

مواصفات الاختبار النهائي للفصل الثاني (الهيكل الوزاري) المسار العام



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تاريخ إضافة الملف على موقع المناهج: 06-02-2026 11:03:59

ملفات اكتب للمعلم اكتب للطالب اختبارات الكترونية اختبارات احلول اعروض بوربوينت اوراق عمل
منهج انجليزي املخصات وتقديرات امذكرة وبنوك الامتحان النهائي للدرس

المزيد من مادة
لغة إنجليزية:

التواصل الاجتماعي بحسب الصف السابع



الرياضيات



اللغة الانجليزية



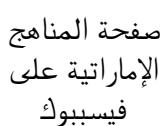
اللغة العربية



ال التربية الإسلامية



المواد على Telegram



صفحة المناهج
الإماراتية على
فيسبوك

المزيد من الملفات بحسب الصف السابع والمادة لغة إنجليزية في الفصل الثاني

مذكرة الوحدة السادسة world the around things Living منهج أكسس

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كتاب الطالب المجلد الثاني أكسس نسخة 2025-2026

2

كتاب الطالب Book Access 7 المجلد الثاني

3

أوراق عمل الوحدة الخامسة Unit 5

4

مراجعة كتابة revision Writing مع مفردات الفصل الثاني

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Sample Test Specifications

English Language

School-based Summative Assessment –

Cycle 2

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 Class	Grade 6 – Stage 3 6 Advanced		CEFR	A2.1-A2.2
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	G.12.2 Prepositions (time) G.2.3 Adverbs (frequency) G.1.1 Adjectives (position) G.14.3 Past Time (past continuous)
		Task Description	Learning Outcomes (LOs)	
		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"> 1 descriptive text of 120 words (10% either way) with 5 gaps 3 options, one of which is the correct answer 4 marks each (total 20)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading		How Do Animals Use Sand?, How Can Sand Be Art?	trunk, bugs, healthy, roll around, throw, artist, desert, paint, statue, photo	G.13.2 Present Time (present continuous)
	At Grade Level Goal _____	Task Description	Learning Outcomes (LOs)	
	Working at Grade Level Goal	Multiple-Choice Questions _____ Read the text and choose the correct answer. Choose A, B or C.	<p>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.</p> <p>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</p> <p>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.</p> <p>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.</p>	

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading		What Do Colours Mean in Different Cultures	brave, peaceful, sad, culture, opinion, lucky, angry, afraid	G.14.3 Past Time (past continuous) G.14.1 Past Time (past simple (including verb 'to be'))
	Working at Grade Level Goal <hr/> Working Beyond Grade Level Goal	Task Description <hr/> Multiple-Choice Questions <hr/> Read the text and choose the correct answer. Choose A, B or C.	Learning Outcomes (LOs) <hr/> 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.	Construct Limits <hr/> <ul style="list-style-type: none"> ▪ 1 descriptive text of 170-200 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)

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	G.14.3 Past Time (past continuous)	FL.5 Describing people FL.6 Describing places
		Task Description	Learning Outcomes (LOs)		
		Constructed Writing Response <hr/> Question 3 Writing prompts Write at least 100 words.	<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>		

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

Grade Class	Grade 7 – Stage 3 7 General		CEFR	A2.1-A2.2
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	G.1.2 Adjectives (comparatives) G.11.1 Phrasal Verbs (non- separable) G.4.1 Clauses and phrases (defining relative clauses) G.8.2 Modals (past) G.14.1 Past Time (past simple (including verb 'to be')
		Task Description	Learning Outcomes (LOs)	
		<p>Multiple-Choice Gap-Fill</p> <hr/> <p>Read the text and choose the correct word(s) to complete the sentences.</p>	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.	

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading		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	G.16.1 Pronouns (personal/subject) G.8.1 Modals (present)
	At Grade Level Goal _____	Task Description	Learning Outcomes (LOs)	
	Working at Grade Level Goal	Multiple-Choice Questions _____ 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.	Construct Limits <ul style="list-style-type: none"> ▪ 1 narrative text of 170-200 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	Working at Grade Level Goal <hr/> Working Beyond 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
	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"> 1 descriptive text of 170-200 words (10% either way) 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)

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	Intensifiers G.9.7 Nouns (compound nouns) G.12.1 Prepositions (place)	FL.6 Describing places
		Task Description	Learning Outcomes (LOs)		Construct Limits
		Constructed Writing Response	<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"> ▪ One question with three prompts to elicit a narrative text. ▪ Word count: 100 words ▪ 40 marks (based on rubric)
		Question 3 Writing prompts			
		Write at least 100 words.			