مواصفات اختبار نهاية الفصل - الدورة الثانية





تم تحميل هذا الملف من موقع المناهج الإماراتية	
موقع المناهج ⇦ المناهج الإماراتية ⇦ مرحلة متوسطة ⇦ لغة انجليزية ⇦ الفصل الأول ⇦ اختبارات ⇦ الملف	
تاريخ إضافة الملف على موقع المناهج: 2026-11-22 17:50:31	
المزيد من مادة لغة انجليزية:	ملفات ا كتب للمعلم ا كتب 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

التواصل الاجتماعي بحسب مرحلة متوسطة					
صفحة المناهج الإماراتية على فيسبوك					
المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات	

المزيد من الملفات بحسب مرحلة متوسطة والمادة لغة انجليزية في الفصل الأول	
1	مواصفات اختبار نهاية الفصل - الدورة الثانية
2	مواصفات اختبارات نهاية الفصل للغة الإنجليزية
3	مواصفات اختبارات نهاية الفصل
4	مواصفات اختبارات نهاية الفصل للغة الإنجليزية الحلقة الثانية
5	مواصفات اختبارات لنهاية الفصل

تحميل تطبيق المناهج للهواتف الذكية	
تطبيق المناهج على App Store (آبل)	تطبيق المناهج على Play Google (أندرويد)

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Academic Year
2026
27

English Language Test Specifications

End-of-Term 1 Examinations

CYCLE
2

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Overview

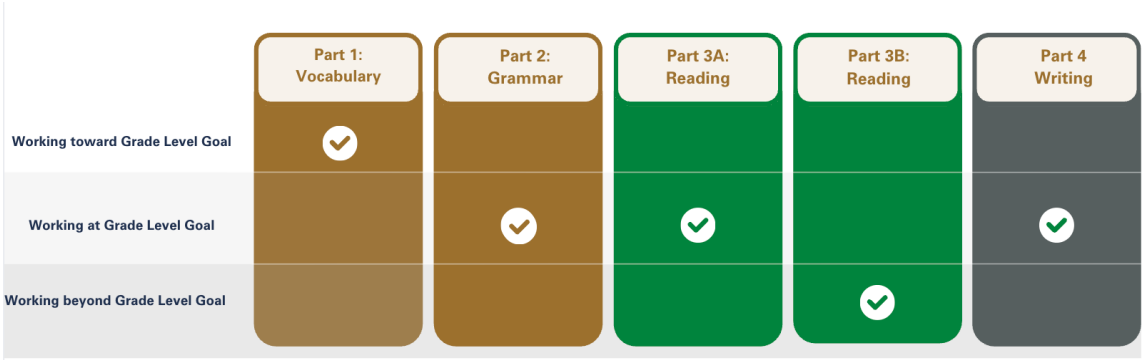
The Cycle 2 End-of-Term English Language assessments are designed to reflect the curriculum, ensuring systematic coverage of Reading and Viewing, and Writing and Representing. The exams focus on reading comprehension, and vocabulary development, while also assessing students' ability to produce structured, coherent writing across a range of text types. Grammar and functional language are embedded within tasks to evaluate how well students apply language structures in context rather than in isolation. 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

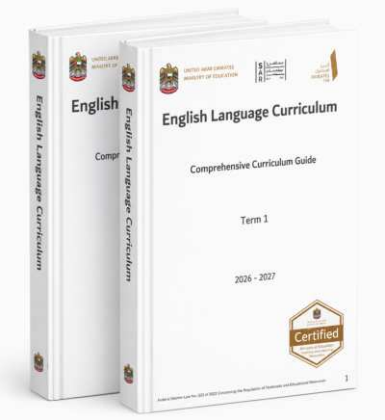
The assessment is divided into three parts:

- **Part 1 – Vocabulary**: Targets working towards Grade Level Goal.
- **Part 2 – Grammar**: Assesses skills at Grade Level Goal.
- **Part 3A - Reading**: Targets working at Grade Level Goal.
- **Part 3B – Reading**: Targets working Beyond Grade Level Goal.
- **Part 4 - Writing**: Assesses student writing ability at Grade Level Goal.



