

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



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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 للمدرس

المزيد من مادة  
لغة انجليزية:

### التواصل الاجتماعي بحسب الصف السادس



صفحة المناهج  
الإماراتية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

### المزيد من الملفات بحسب الصف السادس والمادة لغة انجليزية في الفصل الثاني

مواصفات الاختبار النهائي للفصل الثاني (الهيكل الوزاري) المسار العام	1
عرض بوربوينت الدرس التاسع من الوحدة السادسة منهج أكسس	2
عرض بوربوينت الدرس الثامن focus Language من الوحدة السادسة منهج أكسس	3
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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

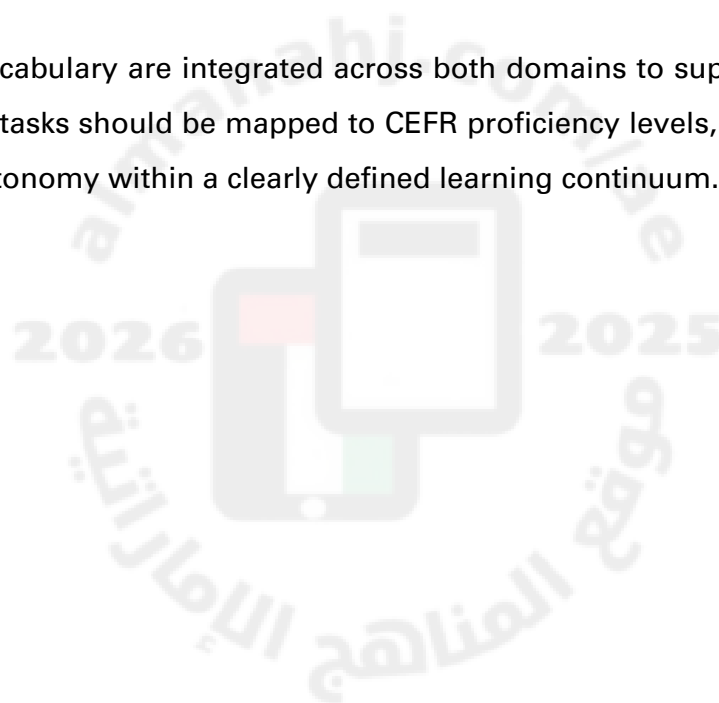
The suggested structure is as follows:

- **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 3

Grade 6 Advanced

Grade 7 General

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

Grade	Grade 6 – Stage 3	CEFR	A2.1-A2.2
Class	6 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	Where Do Diamonds Come From? What Can You Do Under the Streets?	found, diamond, stone, shiny, underground, press, heat building, underground, competition, stadium, theatre, market, field, tourist	<a href="#">G.12.2 Prepositions (time)</a> <a href="#">G.2.3 Adverbs (frequency)</a> <a href="#">G.1.1 Adjectives (position)</a> <a href="#">G.14.3 Past Time (past continuous)</a>	
		Task Description	Learning Outcomes (LOs)		Construct Limits
		Multiple-Choice Gap-Fill <hr/> Read the text and choose the correct word(s) to complete the sentences.	ENG.03.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 texts.		<ul style="list-style-type: none"> <li>1 descriptive text of 120 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>	How Do Animals Use Sand?, How Can Sand Be Art?	trunk, bugs, healthy, roll around, throw, artist, desert, paint, statue, photo	<a href="#">G.13.2 Present Time (present continuous)</a>
		<b>Task Description</b>	<b>Learning Outcomes (LOs)</b>	<b>Construct Limits</b>
		Multiple-Choice Questions <hr/> Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.03.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.  2 x ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference  1 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.  1 x ENG.03.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.	<ul style="list-style-type: none"> <li>▪ 1 narrative text of 170-200 words (10% either way)</li> <li>▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)</li> </ul>



Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	<b>Working at Grade Level Goal</b>  <b>Working Beyond Grade Level Goal</b>	What Do Colours Mean in Different Cultures	brave, peaceful, sad, culture, opinion, lucky, angry, afraid	<a href="#">G.14.3 Past Time (past continuous)</a> <a href="#">G.14.1 Past Time (past simple (including verb 'to be'))</a>
		<b>Task Description</b>	<b>Learning Outcomes (LOs)</b>	<b>Construct Limits</b>
		<b>Multiple-Choice Questions</b>  Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.03.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.  2 x ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference  1 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.  1 x ENG.03.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.	<ul style="list-style-type: none"> <li>1 descriptive text of 170-200 words (10% either way)</li> <li>5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)</li> </ul>

