

مواصفات الاختبار النهائي للفصل الثاني (الهيكل الوزاري)



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تاريخ إضافة الملف على موقع المناهج: 26-01-2026 21:25:43

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المزيد من مادة
لغة إنجليزية:

التواصل الاجتماعي بحسب الصف الرابع



الرياضيات



اللغة الانجليزية



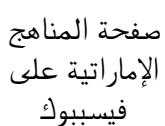
اللغة العربية



ال التربية الإسلامية



المواد على Telegram



صفحة المناهج
الإماراتية على
فيسبوك

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

حل تدريبات الوحدة الأولى around all Nature

1

كتاب النشاط world our of Wonders

2

أوراق عمل الأسبوع الأول Our beautiful planet مع تدريبات

3

نموذج تدريبي 4 على الامتحان النهائي متبع بالإجابات منهج أكسس

4

نموذج تدريبي 3 على الامتحان النهائي متبع بالإجابات منهج أكسس

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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 4



Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: Grade 4 – Sample Test Specifications

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

Part	Level	Theme	Vocabulary		
Part 1: Vocabulary	<p>Working at Mastery: Correctly recognises and uses high frequency words with multiple meanings (e.g., "bat," "watch") in varied sentences, showing understanding of context.</p>	World of Wonders Our Beautiful Planet, Exploring Space	<u>High frequency words:</u> like, by, my, I, too, very, have, when, about <u>Vocabulary:</u> mountain, river, waterfall, ocean, island, cave, valley, lake, Earth, planet, space, star, moon, sun, astronaut, rocket		
		World of Wonders Machines: Then and Now	<u>Vocabulary:</u> robot, computer, smartphone, camera, drone, tablet, smartwatch		
		Task Description <hr/> <p>Matching (sentence–image)</p> <hr/> <p>Match the sentence to the correct picture. There is one example.</p> <p>Skills Assessed: The student can independently recognise and apply high frequency words with multiple meanings in contextually appropriate ways across a range of oral and written tasks.</p>	Achievement Objectives <p>Read, spell, and use high frequency and academic vocabulary words fluently in diverse contexts, including formal and creative writing tasks.</p>	Learning Outcomes <p>High Frequency Words 4.LR.HFW.3: Recognise and use high frequency words with multiple meanings.</p>	Construct Limits <ul style="list-style-type: none"> 5 sentences, 5 pictures 4 marks each (Total: 20) 1 example

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus
Part 2: Reading	Working Toward Mastery: <hr/> Working at Mastery:	World of Wonders Incredible Inventions	<u>High frequency words:</u> way, say, may, away <u>Vocabulary:</u> Invention, computer, phone, machine, electricity, scientist	Present Simple Verb Forms (verb + object + infinitive) <u>Language Structure:</u> _____ help us _____ and _____. _____ help people _____. _____ help us _____. Examples: Computers help us play games and do homework. Phones help people call their friends. Cars help us travel from place to place. Lights help people see at night.
		Task Description	Specific Student Learning Outcomes (SSLOs)	
		Multiple-Choice Questions <hr/> Read the text and choose the correct answer. Choose A, B or C. There is one example.	4.R.RC.1: Answer literal, inferential and evaluative questions using text evidence. 4.R.UTSF.4: Identify main ideas and supporting details in informational texts. 4.R.VD.1: Determine the meaning of unfamiliar words using context, affixes and root words.	<ul style="list-style-type: none"> 1 descriptive text of 100-120 words (10% either way) 5 questions (2 Working Toward Mastery, 3 Working at Mastery) 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	World of Wonders Amazing Structures	<u>Vocabulary:</u> tower, skyscraper, pyramids, design, build, metal, glass, stone	Past Simple (reg and intro. to irregular) [built, made] <u>Language Structure:</u> People _____ the _____ in _____. They used _____ to build _____. They made the _____ with _____. <u>Examples:</u> People built the Burj Khalifa in Dubai. Engineers designed the Eiffel Tower in France. They used strong metal and glass to build the Museum of the Future. Workers worked for many years to finish the Great Wall of China. People made the pyramids with big stones.
		Task Description Multiple-Choice Questions _____ Read the text and choose the correct answer. Choose A, B or C. There is one example.	Specific Student Learning Outcomes (SSLOs) 4.R.RC.1: Answer literal, inferential and evaluative questions using text evidence. 4.R.UTSF.4: Identify main ideas and supporting details in informational texts. 4.R.VD.1: Determine the meaning of unfamiliar words using context, affixes and root words.	Construct Limits <ul style="list-style-type: none"> 1 descriptive text of 110-130 words (10% either way) 5 questions (3 working at Mastery, 2 Mastery with Greater Depth) with 3 options (4 marks each, total: 20)

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus
Part 4: Writing	Working at Mastery	World of Wonders Amazing People	<u>High frequency words:</u> great, find, kind, behind <u>Vocabulary:</u> invent, inventor, science, scientist, explore, explorer, discover	Wh- Questions (past simple) [Who invented the lightbulb? Who studied science to help sick people? Who explored space to learn about Mars?] <u>Language Structure:</u> Who invented/discovered/explored _____? _____ invented/discovered/explored _____ to _____.
				Examples: Who invented the lightbulb? Who explored space to learn about Mars? Ahmed bin Majid travelled across the ocean to discover new places. Marie Curie studied science because she wanted to help sick people.
		Task Description	Specific Student Learning Outcomes (SSLOs)	
		Guided constructed response <hr/> Write at least two complete sentences for the picture. Use the words in the circle to help you.	4.W.WPD.4: Develop informative texts using facts and explanations related to familiar topics. 4.W.WPD.2: Use simple and compound sentences with consistent subject-verb agreement and varied sentence openers. 4.W.SWU.1: Spell multisyllabic words using knowledge of common prefixes, roots, and suffixes.	<ul style="list-style-type: none"> ▪ 3 constructed responses ▪ 1 image per response ▪ 1 word bank with 2 words per response ▪ 40 marks, based on rubric

Grade 4 Writing Rubric

Band	Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting
7-8	Completes all questions, with at least 2 complete, short, simple sentences - 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 short, simple sentences 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 short, simple sentences 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				