

الدليل الإرشادي الوزاري لطريقة الكتابة في امتحان نهاية الفصل المسار المتقدم



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف السابع ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

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ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف السابع



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

الدليل الإرشادي الوزاري لطريقة الكتابة في امتحان نهاية الفصل

1

مذكرة جميع قواعد ومفردات الفصل منهج أكسس متبوعة بالحلول

2

مواصفات الاختبار النهائي للفصل الأول (الهيكل الوزاري)

3

نموذج أسئلة اختبار تجريبي التقويم الأول

4

جميع مفردات Vocabulary الوحدات المطلوبة منهج أكسس مع الترجمة للعربية

5



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

25
2026
العام الدراسي
Academic Year



Sample Writing Task

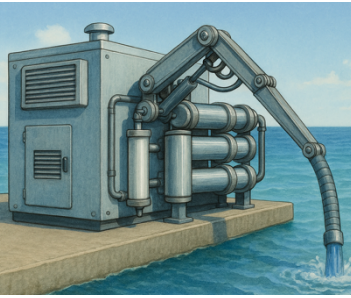
End-of-Term 1

Stage 4

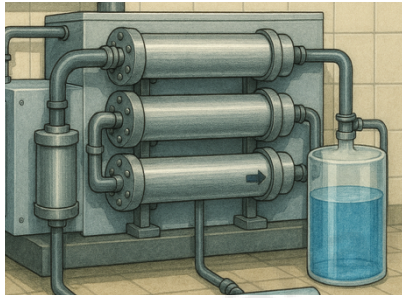
Grade 7 Advanced

Total/40

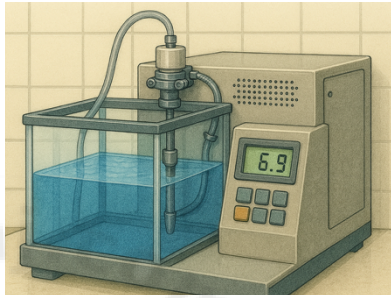
Write at least 110 words.



collecting water



salt removal



water testing



bottled water

موقع المناهج الإلكترونية

amanahj.com/ae

2026 2025

موقع الامانة

الامانة

Task Completion	Structure	Grammar	Vocabulary	Spelling and Punctuation	Total
/5	/5	/5	/5	/5	/25

Writing Grading Guidelines / موجّهات التصحيح

1. Task Completion

- Students at higher bands (7–8) fully address all aspects of the prompt, providing some extended, relevant, and clearly developed ideas.
- Mid-range responses (5–6) cover most aspects but may lack detail or development in one area.
- Bands 3–4 show partial coverage of the task, with several relevant ideas but limited elaboration or missing key parts of the prompt.
- At Band 2, responses touch only one aspect of the prompt, often in short or simple statements.

2. Structure

- Bands 7–8 responses are clearly organised into paragraphs with logical progression, topic sentences, and clear introductions and conclusions.
- Bands 5–6 demonstrate some control of paragraphing, but transitions may be mechanical or uneven.
- Bands 3–4 include connected sentences, but ideas may not be grouped logically or may lack clear openings and closings.
- Bands 2–1 show limited control of structure, with sentences that are disconnected or unrelated.

3. Grammar

- At Bands 7–8, students use a range of simple and some complex structures (e.g., compound and complex sentences) accurately and appropriately for the task.
- Bands 5–6 show some control of grammar with occasional errors that may slightly affect readability.
- Bands 3–4 responses rely on simple sentence forms with frequent grammatical errors that sometimes cause confusion.
- Bands 2–1 show limited or no control of sentence formation, tenses, or subject-verb agreement.

4. Vocabulary

- Bands 7–8 use a range of appropriate and sometimes sophisticated vocabulary that fits the topic and context.
- Bands 5–6 responses use adequate vocabulary to express ideas but may repeat common words or rely on basic phrasing.
- Bands 3–4 show limited range, often reusing the same high-frequency words.
- Bands 2–1 responses demonstrate restricted vocabulary and errors that obscure meaning.

5. Spelling and Punctuation

- At Bands 7–8, students spell most words correctly, including some less common or irregular forms, and use punctuation accurately.
- Bands 5–6 contain minor or occasional spelling errors, mainly with longer or unfamiliar words, but meaning remains clear.
- Bands 3–4 show frequent but recognisable errors, with inconsistent punctuation and basic spelling accuracy.
- Bands 2–1 demonstrate poor control of spelling, limited awareness of phonics, and missing or incorrect punctuation.

G7 Writing Rubric

	Task completion	Structure	Grammar	Vocabulary	Spelling and Punctuation
7-8	Student writes a clearly developed and mostly extended response, reaching or exceeding the expected length. All aspects of the prompt are addressed with relevant detail and clear development of ideas.	Response is clearly structured appropriately in paragraphs with evident attempt at an introduction and conclusion.	Response uses a range of simple and possibly some complex grammatical structures appropriate to the prompt/questions. Grammatical errors are infrequent and do not affect readability.	Response uses a few examples of more uncommon or sophisticated vocabulary for the specific topic of the task.	There are examples of accuracy in even higher-level spelling and punctuation. There may be multiple errors, but they mostly don't affect readability.
5-6	Student writes a partly extended response, close to the expected length. Most parts of the prompt are addressed, though one area may lack development or detail.	Response is structured so as to clearly resemble a paragraph with a topic sentence and supporting ideas.	Response uses a range of grammar appropriate to the prompt/questions. Grammatical errors may sometimes affect readability.	Vocabulary is adequate to communicate a response to the topic, but may largely depend on common/simple vocabulary.	Common vocabulary is mostly spelt accurately, and sentences contain basic punctuation. There may be frequent spelling errors with more difficult words.
3-4	Student writes a short connected response that includes several ideas related to the prompt. More than one area may be missed, underdeveloped, or not explained clearly.	Response contains clearly connected text, sentences and ideas. Sentences may be disconnected and not structured into paragraphs.	Response uses basic grammar appropriate to the prompt/questions. Grammatical errors may be frequent.	Vocabulary range is clearly limited, but just about sufficient to cover some topics in the prompt.	There are examples of accurate spelling and punctuation throughout, but also frequent errors.
2	Student expresses an idea that relates to at least one aspect of the prompt but lacks development or clear connection to the topic.	Response contains a clear attempt at sentence structure in responding to prompt.	Response shows some attempt at the most basic grammatical structures (e.g. subject-verb use) but there are frequent errors.	A few examples of basic, high frequency words are used which relate to the topic and task.	There is some attempt at punctuation. Spelling shows some signs of phonemic awareness, but many errors found.
1	Student's writing does not cover any aspect of the prompt.	Response does not appear to be structured in any conventional sense, even in terms of sentences.	No attempt at grammatical structures is identifiable.	Response contains very little that can be identified as appropriate vocabulary for the task.	Response contains no punctuation and/or almost every word is spelt so as to be barely decipherable.
0	No response, or entirety of response plagiarised.				