# مواصفات الاختبار النهائي للفصل الثاني (الهيكل الوزاري) المسار المتقدم


تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ⇦ المناهج الإماراتية ⇦ الصف الخامس ⇦ لغة انجليزية ⇦ الفصل الثاني ⇦ ملفات متنوعة ⇦ الملف

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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 الصف الخامس

صفحة المناهج الإماراتية على فيسبوك | المواد على تلغرام | التربية الاسلامية | اللغة العربية | اللغة الانجليزية | الرياضيات


المزيد من الملفات بحسب الصف الخامس والمادة لغة انجليزية في الفصل الثاني

| | |
|---|---|
| 1 | مواصفات الاختبار النهائي للفصل الثاني (الهيكل الوزاري) المسار العام |
| 2 | بنك السيناريوهات وحدة around Getting - التعلم والتقييم القائم على المشاريع |
| 3 | حل كتاب الطالب منهج أكسس الفصل الثاني |
| 4 | مذكرة للدروس من الدرس الأول للخامس من الوحدة الأولى |
| 5 | عرض بوربوينت Listening الدرس الرابع focus Language من وحدة school to Getting |

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Academic Year
2025
26

# Sample Test Specifications
# English Language
# School-based Summative Assessment – Cycle 2

TERM 2

GRADES
5-8

almanahj.com/ae

# Overview

The Cycle 2 English Language School-based Summative assessments should be designed to reflect the curriculum, ensuring systematic coverage of Reading and Viewing, and Writing and Representing. The assessments should focus on reading fluency, comprehension, grammar and vocabulary development, while also assessing students' ability to produce structured, coherent writing across a range of text types. Grammar and Functional Language should be embedded within reading tasks to evaluate how well students apply language structures in context rather than in isolation. By aligning with the grade-level learning outcomes, the assessments should provide teachers with reliable evidence of students' strengths and areas for support, helping to inform instruction and guide learning in subsequent terms.

**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

The suggested structure is as follows:

- **Part 1 - Grammar**: Assesses skills at Grade Level Goal
- **Part 2 - Reading**: Targets working towards Grade Level Goal and At Grade Level Goal
- **Part 3 - Reading**: Targets working at Grade Level Goal and Beyond Grade Level Goal
- **Part 4 - Writing**: Assesses student writing ability at Grade Level Goal

# Curriculum Alignment

For Term 2, schools are required to design and administer their own English Language Summative Assessments. These assessments should be informed by the Cycle 2 English Language framework, which is fully aligned with the curriculum and structured around the core domains of Reading and Viewing and Writing and Representing.

Grammar, Functional Language, and Vocabulary are integrated across both domains to support progression and to reflect authentic, real-world communication. Assessment tasks should be mapped to CEFR proficiency levels, reinforcing the curriculum's emphasis on inclusion, differentiation, and learner autonomy within a clearly defined learning continuum.

# Assessment Outline – Academic Year 2025/2026

## Grades 5-8

| Term 1 | |
|---|---|
| School-based (formal) | End-of-Term (Centralized Exam) |
| 10% | 25% |

| Term 2 | | |
|---|---|---|
| School-based (formal) | PBLA | School-based Summative Assessment |
| 10% | 10% | 10% |

| Term 3 | |
|---|---|
| School-based (formal) | End-of-Term (Centralized Exam) |
| 10% | 25% |

# Stage 2

Grade 5 Advanced

Grade 6 General

## Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: **Grade 5 Advanced– Sample Test Specifications**

| | | | |
|---|---|---|---|
| **Grade** | **Grade 5 – Stage 2** | **CEFR** | **A2.1** |
| **Class** | **5 Advanced** | | |

| | | | | |
|---|---|---|---|---|
| **Language Domains** | Reading and Writing | **Total Marks** | Reading: 60 | Writing: 40 |

| Part | Level | Theme | Vocabulary | GRAMMAR |
|---|---|---|---|---|
| Part 1: Grammar | **Working at Grade Level Goal** | Treasure, Telling a story | treasure, lazy, strong, son, farm, grow, drive, camp, noise, sand dune, hear | G.4.3 Imperatives<br>G.15.2 Future time (going to)<br>G.12.1 prepositions of place<br>G.13.1 present simple |

| Task Description | Learning Outcomes (LOs) | Construct Limits |
|---|---|---|
| Multiple-Choice Gap-Fill<br>Read the text and choose the correct word(s) to complete the sentences. | ENG.02.RV.S.3.3: Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language. | ▪ 1 descriptive text of 100 words (10% either way) with 5 gaps<br>▪ 3 options, one of which is the correct answer<br>▪ 4 marks each (total 20) |

