

الدليل الإرشادي الوزاري لطريقة الكتابة في امتحان نهاية الفصل



تم تحميل هذا الملف من موقع المناهج الإماراتية

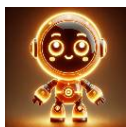
موقع المناهج ⇨ المناهج الإماراتية ⇨ الصف الخامس ⇨ لغة انجليزية ⇨ الفصل الأول ⇨ ملفات متنوعة ⇨ الملف

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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

مواصفات الاختبار النهائي للفصل الأول (الهيكل الوزاري)

1

أسئلة مراجعة عن الوحدة الأولى Homes منهج أكسس مع الحل

2

ملف حل الدرس العاشر Review من الوحدة الثالثة منهج أكسس الجديد

3

ملف حل الدرس التاسع city old The من الوحدة الثالثة منهج أكسس الجديد

4

ملف حل الدرس الثامن focus Language من الوحدة الثالثة منهج أكسس الجديد

5



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

25
2026
العام الدراسي
Academic Year



Sample Writing Task

End-of-Term 1

Stage 1

Grade 5 General

Look at the picture. Answer the questions by writing complete sentences.

Total/40

- What can you see in the picture?
- Would you like to live here? Why?
- How is it different from where you live?

Write at least **60 words**.



Blank lined paper for writing.

Writing Grading Guidelines / موجّهات التصحيح

1. Task Completion (8 marks)

- Award full marks (7–8) if the student clearly addresses all parts of the prompt using complete sentences and relevant ideas.
- Deduct marks for missing ideas, off-topic details, or unclear meaning.
- Responses showing understanding but omitting small details should receive Band 5–6.
- Minimal or irrelevant attempts belong in Band 1–2.

2. Structure (8 marks)

- Award full marks (7–8) when ideas are presented in a logical order, with smooth flow between sentences. Paragraphs are not required but ideas should connect clearly.
- If sequencing is mostly clear but inconsistent, mark Band 5–6.
- When sentences are mixed or unrelated, assign Band 3–4.
- Random or disconnected ideas belong in Band 1–2.

3. Grammar (8 marks)

- Award full marks (7–8) when sentences show mostly correct use of simple and compound structures with minor errors that do not affect meaning.
- If grammar is mostly accurate but some tense or word-order mistakes occur, mark Band 5–6.
- Frequent grammatical errors that sometimes confuse meaning belong in Band 3–4.
- Responses with little or no control of sentence structure fall in Band 1–2.

4. Vocabulary (8 marks)

- Award full marks (7–8) for accurate and varied use of high-frequency and topic-related vocabulary.
- If vocabulary is mostly correct but repetitive or basic, mark Band 5–6.
- When limited vocabulary causes unclear meaning, use Band 3–4.
- Inappropriate or incorrect vocabulary throughout belongs in Band 1–2.

5. Spelling and Punctuation (8 marks)

- Award full marks (7–8) for mostly accurate spelling and correct use of full stops and capital letters.
- Band 5–6 applies when basic punctuation is consistent and most words are spelt correctly.
- Band 3–4 applies when errors occur often but meaning remains clear.
- Persistent or severe spelling and punctuation errors that obscure meaning belong in Band 1–2.

G5 Writing Rubric

	Task completion	Structure	Grammar	Vocabulary	Spelling and Punctuation
7-8	Addresses all parts of the prompt clearly using connected, complete sentences. Ideas are relevant and fully developed for the task.	Sentences are logically ordered with smooth connections between ideas.	Mostly accurate use of simple and some compound sentences. Minor errors do not affect meaning.	Uses a range of topic-related and high-frequency words accurately and appropriately.	Spelling and punctuation are mostly correct; occasional minor errors do not affect readability.
5-6	Covers most parts of the prompt; response is clear but may miss one detail or example.	Ideas are mostly ordered; sentences link reasonably well.	Grammar is generally correct with some errors that may occasionally affect clarity.	Adequate vocabulary for the topic; some repetition or basic word choice.	Common words spelt correctly; basic punctuation (full stops, capitals) mostly accurate.
3-4	Attempts the task but misses several parts of the prompt or lacks clear ideas.	Some sentences connect but order or flow may be unclear.	Frequent errors in tense or sentence structure sometimes make meaning unclear.	Limited range of vocabulary but enough to convey a basic message.	Some correct spelling and punctuation, but errors occur often.
2	Gives a partial or unclear response to the prompt; meaning is limited.	Little sense of order or link between ideas.	Frequent grammatical errors; many sentences incomplete or inaccurate.	Very limited vocabulary; several words used incorrectly.	Spelling and punctuation errors frequent; meaning often unclear.
1	Response is off-topic, copied, or too short to assess.	No clear organisation or connection between ideas.	Grammar control minimal; sentences mostly incorrect or missing.	Vocabulary inappropriate or unrelated to the topic.	Numerous errors; response difficult to read.
0	No response, or entirety of response plagiarised.				