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	Working at GLG	Where Is the Largest Underwater Lake in the World?	largest, lake, cave, clear, deep	<a href="#">G.14.3 Past Time (past continuous)</a>	<a href="#">FL.5 Describing people</a> <a href="#">FL.6 Describing places</a>
		Task Description	Learning Outcomes (LOs)		Construct Limits
		<p>Constructed Writing Response</p> <hr/> <p>Question 3 Writing prompts</p> <p>Write at least 100 words.</p>	<p>ENG.03.WR.S.5.1 Use a range of basic cohesive devices to connect ideas in written or multimodal texts with developing coherence.</p> <p>ENG.03.WR.S.3.1: Write sentences using a wide range of punctuation with a high level of control.</p> <p>ENG.03.WR.P.1.1: Produce simple written or multimodal texts on familiar and concrete topics, expressing simple comparisons and justifications where appropriate in a simple list of points and linked sentences with an increasing ability to convey meaning, although there may be inaccuracies and repetition of vocabulary and structures.</p> <p>ENG.03.WR.P.2.1: Express simple ideas, information, opinions, feelings and emotions on familiar and concrete topics using an increasing range of familiar phrases and expressions in simple written or multimodal texts with developing coherence, although there may be inaccuracies and repetition of vocabulary and structures.</p>		<ul style="list-style-type: none"> <li>▪ One question with three prompts to elicit an expository text.</li> <li>▪ Word count: 100 words</li> <li>▪ 40 marks (based on rubric)</li> </ul>

**Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: Grade 7 General– Sample Test Specifications**

Grade	Grade 7 – Stage 3	CEFR	A2.1-A2.2
Class	7 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	Animals, Looking after our wildlife	scales, fur, feathers, fin, gills, bird, reptile, fish, mammal rubbish, plastic, bin, top, bottom, to look after, to float, to throw away	<a href="#">G.1.2 Adjectives (comparatives)</a> <a href="#">G.11.1 Phrasal Verbs (non- separable)</a> <a href="#">G.4.1 Clauses and phrases (defining relative clauses)</a> <a href="#">G.8.2 Modals (past)</a> <a href="#">G.14.1 Past Time (past simple (including verb 'to be'))</a>	
		Task Description	Learning Outcomes (LOs)		Construct Limits
		Multiple-Choice Gap-Fill <hr/> Read the text and choose the correct word(s) to complete the sentences.	ENG.03.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 texts.		<ul style="list-style-type: none"> <li>▪ 1 descriptive text of 120 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>	Types of Transport, In The Street	bus, taxi, train, metro, boat, ticket, free, station, to take the bus/train/tram, one-way street, traffic light, speed limit, crossing, parking, sign	<a href="#">G.16.1 Pronouns (personal/subject)</a>  <a href="#">G.8.1 Modals (present)</a>
		Task Description	Learning Outcomes (LOs)	Construct Limits
		Multiple-Choice Questions <hr/> Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.03.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.  2 x ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference  1 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.  1 x ENG.03.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.	<ul style="list-style-type: none"> <li>▪ 1 narrative text of 170-200 words (10% either way)</li> <li>▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)</li> </ul>

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	Working at Grade Level Goal	Taking the metro, Going on tour, Interesting Animals	map, to stop, to cross, change to the green line; coming into Union Station, tour, guide, to pick up, to get to, to go by, skin, wings, tail, neck, bright, colourful	<u>G.12.1 Prepositions (place)</u> <u>G.8.1 Modals (present)</u> <u>G.1.2 Adjectives (comparatives)</u>
		Task Description	Learning Outcomes (LOs)	Construct Limits
	Working Beyond Grade Level Goal	Multiple-Choice Questions <hr/> Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.03.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.  2 x ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference  1 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.  1 x ENG.03.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.	<ul style="list-style-type: none"> <li>1 descriptive text of 170-200 words (10% either way)</li> <li>5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)</li> </ul>

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	Working at GLG	Favourite Places, Around Town	favourite, alone, to love, film-maker, film, cinema, shopping mall, future, post office, metro station, police station, car park, museum, cinema, library	<a href="#">Intensifiers</a> <a href="#">G.9.7 Nouns (compound nouns)</a> <a href="#">G.12.1 Prepositions (place)</a>	<a href="#">FL.6 Describing places</a>
		Task Description	Learning Outcomes (LOs)		Construct Limits
		<p>Constructed Writing Response</p> <hr/> <p>Question 3 Writing prompts</p> <p>Write at least 100 words.</p>	<p>ENG.03.WR.S.5.1 Use a range of basic cohesive devices to connect ideas in written or multimodal texts with developing coherence.</p> <p>ENG.03.WR.P.1.1 Write short, simple texts about familiar topics, using linked sentences and basic comparisons or reasons, even if there are some mistakes or repetition.</p> <p>ENG.03.WR.P.1.1: Produce simple written or multimodal texts on familiar and concrete topics, expressing simple comparisons and justifications where appropriate in a simple list of points and linked sentences with an increasing ability to convey meaning, although there may be inaccuracies and repetition of vocabulary and structures.</p> <p>ENG.03.WR.P.2.1: Express simple ideas, information, opinions, feelings and emotions on familiar and concrete topics using an increasing range of familiar phrases and expressions in simple written or multimodal texts with developing coherence, although there may be inaccuracies and repetition of vocabulary and structures.</p> <p>ENG.03.WR.S.4.1 Use simple linking words to connect ideas in short pieces of writing on familiar topics, showing growing control, even if some mistakes or repetition occur.</p>		<ul style="list-style-type: none"> <li>▪ One question with three prompts to elicit a narrative text.</li> <li>▪ Word count: 100 words</li> <li>▪ 40 marks (based on rubric)</li> </ul>