<table>
<tr><th>Part</th><th>Level</th><th>Theme</th><th>Vocabulary</th><th>Grammar</th></tr>
<tr><td rowspan="3">Part 2: Reading</td><td rowspan="3">At Grade Level Goal<br><br>———————<br><br>Working at Grade Level Goal</td><td>Road safety / Let’s go on a Trip</td><td>zebra crossing, cross, pavement, road safety, family, friend, trip, leave, stay, visit, dates, bring</td><td>G.5.1 Zero conditionals,<br>G.6.2 subordinating conjunctions (because)</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes (LOs)</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice Questions<br>———————<br>Read the text and choose the correct answer.<br>Choose A, B or C.</td><td>1 x ENG.02.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar topics that are clearly structured and use simple language.<br><br>2 x ENG.02.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language.<br><br>1 x ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.<br><br>1 x ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.</td><td>▪ 1 descriptive text of 150-170 words (10% either way)<br>▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th>Theme</th><th>Vocabulary</th><th>Grammar</th></tr>
<tr><td rowspan="4">Part 3: Reading</td><td rowspan="4">Working at Grade Level Goal<br><br>Working Beyond Grade Level Goal</td><td>A day in Dubai / School holidays</td><td>busy, excited, kind, funny, drums, hug, lost, shout, long, short, summer, camp, back to school, bored, boring, end</td><td>G.14.1 past simple (including the verb 'to be'),<br>G.6.2 subordinating conjunctions (because)</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes (LOs)</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice Questions<br><br>Read the text and choose the correct answer.<br>Choose A, B or C.</td><td>1 x ENG.02.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar topics that are clearly structured and use simple language.<br><br>2 x ENG.02.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language.<br><br>1 x ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.<br><br>1 x ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.</td><td>▪ 1 descriptive text of 150-170 words (10% either way)<br>▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)</td></tr>
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<tr><th>Part</th><th>Level</th><th>Theme</th><th>Vocabulary</th><th>Grammar</th><th>Functional Language</th></tr>
<tr><td rowspan="3">Part 4: Writing</td><td rowspan="3">Working at GLG</td><td>Out and about</td><td>stadium, palace, lake, forest, diary, gold, plane, fly, today, yesterday, last week</td><td>G.14.1 past simple (including the verb 'to be')</td><td>FL.2.2 Sequencing Adverbs</td></tr>
<tr><th>Task Description</th><th colspan="2">Learning Outcomes (LOs)</th><th>Construct Limits</th></tr>
<tr><td>Constructed Writing Response<br>———————<br>Question<br>3 Writing prompts<br><br>Write at least 80 words.</td><td colspan="2">ENG.02.WR.P.2.1 Express simple ideas, information and opinions with developing coherence in writing.<br><br>ENG.02.WR.P.3.1 Recount stories, past experiences and events in writing.<br><br>ENG.02.WR.S.3.1 Write sentences using capital letters, full stops, commas and question marks correctly, and apostrophes and other punctuation with increasing control.<br><br>ENG.02.WR.S.5.1 Use a range of basic conjunctions and sequencers to connect ideas in written or multimodal texts with developing coherence.<br><br>ENG.02.WR.S.2.2 Spell a wide range of words using regular spelling patterns and an increasing range of words with irregular spellings.</td><td>▪ One question with three prompts to elicit a personal narrative.<br>▪ Word count: 80 words<br>▪ 40 marks (based on rubric)</td></tr>
</table>

## Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: **Grade 6 General– Sample Test Specifications**

| | | | |
|---|---|---|---|
| **Grade** | **Grade 6 – Stage 2** | **CEFR** | **A2.1** |
| **Class** | **6 General** | | |

| | | | | |
|---|---|---|---|---|
| **Language Domains** | Reading and Writing | **Total Marks** | Reading: 60 | Writing: 40 |

| Part | Level | Theme | Vocabulary | GRAMMAR |
|---|---|---|---|---|
| Part 1: Grammar | **Working at Grade Level Goal** | Describing and Talking About Old and New Gadgets | channel, long, tall, yesterday – past time expressions and descriptive nouns for contrasting past and present, screen, keyboard, light, heavy, thick, thin – comparative adjectives for describing physical features of gadgets | G.6.1 – Coordinating conjunctions (and, but, so, or)<br>G.13.2 Present time (present continuous)<br>G.8.3 Modals (Passive)<br>G.10.1 – Present simple passive (is/are found, is used)<br>G.2.2 – Sequencing adverbs |

| Task Description | Learning Outcomes (LOs) | Construct Limits |
|---|---|---|
| Multiple-Choice Gap-Fill<br>Read the text and choose the correct word(s) to complete the sentences. | ENG.02.RV.S.3.3: Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language. | ▪ 1 descriptive text of 100 words (10% either way) with 5 gaps<br>▪ 3 options, one of which is the correct answer<br>▪ 4 marks each (total 20) |

