

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



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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 الثاني

بنك السيناريوهات وحدة around Getting - التعلم والتقييم القائم على المشاريع

1

حل كتاب الطالب منهج أكسس الفصل الثاني

2

مذكرة للدروس من الدرس الأول للخامس من الوحدة الأولى

3

عرض بوربوينت Listening الدرس الرابع focus Language من وحدة Getting to school

4

عرض بوربوينت Listening الدرس الثالث focus Language من وحدة Getting to school

5



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

# 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

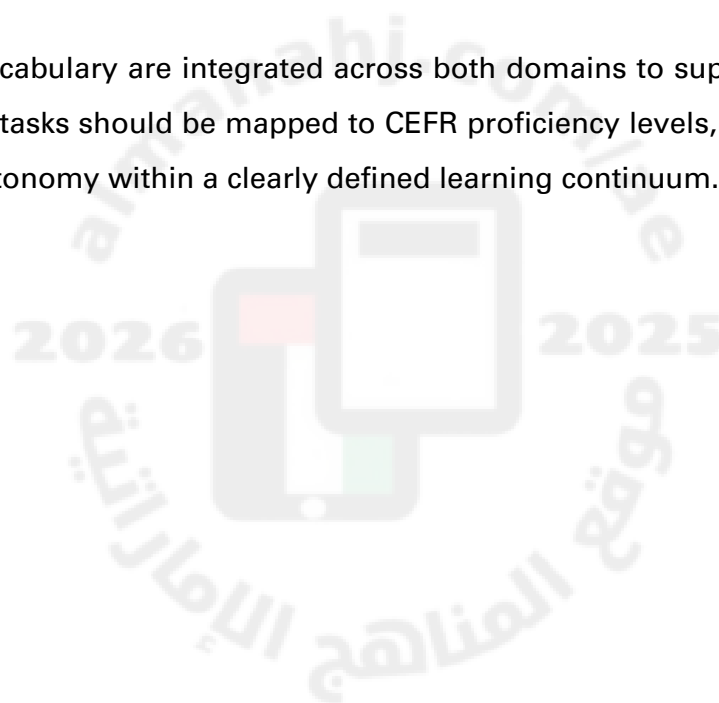
The suggested structure is as follows:

- **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 1

Grade 5 General

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

Grade	Grade 5 – Stage 1	CEFR	A1.2-A2.1
Class	5 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	Treasure, Telling a story	treasure, lazy, strong, son, farm, grow, drive, camp, noise, sand dune, hear	<a href="#">G.4.3 Imperatives</a> <a href="#">G.15.2 Future time (going to)</a> <a href="#">G.12.1 prepositions of place</a> <a href="#">G.13.1 present simple</a>	
		Task Description	Learning Outcomes (LOs)		Construct Limits
		<p>Multiple-Choice Gap-Fill</p> <hr/> <p>Read the text and choose the correct word(s) to complete the sentences</p>	ENG.01.RV.S.2.1: Apply basic reading strategies, using visuals, context, first language, culture and experiences to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.		<ul style="list-style-type: none"> <li>1 descriptive text of 80 words (10% either way) with 5 gaps</li> <li>3 options, one of which is the correct answer</li> <li>4 marks each (total 20)</li> </ul>

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	<b>At Grade Level Goal</b>  <hr/> <b>Working at Grade Level Goal</b>	Road safety / Let's go on a Trip	traffic light, zebra, crossing, road, stop, cross the road, little brother, leave, trip, invite, reply, email, flight	G.4.3 Imperatives, <a href="#">G.8.1 present modal (would you like?)</a>
		<b>Task Description</b>	<b>Learning Outcomes (LOs)</b>	<b>Construct Limits</b>
		<b>Multiple-Choice Questions</b>  <hr/> Read the text and choose the correct answer. Choose A, B or C. There is one example.	1 x ENG.01.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, especially if they have visual support.  2 x ENG.01.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, especially if they have visual support.  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.  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.	<ul style="list-style-type: none"> <li>▪ 1 descriptive text of 120-150 words (10% either way)</li> <li>▪ 5 questions with 3 options (4 marks each, total: 20)</li> <li>▪ 1 example</li> </ul>



Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	<b>Working at Grade Level Goal</b>  <hr/> <b>Working Beyond Grade Level Goal</b>	A day in Dubai / School holidays	busy, excited, kind, funny, drums, hug, lost, shout, long, short, summer, camp, back to school, bored, boring, end	<a href="#">G.14.1 past simple (including the verb 'to be')</a> , <a href="#">G.6.2 subordinating conjunctions (because)</a>
		Task Description	Learning Outcomes (LOs)	Construct Limits
		<b>Multiple-Choice Questions</b>  <hr/> Read the text and choose the correct answer. Choose A, B or C. There is one example.	1 x ENG.01.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, especially if they have visual support.  2 x ENG.01.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, especially if they have visual support.  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.  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.	<ul style="list-style-type: none"> <li>▪ 1 descriptive text of 120-150 words (10% either way)</li> <li>▪ 5 questions with 3 options (4 marks each, total: 20)</li> <li>▪ 1 example</li> </ul>

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	Working at GLG	Out and about	stadium, palace, lake, forest, diary, gold, plane, fly, today, yesterday, last week	<a href="#">G.14.1 past simple (including the verb 'to be')</a>	<a href="#">FL.2.2 Sequencing Adverbs</a>
		Task Description	Learning Outcomes (LOs)		Construct Limits
		<p>Guided constructed response</p> <hr/> <p>Look at the picture. Answer the questions by writing complete sentences.</p> <p>Write at least 60 words.</p>	<p>ENG.01.WR.S.3.1 Write sentences using capital letters, full stops, question marks and commas correctly, and apostrophes, quotation marks and hyphens with emerging control.</p> <p>ENG.01.WR.P.3.1 Recount stories, past experiences and events in writing.</p> <p>ENG.01.WR.S.5.1 Use basic conjunctions and sequencers to connect ideas in written or multimodal texts with developing coherence.</p> <p>ENG.01.WR.P.2.1 Express simple ideas and information with developing coherence in writing.</p> <p>ENG.01.WR.S.2.2 Spell a wide range of words using regular spelling patterns and a limited range of words with irregular spellings.</p>		<ul style="list-style-type: none"> <li>One image and one question with three prompts to elicit a personal narrative.</li> <li>Word count: 60 words</li> <li>40 marks (based on rubric)</li> </ul>