

مواصفات الاختبار النهائي للفصل الثاني (الهيكل الوزاري) المسار المتقدم



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منهج انجليزي املخصات وتقديرات امذكرة وبنوك الامتحان النهائي للدرس

المزيد من مادة
لغة إنجليزية:

التواصل الاجتماعي بحسب الصف السابع



الرياضيات



اللغة الانجليزية



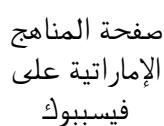
اللغة العربية



ال التربية الإسلامية



المواد على Telegram



صفحة المناهج
الإماراتية على
فيسبوك

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

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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 4

Grade 7 Advanced

Grade 8 General

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

Grade Class	Grade 7 – Stage 4 7 Advanced		CEFR	A2.2-B1.1
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 we get news from?	smartphone, computer, radio, newspaper, website, television, social media, news, e-mails	G.15.1 Future Time (simple future (will and shall)) G.15.2 Future Time (going to) G.1.2 Adjectives (comparatives) G.1.3 Adjectives (superlatives) G.5.2 Conditionals (First) G.6.2 Conjunctions (subordinating)
		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.04.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	<ul style="list-style-type: none"> 1 descriptive text of 130 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	At Grade Level Goal	What historical buildings are there in the UAE? , What can old things tell us?	perfume, museum, traditional, natural, tools, fort, defense, exhibition, heritage, landmark, object, smartphone, smartwatch, arrow, cannon, heavy, sharp, trade, protect, brave	G.5.2 Conditionals (First) G.6.1 Conjunctions (coordinating) G.6.2 Conjunctions (subordinating) G.2.2 Adverbs (sequencing)
		Task Description	Learning Outcomes (LOs)	Construct Limits
Working at Grade Level Goal	Multiple-Choice Questions	Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.04.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. 2 x ENG.04.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. 1 x ENG.04.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. 1 x ENG.04.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	<ul style="list-style-type: none"> 1 expository text of 200-230 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	How will they make buildings in the future? Why do we need parks and trees?	office, building, architect, structure, underground, skyscraper, underwater, environment, century, especially, park, benefits, heat, pollution, air quality, reduce, green spaces, community, neighbourhood, nature	G.8.1 Modals (present) G.1.2 Adjectives (comparatives) G.1.3 Adjectives (superlatives)
	Working Beyond Grade Level Goal	Task Description Multiple-Choice Questions Read the text and choose the correct answer. Choose A, B or C.	Learning Outcomes (LOs) 1 x ENG.04.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. 2x ENG.04.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. 2 x ENG.04.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. 1 x ENG.04.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	Construct Limits <ul style="list-style-type: none"> 1 descriptive text of 200-230 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	How do you tell a story well? / Why do we tell stories?	introduction, climax, rising action, falling action, conclusion, surprise, describe, audience, phrase, turning point, appearance, eldest, equal, gentle, illness, patient, scars, trick, forever, fisherman	G.14.1 Past Time (past simple (including verb 'to be')) G.14.3 Past Time (past continuous)	Stage 4 FL
		Task Description		Learning Outcomes (LOs)	Construct Limits
		Constructed Writing Response	ENG.04.WR.P.4.1 Produce written or multimodal texts with paragraphs that may contain a topic sentence and some supporting details where appropriate. ENG.04.WR.P.1.1 Produce simple and some extended written or multimodal texts, expressing comparisons and justifications where appropriate. ENG.04.WR.S.2.2 Spell many challenging words with accuracy.		<ul style="list-style-type: none"> One question with three prompts to elicit a descriptive text. Word count: 110 words 40 marks (based on rubric)
		Question 3 Writing prompts Write at least 110 words.	ENG.04.WR.P.2.1 Express simple ideas, information, opinions, feelings, emotions and personal perspectives in writing. ENG.04.WR.P.3.1 Recount detailed stories, past experiences and events that are sequenced, expressing feelings and reasons for those feelings in response to the event or experience in writing.		

Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: **Grade 8 General– Sample Test Specifications**

Grade Class	Grade 8 – Stage 4 8 General		CEFR	A2.2-B1.1
Language Domains	Reading and Writing		Total Marks	Reading: 60 Writing: 40
Part	Level	Theme	Vocabulary	GRAMMAR
Part 1: Grammar	Working at Grade Level Goal	In the kitchen, Rooms at home	dishwasher, washing machine, oven, fridge, toaster, coffee machine, microwave, balcony, colourful, simple, bright, clean, helpful, garden, to get up, hotel, colourful, to visit, to tidy, to study	G.9.4 Nouns (possessive 's') G.10.1 Passives (present simple passive) G.11.1 Phrasal Verbs (non- separable) G.11.3 Phrasal Verbs (three-part phrasal verbs) G.1.2 Adjectives (comparatives) G.5.1 Conditionals (Zero)
		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.04.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	<ul style="list-style-type: none"> ▪ 1 descriptive text of 130 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	At Grade Level Goal	In the room, Daily routines	furniture, book shelf, pillow, duvet, wardrobe, messy, tidy, to get up, hotel, colourful, to visit, to tidy, to study, at the weekend, everyday, sometimes, to wake up, always	G.5.2 Conditionals (First) G.6.1 Conjunctions (coordinating) G.6.2 Conjunctions (subordinating) G.2.2 Adverbs (sequencing)
		Task Description	Learning Outcomes (LOs)	Construct Limits
	Working at Grade Level Goal	<p>Multiple-Choice Questions</p> <p>Read the text and choose the correct answer. Choose A, B or C.</p>	<p>1 x ENG.04.RV.CS.4.2 Read and identify specific information.</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.04.L.CS.4.1 Infer the meaning of unknown words and expressions from the context when listening.</p> <p>1 x ENG.04.RV.CS.1.1 Read and identify the overall meaning.</p>	<ul style="list-style-type: none"> ▪ 1 narrative text of 200-230 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	Amazing places, The food chain, Amazing animals	place, scenery, wonderful, visitor, picnic, mountain, herbivores, carnivores, predators, prey, forest, problem, gorilla, elephant, lion, oryx, flamingo, baby	<u>G.1.2 Adjectives (comparatives)</u>
		Task Description	Learning Outcomes (LOs)	Construct Limits
	Working Beyond Grade Level Goal	Multiple-Choice Questions Read the text and choose the correct answer. Choose A, B or C.	<p>1 x ENG.04.RV.CS.4.2 Read and identify specific information.</p> <p>1 x ENG.04.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.04.RV.CS.4.2 Make basic inferences or predictions about text content, line of argumentation and sequence of events in a narrative, using text features and basic connectors when reading.</p> <p>1 x ENG.04.L.CS.4.1 Infer the meaning of unknown words and expressions from the context when listening.</p> <p>1 x ENG.04.RV.CS.1.1 Read and identify the overall meaning.</p>	<ul style="list-style-type: none"> ▪ 1 expository text of 200-230 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	Global Languages / Social Media and Online Safety	global, Arabic, Chinese, Spanish, Hindi, social media, English speaking country, million, use an app, free, language learner, to make a noise, grammar	G.5.5 Mixed Conditionals G.1.2 Adjectives (comparatives) Stage 4 Grammar	Stage 4 FL FL.8 Expressing preference FL.16 Expressing opinion
		Task Description		Learning Outcomes (LOs)	Construct Limits
		Constructed Writing Response			
		Question 3 Writing prompts Write at least 110 words.	ENG.04.WR.P.4.1 Produce written or multimodal texts with paragraphs that may contain a topic sentence and some supporting details where appropriate. ENG.04.WR.P.1.1 Produce simple and some extended written or multimodal texts, expressing comparisons and justifications where appropriate. ENG.04.WR.S.2.2 Spell many challenging words with accuracy. ENG.04.WR.P.2.1 Express simple ideas, information, opinions, feelings, emotions and personal perspectives in writing. ENG.04.WR.P.3.1 Recount detailed stories, past experiences and events that are sequenced, expressing feelings and reasons for those feelings in response to the event or experience in writing.	<ul style="list-style-type: none"> ▪ One question with three prompts to elicit a descriptive text. ▪ Word count: 110 words ▪ 40 marks (based on rubric) 	