

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



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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

عرض بوربوينت الدرس التاسع من الوحدة السادسة منهج أكسس	1
عرض بوربوينت الدرس الثامن focus Language من الوحدة السادسة منهج أكسس	2
عرض بوربوينت الدرس السابع The boy who biked the world من الوحدة السادسة منهج أكسس	3
عرض بوربوينت الدرس السادس An adventure in the desert من الوحدة السادسة منهج أكسس	4
عرض بوربوينت الدرس الخامس Focus Language من الوحدة السادسة منهج أكسس	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

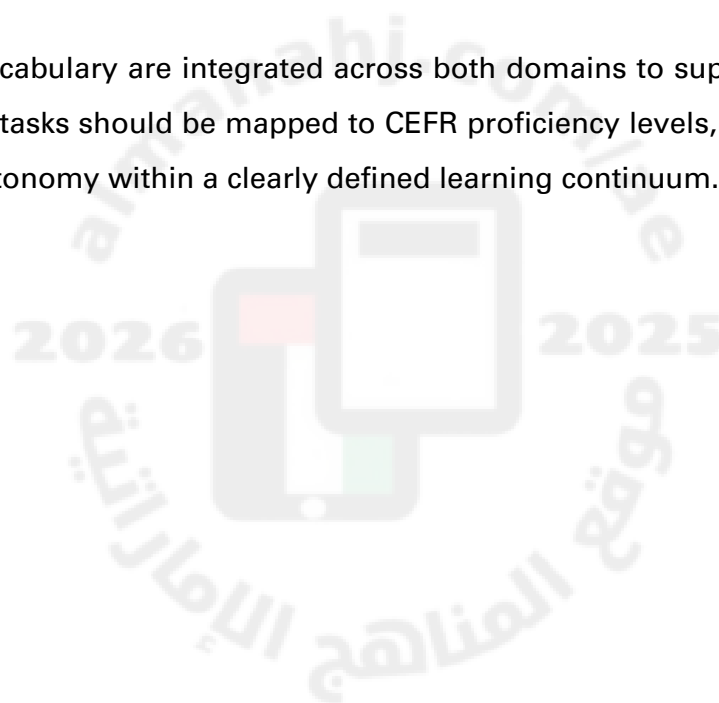
The suggested structure is as follows:

- **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 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	<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
		<div>Multiple-Choice Gap-Fill</div> <hr/> <div>Read the text and choose the correct word(s) to complete the sentences.</div>	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.		<ul style="list-style-type: none"><li>▪ 1 descriptive text of 100 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	zebra crossing, cross, pavement, road safety, family, friend, trip, leave, stay, visit, dates, bring	<a href="#">G.5.1 Zero conditionals,</a> <a href="#">G.6.2 subordinating conjunctions (because)</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.	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.  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.  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 150-170 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	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
	Working Beyond Grade Level Goal	<p>Multiple-Choice Questions</p> <hr/> <p>Read the text and choose the correct answer. Choose A, B or C.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>1 descriptive text of 150-170 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	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>Constructed Writing Response</p> <hr/> <p>Question 3 Writing prompts  Write at least 80 words.</p>	<p>ENG.02.WR.P.2.1 Express simple ideas, information and opinions with developing coherence in writing.</p> <p>ENG.02.WR.P.3.1 Recount stories, past experiences and events in writing.</p> <p>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.</p> <p>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.</p> <p>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.</p>		<ul style="list-style-type: none"> <li>▪ One question with three prompts to elicit a personal narrative.</li> <li>▪ Word count: 80 words</li> <li>▪ 40 marks (based on rubric)</li> </ul>

**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	<a href="#">G.6.1 – Coordinating conjunctions (and, but, so, or)</a>  <a href="#">G.13.2 Present time (present continuous)</a>  <a href="#">G.8.3 Modals (Passive)</a>  <a href="#">G.10.1 – Present simple passive (is/are found, is used)</a>  <a href="#">G.2.2 – Sequencing adverbs</a>	
		Task Description	Learning Outcomes (LOs)		Construct Limits
		<div>Multiple-Choice Gap-Fill</div> <hr/> <div>Read the text and choose the correct word(s) to complete the sentences.</div>	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.		<ul style="list-style-type: none"><li>▪ 1 descriptive text of 100 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 does it work? Inventions That Changed the World	mechanism, control, circuit, button, power, function, design, purpose, invent, create, change, improve, communicate, electricity, design, innovation, process	<a href="#">G.10.1 Passives (present simple passive)</a>  <a href="#">G.8.1 – Past simple vs. present perfect (invented, have changed)</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.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.  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.  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.  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.	<ul style="list-style-type: none"> <li>1 descriptive text of 150-170 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	Global Green Heroes, Reducing Waste in Our School	hero, protect, forest, recycle, clean, action, community, project, leader, change, reduce, reuse, recycle, waste, bin, plastic, water, save, paper, electricity.	<a href="#">G.17.1 – Past simple for completed actions (worked, planted, founded, helped).</a> <a href="#">G.6.1 – Coordinating conjunctions (and, but, so, or)</a>
		Task Description	Learning Outcomes (LOs)	Construct Limits
	Working Beyond Grade Level Goal	<p>Multiple-Choice Questions</p> <hr/> <p>Read the text and choose the correct answer. Choose A, B or C.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>1 descriptive text of 150-170 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	Reflecting on Exploration	reflection, journey, explore, learn, improve, teamwork, discovery, challenge, change	<p><a href="#">G.15.1 – Review of past tenses (was/were, had, explored, discovered).</a></p> <p><a href="#">G.3.1 – Past simple regular and irregular verbs (travelled, discovered, found, built)</a></p> <p><a href="#">G.14.1 – Sequencing connectors (first, next, then, finally).</a></p>	<p><a href="#">FL.20 – Talking about past events</a></p> <p><a href="#">FL.25 – Expressing opinions and reflections</a></p>
		Task Description	Learning Outcomes (LOs)		Construct Limits
		<p>Constructed Writing Response</p> <hr/> <p>Question 3 Writing prompts</p> <p>Write at least 80 words.</p>	<p>ENG.02.WR.P.3.1 Recount stories, past experiences and events in writing.</p> <p>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.</p> <p>ENG.02.WR.P.2.1 Express simple ideas and information with developing coherence in writing.</p> <p>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.</p>		<ul style="list-style-type: none"> <li>▪ One question with three prompts to elicit a personal narrative.</li> <li>▪ Word count: 80 words</li> <li>▪ 40 marks (based on rubric)</li> </ul>