاني (الهيكل الوزاري)



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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 الثاني

أوراق عمل Reading وحدة Animals Wild

1

ملف checks progress Weekly متابعة التقدم للأسبوع الثالث

2

أوراق عمل وحدة Animals Wild بدون الحل

3

أوراق عمل الوحدة الأولى الأسبوع الأول

4

ملف قراءة Reading الأسبوع الأول Animals Wild

5



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Academic Year

2025
26

Sample Test Specifications

English Language

School-based Summative Assessment – Cycle 1

TERM 2
GRADES
1-4

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 3



3

Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: Grade 3 – Sample Test Specifications

Grade	Grade 3		CEFR		A1
Class	3 General				
Language Domains	Literacy Readiness, Reading and Writing		Total Marks	Reading: 60	Writing: 40
Part	Level	Theme	Vocabulary		
Part 1: Vocabulary	Working at Mastery: Uses sentence-level context to determine the meaning of familiar high frequency words in guided reading tasks.	Nature All Around Wild Animals, Animal Habitats	Vocabulary: dolphin, penguin, eagle, cheetah, gorilla, bear, wolf, lion, hippo, jungle, mountains, river, sea, desert, arctic		
		Nature All Around Plant Life Cycles	High Frequency Words: first, over, take, place Vocabulary: Plant, grow, seed, roots, leaf, flower, water, sunlight, soil		
		Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
		Matching (sentence–image) _____	The student can independently apply context clues to determine the meaning of high frequency and irregular words while reading.	High Frequency Words 3.LR.HFW.3: Apply context clues to determine the meaning of high frequency words in different texts.	▪ 10 sentences, 10 pictures ▪ 2 marks each (total: 20) ▪ 1 example
Match the sentence to the correct picture. There is one example.					

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	
Part 2: Reading	Working Toward Mastery	Nature All Around Food Around the World	<u>High frequency words:</u> before, girls, birds, most <u>Vocabulary:</u> pasta, sushi, noodles, tacos, curry, burgers, harees, shwarma	Present Simple Proper Nouns [Italy, Japan, China, Mexico, India, the USA, the UAE]	
				What do people eat in ____? In ____ people eat ____ Examples: What do people eat in the USA? In Italy, people eat pasta.	
	Working at Mastery	Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
		Multiple-Choice Questions Read the text and choose the correct answer. Choose A, B or C. There is one example.	Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence.	Reading Comprehension 3.R.RC.1: Answer literal and inferential questions using details from the text.	<ul style="list-style-type: none"> ▪ 1 descriptive text of 100 words (10% either way) ▪ 5 questions with 3 options (4 marks each, total: 20) ▪ 1 example

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	
Part 3: Reading	Working at Mastery Mastery with Greater Depth	Nature All Around Protecting Habitats, Weather in the UAE	<p><u>High frequency words:</u> need, keep, snow, grow, three, tree, trees, green</p> <p><u>Vocabulary:</u> protect, save, nature, keep clean, litter, wildlife, danger, hot, cold, rainy, sunny, windy, cloudy, stormy, foggy</p>	<p>Present Modals (should/must) Imperatives</p> <p><u>Language Structure:</u> We should protect ____. We shouldn't ____. We must save ____. We musn't ____.</p> <p>Examples: We should protect animals. We shouldn't leave litter. We must keep animal habitats clean. We musn't hurt wildlife.</p>	<p>Present Simple Dummy Subject (it) Adverbs of Time [in summer, in winter]</p> <p><u>Language Structure:</u> What's the weather like in ____? It's ____ It feels ____</p> <p>Examples: What's the weather like in summer/winter in the UAE? It's hot. It's stormy. It feels cold.</p>
		Task Description	Specific Student Learning Outcomes (SSLOs)		Construct Limits
		<p>Multiple-Choice Questions</p> <hr/> <p>Read the text and choose the correct answer. Choose A, B or C. There is one example.</p>	<p>Reading Comprehension 2 x 3.R.RC.1: Answer literal and inferential questions using text details.</p> <p>2 x 3.R.VD.4: Identify learned vocabulary in text and use new vocabulary in speaking and writing tasks.</p> <p>1 x 3.R.RC.3: Identify cause and effect relationships in texts.</p>		<ul style="list-style-type: none"> 1 descriptive text of 100-120 words (10% either way) 5 questions with 3 options (4 marks each, total: 20) 1 example

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	Functional Language
Part 4: Writing	Working at Mastery	Nature All Around Healthy Eating	<u>High frequency words:</u> sea, tea, eat, these <u>Vocabulary:</u> sugar, milk, eggs, nuts, chocolate, oats, fish, oil, bread	Countable/Uncountable Nouns [How much/How many?] Quantifiers [some, a few, a lot of] <u>Language Structures:</u> How much _____ do you eat/drink every day? How many _____ do you eat/drink every day? I drink/eat _____ every day.	FL.7 Describing objects
		Task Description	Specific Student Learning Outcomes (SSLOs)		Construct Limits
		Guided constructed response <hr/> Write a complete sentence for the picture. Use the words in the circle to help you.	Writing Production: 3.W.WPD.1 Write grammatically correct simple and compound sentences using varied subjects and verb forms. 3.W.WPD.2 Join ideas using coordinating conjunctions (e.g., "and," "but," "so") and begin using subordinating conjunctions (e.g., "because," "when").		<ul style="list-style-type: none"> ▪ 3 constructed responses ▪ 1 image per response ▪ 1 word bank with 3 words per response ▪ 40 marks, based on rubric

Grade 3 Writing Rubric

Band	Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting
7-8	Completes all questions, with a short, simple sentence - with possibly only one or two minor omissions.	Consistently uses accurate high frequency words in response to each prompt.	Includes appropriate spacing, capitalisation and full stops throughout without any error.	Demonstrates generally accurate spelling, with minor errors that do not obscuring meaning.	Uses clear and accurate handwriting throughout, with words and letters consistently formed accurately.
5-6	Completes 2 or 3 questions, using a short, simple sentence with a few minor omissions.	Uses relevant high frequency lexis related to the prompt in most responses, with a few omissions.	Includes appropriate spacing, capitalisation and full stops in most responses, with the occasional omission or error, but does not obscure meaning.	Demonstrates some examples of accurate spelling of topic -specific words but makes some errors. Generally, these do not obscure meaning.	Uses mostly clear and accurate handwriting throughout, with the occasional error, but does not impede reading.
3-4	Completes 1 or 2 questions – using a short, simple sentence with some minor omissions.	Uses some relevant high frequency lexis related to the prompt in most responses, with some omissions.	Includes appropriate spacing, capitalisation and full stops in some responses, with some omissions or errors that may disrupt ease of reading.	Demonstrates occasional examples of accurate spelling of topic-specific words, but also makes consistent errors, that may obscure meaning.	Uses mostly clear and accurate handwriting throughout, though some slips or more frequent specific errors make some words a strain to read.
1-2	Shows little ability to address the questions relevantly and little to no ability to write short, simple sentences in response.	Uses little or no lexis related to the prompts and shows insufficient vocabulary to fully answer most prompts.	Includes little or no appropriate spacing, capitalisation and full stops, frequent errors or absence make reading a strain.	Demonstrates almost no control over spelling, making much of the response difficult to decipher.	Uses consistently inaccurate handwriting throughout, errors in letter and word formation makes much of the response very difficult to decipher.
0	Absent without excuse; clear evidence of cheating; nothing of meaning communicated				