<table>
<tr><th>Part</th><th>Level</th><th>Theme</th><th>Vocabulary</th><th>Grammar</th></tr>
<tr><td rowspan="3">Part 2: Reading</td><td rowspan="3">At Grade Level Goal<br><br>———————<br><br>Working at Grade Level Goal</td><td>How does it work?<br>Inventions That Changed the World</td><td>mechanism, control, circuit, button, power, function, design, purpose, invent, create, change, improve, communicate, electricity, design, innovation, process</td><td>G.10.1 Passives (present simple passive)<br><br>G.8.1 – Past simple vs. present perfect (invented, have changed)</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes (LOs)</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice Questions<br>———————<br>Read the text and choose the correct answer.<br>Choose A, B or C.</td><td>1 x ENG.02.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar topics that are clearly structured and use simple language.<br><br>2 x ENG.02.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language.<br><br>1 x ENG.02.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.<br><br>1 x ENG.02.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.</td><td>▪ 1 descriptive text of 150-170 words (10% either way)<br>▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)</td></tr>
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<tr><th>Part</th><th>Level</th><th>Theme</th><th>Vocabulary</th><th>Grammar</th></tr>
<tr><td rowspan="3">Part 3: Reading</td><td rowspan="3">Working at Grade Level Goal<br><br>Working Beyond Grade Level Goal</td><td>Global Green Heroes, Reducing Waste in Our School</td><td>hero, protect, forest, recycle, clean, action, community, project, leader, change, reduce, reuse, recycle, waste, bin, plastic, water, save, paper, electricity.</td><td>G.17.1 – Past simple for completed actions (worked, planted, founded, helped).<br>G.6.1 – Coordinating conjunctions (and, but, so, or)</td></tr>
<tr><th>Task Description</th><th>Learning Outcomes (LOs)</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice Questions<br><br>Read the text and choose the correct answer.<br>Choose A, B or C.</td><td>1 x ENG.02.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar topics that are clearly structured and use simple language.<br><br>2 x ENG.02.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language.<br><br>1 x ENG.02.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.<br><br>1 x ENG.02.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.</td><td>▪ 1 descriptive text of 150-170 words (10% either way)<br>▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)</td></tr>
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<tr><th>Part</th><th>Level</th><th>Theme</th><th>Vocabulary</th><th>Grammar</th><th>Functional Language</th></tr>
<tr><td rowspan="3">Part 4: Writing</td><td rowspan="3">Working at GLG</td><td>Reflecting on Exploration</td><td>reflection, journey, explore, learn, improve, teamwork, discovery, challenge, change</td><td>G.15.1 – Review of past tenses (was/were, had, explored, discovered).<br><br>G.3.1 – Past simple regular and irregular verbs (travelled, discovered, found, built)<br><br>G.14.1 – Sequencing connectors (first, next, then, finally).</td><td>FL.20 – Talking about past events<br><br>FL.25 – Expressing opinions and reflections</td></tr>
<tr><th>Task Description</th><th colspan="2">Learning Outcomes (LOs)</th><th>Construct Limits</th></tr>
<tr><td>Constructed Writing Response<br>———————<br>Question<br>3 Writing prompts<br><br>Write at least 80 words.</td><td colspan="2">ENG.02.WR.P.3.1 Recount stories, past experiences and events in writing.<br><br>ENG.02.WR.S.5.1 - Use a range of basic conjunctions and sequencers to connect ideas in written or multimodal texts with developing coherence.<br><br>ENG.02..WR.P.2.1 Express simple ideas and information with developing coherence in writing.<br><br>ENG.02.WR.S.2.2 - Spell a wide range of words using regular spelling patterns and an increasing range of words with irregular spellings.</td><td>▪ One question with three prompts to elicit a personal narrative.<br>▪ Word count: 80 words<br>▪ 40 marks (based on rubric)</td></tr>
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