

مواصفات اختبارات نهاية الفصل للغة الإنجليزية



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ⇨ المناهج الإماراتية ⇨ الصف الخامس ⇨ لغة انجليزية ⇨ الفصل الأول ⇨ ملفات متنوعة ⇨ الملف

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ملفات اكتب للمعلم اكتب 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

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الخامس



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

حل أوراق عمل الوحدة الأولى

1

Board Information 2 Unit Guide Writing مواضيع الوحدة الثانية عن الاماكن والحيوانات

2

Adventure Stories Samples

3

stories Adventure مواضيع كتابة الوحدة الأولى قصص مغامرة

4

Master your Reading القراءة على تدريبات

5

تحميل تطبيق المناهج للهواتف الذكية

تطبيق المناهج على Play Google (أندرويد)

تطبيق المناهج على Store App (آبل)



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Academic Year

2026
27

English Language Test Specifications

End-of-Term 1 Examinations

CS CamScanner

CYCLE

2

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

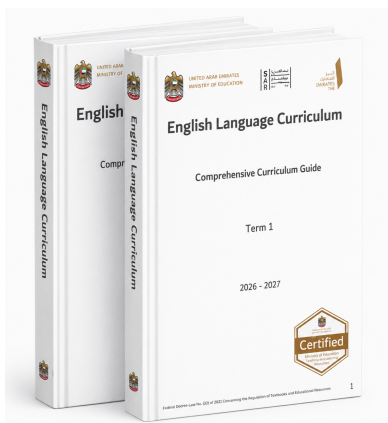
Centralised

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.

	Part 1: Vocabulary	Part 2: Grammar	Part 3A: Reading	Part 3B: Reading	Part 4 Writing
Working toward Grade Level Goal					
Working at Grade Level Goal					
Working beyond Grade Level Goal					

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 Vocabulary 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

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 messages, Recorded audio materials, Meeting Minutes, Memoranda, etc.



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

English Language Test Specifications

End-of-Term 1 Examinations

Cycle 2

Grade Level Goal

6

Academic Year 2026-2027: End-of-Term 1 Exam Test Specifications: Grade 6 GLG - Grade 5 Advanced / 6 General – Stage 2 – A2.1

Grade Level Goal	Grade 6 GLG	Learning Continuum Stage	2
Class	5 Advanced / 6 General	CEFR	A2.1
Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60
		Platform	SwiftAssess
			Writing: 40
			Paper-based

Part	Level	Theme	Vocabulary		
Part 1: Vocabulary	Towards Grade Level Goal	Leisure and Free Time	costume, attraction, performance, entrance, hobby, colorful, dessert		
		Animals	carnivore, herbivore, habitat, enclosure		
		Our Solar System	telescope, compass, crater, asteroid, science		
		Exploring	explorer, expedition, journey, route, discover, survive		
		Task Description	Learning Outcomes	Construct Limits	
		Sentence Cloze Choose the correct word to complete the sentence. Choose A or B.	Reading Strategies 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.	5 sentences with one gap 2 options per sentence (A or B): 1 correct answer and 1 distractor 2 marks each (total: 10)	

Part	Level	Theme	Vocabulary	Grammar
Part 2: Grammar	At Grade Level Goal	Animals How to train animals	beekeeper, falconer, honeycomb, lure, nectar, pollinate, talons, wax, command, guide, service animal, support, independence, obstacle, behaviour, train	G.17.2 Wh-questions G14.1 Past time (past simple (including verb 'to be')) G.4.3 Clauses and Phrases: Imperatives, G8.1 Modals (Must / Must not) G14.2 Past Time (used to/would) G.11.1 Phrasal Verbs (non-separable) G.6.2 Conjunctions (subordinating)
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences. Choose A, B or C.	Reading Strategies 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 (A2.1) of 100 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ 2 marks each (total 10)

Part	Level	Theme		
Part 3A: Reading	At Grade Level Goal	Exploring Famous modern explorers, How exploring has changed, What are some difficulties explorers face		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer. Choose A, B or C.	Comprehension Skills Specific Information: 4 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. Details: 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. Inference 1 x ENG.02.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Overall Meaning 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.	1 descriptive text (A2.1) of 150-170 words (10% either way – Max: 187) 8 questions with 3 options, one of which is the correct answer (3 marks each, total: 24)

Part	Level	Theme		
Part 3B: Reading	Beyond Grade Level Goal	Our Solar System Planets and Space Science, Asteroids and Space Events		
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Read the text. Choose the correct answer. Choose A, B or C.	Comprehension Skills Details: 4 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. Inference 2 x ENG.02.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object and unknown expressions from their position in a text when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Connections 1 x ENG.02.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 help understand the topic or structure of new content when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language. Overall Meaning 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.	1 narrative text (A2.2) of 150-170 words (10% either way – Max: 187) 8 questions with 3 options, one of which is the correct answer (2 marks each, total: 16)

Part	Level	Theme		Functional Language
Part 4: Writing	At Grade Level Goal	<i>The Writing Task will be based around one of these themes:</i>		
		Exploring Mountain Climbing and Survival, Difficulties explorers face (desert / ocean / mountain)		FL.27 Describing advantages and disadvantages FL.16 Expressing opinion
		Leisure and Free Time How did you spend your time? (Entertainment and Attractions)		FL.31 Describing past experiences and events
		Task Description	Learning Outcomes	Construct Limits
		Constructed Writing Response Write about _____. - Prompt 1 - Prompt 2 - Prompt 3 Write at least 80 words in complete sentences.	Spelling 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. Punctuation 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. Fluency in text production ENG.02.WR.P.1.1: Produce short, simple written or multimodal texts on familiar topics, expressing simple comparisons and justifications where appropriate in a simple list of points and linked sentences, although there may be inaccuracies and some limitations in vocabulary or structure. Presentation and development of ideas ENG.02.WR.P.2.1: Express simple ideas, information and opinions on familiar topics using an increasing range of familiar phrases and expressions in short, simple written or multimodal texts with developing coherence, although there may be inaccuracies and some limitations in vocabulary or structure.	- One question with three prompts to elicit a personal narrative. - Word count: 80 words 40 marks (based on rubric)