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Curriculum Alignment



The Cycle 2 English Language assessments are fully aligned with the curriculum, which is structured around the domains of Reading and Viewing and Writing and Representing. Grammar, Functional Language, and Vocabular are embedded throughout the assessments to support progression across both domains and to reflect real-world communication. The assessments are mapped to CEFR proficiency levels, mirroring the curriculum's emphasis on inclusion, differentiation, and learner autonomy within a structured continuum of learning. In line with the curriculum, assessment tasks also integrate global competencies, providing opportunities for students to demonstrate critical and creative thinking, well-being, ethical and intercultural understanding, as well as digital and financial literacy and sustainability awareness. This alignment ensures that assessments not only measure literacy skills but also reinforce the broader aims of the curriculum.

Grade	Stage	Grade Level Goal	Resource	CEFR	IELTS
5 General	Stage 1	Grade 5 Grade Level Goal	5 General English Book	A1.2-A2.1	
5 Advanced	Stage 2	Working beyond Grade 5 Grade Level Goal	5 Advanced / 6 General English Book	A2.1	
6 General		Grade 6 Grade Level Goal		A2.1	
6 Advanced	Stage 3	Working beyond Grade 6 Grade Level Goal	6 Advanced / 7 General English Book	A2.1-A2.2	
7 General		Grade 7 Grade Level Goal		A2.1-A2.2	
7 Advanced	Stage 4	Working beyond Grade 7 Grade Level Goal	7 Advanced / 8 General English Book	A2.2-B1.1	4
8 General		Grade 8 Grade Level Goal		A2.2-B1.1	4
8 Advanced	Stage 5	Working beyond Grade 8 Grade Level Goal	8 Advanced English Book	B1.1	4.5

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Text Types

Text Type	Overview	Sources
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
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
Exposition	**Provide an explanation of how different elements interrelate and form a meaningful whole**	Scholarly essays, Diagrams showing how a system functions, Graphs of 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, Literature Review, Research Article, Conference Paper
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, Editorial, Critique
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
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 mes / Twitter, Recorded audio materials, Meeting Minutes, Memo

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Grade Level Goal

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Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications: Grade 7 GLG - Grade 6 Advanced / 7 General – Stage 3 - A2.1-A2.2

Grade Level Goal	Grade 7 GLG	Learning Continuum Stage	3
Class	6 Advanced / 7 General	CEFR	A2.1-A2.2

Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60	Writing: 40
		Platform	SwiftAssess	Paper-based

Part	Level	Theme	Vocabulary	
Part 1: Vocabulary	Towards Grade Level Goal	**Food for Life**	healthy, fresh, producer, consumer, predator, prey, plastic	
		How Things Work	evaporation, condensation, filter, supply, engineer	
		It's a Small World	advantage, drawback, communicate, translate	
		Patterns	pattern, sequence, sum, number, hexagon, square	
		Task Description	**Learning Outcomes**	**Construct Limits**
		Multiple-Choice Gap Fill Choose the correct word(s) to complete the sentences. Choose **A**, **B** or **C**.	**Reading Strategies** ENG.03.RV.S.3.3: Apply an increasing range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, known words, and rereading and reading on to understand and interpret simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.	▪ 5 sentences with one gap ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total: 10)

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<table>
<tr><th>Part</th><th>Level</th><th>Theme</th><th>Vocabulary</th><th>Grammar</th></tr>
<tr><td rowspan="3">Part 2: Grammar</td><td rowspan="3">At Grade Level Goal</td><td>It's a Small World | Where does your food come from?</td><td>cocoa, tea, rice, dates, crop, grow, produce, country, chocolate, port</td><td>G.7.5 Determiners (quantifiers)
G.9.3 Nouns (countable_uncountable)
G.4.1 Clauses and phrases (defining relative clauses)
G.4.2 Clauses and phrases (non-defining relative clauses)
G.5.1 Conditionals (Zero)
G.2.2 Adverbs (sequencing)</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice Gap-Fill

Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.</td><td>Reading Strategies
5 x ENG.03.RV.S.3.3: Apply an increasing range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, known words, and rereading and reading on to understand and interpret simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.</td><td>▪ 1 descriptive text of 120 words (10% either way) with 5 gaps
▪ 3 options, one of which is the correct answer
▪ 2 marks each (total 10)</td></tr>
</table>

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<table>
<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="3">Part 3A: Reading</td><td rowspan="3">At Grade Level Goal</td><td colspan="3">Food for Life | How does a food web work?, How are things connected in a food chain?</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice

Read the text and choose the correct answers.
Choose A, B or C.</td><td>Comprehension Skills
Specific Information:
4 x ENG.03.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.

Details:
2 x ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.
Inference

1 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.

Overall Meaning
1 x ENG.03.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.</td><td>▪ 1 narrative text (A2.1-A2.2) of 170-200 words (10% either way)
▪ 8 questions with 3 options, one of which is the correct answer (3 marks each, total: 24)</td></tr>
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<tr><th>Part</th><th>Level</th><th colspan="3">Theme</th></tr>
<tr><td rowspan="2">Part 3B: Reading</td><td rowspan="2">Beyond Grade Level Goal</td><td colspan="3">Patterns | What are some important features of Islamic Art?, What is a pattern?</td></tr>
<tr><td>Task Description</td><td>Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td></td><td></td><td>Multiple-Choice

Read the text and choose the correct answers.
Choose A, B or C.</td><td>Comprehension Skills
Details:
4 x ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.

Inference
2 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.

Connections
1 x ENG.03.RV.CS.3.1: Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to support understanding of new texts when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.

Overall Meaning
1 x ENG.03.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.</td><td>▪ 1 expository text (B1.1) of 170-200 words (10% either way)
▪ 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)</td></tr>
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<tr><th>Part</th><th>Level</th><th>Theme</th><th>Functional Language</th></tr>
<tr><td rowspan="5">Part 4: Writing</td><td rowspan="5">At Grade Level Goal</td><td>The Writing Task will be based around one of these themes:</td><td rowspan="3">FL.13 Describing processes
FL.7 Describing objects</td></tr>
<tr><td>It's a Small World | What can visitors see and do in the UAE?</td></tr>
<tr><td>Food for Life | How can food improve your health?</td></tr>
<tr><td>Task Description</td><td colspan="2">Learning Outcomes</td><td>Construct Limits</td></tr>
<tr><td>Constructed Writing Response

Look at the four pictures of _____. Describe what happened at each stage and _____. Use sequencing words and phrases.

Write at least 100 words in complete sentences.</td><td colspan="2">Spelling
ENG.03.WR. S.2.2 Spell a wide range of words using regular and irregular spellings with increasing accuracy.

Punctuation
ENG.03.WR.S.3.1: Write sentences using a wide range of punctuation with a high level of control.

Fluency in text production
ENG.03.WR.P.1.1: Produce simple written or multimodal texts on familiar and concrete topics, expressing simple comparisons and justifications where appropriate in a simple list of points and linked sentences with an increasing ability to convey meaning, although there may be inaccuracies and repetition of vocabulary and structures.

Presentation and development of ideas
ENG.03.WR.P.2.1: Express simple ideas, information, opinions, feelings and emotions on familiar and concrete topics using an increasing range of familiar phrases and expressions in simple written or multimodal texts with developing coherence, although there may be inaccuracies and repetition of vocabulary and structures.</td><td>4 labelled (2-3 words) images showing a process or sequence related to the theme.

One question asking students to interpret the visual information and describe each stage using sequencing words and phrases.

▪ Word count: 100 words
▪ 40 marks (based on rubric)</td></tr>
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