

مواصفات الاختبار النهائي للفصل الأول (الهيكل الوزاري)



تم تحميل هذا الملف من موقع المناهج الإماراتية

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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

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UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Academic Year

2025
26

Test Specifications English Language End of Term Exam – Cycle 2

GRADES
5-8

Overview

The Cycle 2 End-of-Term English Language assessments are designed to reflect the curriculum, ensuring systematic coverage of Reading and Viewing, and Writing and Representing. The exams 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 are 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 exams provide teachers with reliable evidence of students' strengths and areas for support, helping to inform instruction and guide learning in subsequent terms.

Structure

Centralised

The assessment is divided into three parts:

- **Part 1 – Vocabulary/Grammar:** Assesses skills toward Grade Level Goal.
- **Part 2 – Reading:** Targets working towards and at Grade Level Goal.
- **Part 3 – Reading:** Targets working at Grade Level Goal and beyond Grade Level Goal.
- **Writing Task:** Assesses student writing ability at Grade Level Goal.

	Part 1: Vocabulary/ Grammar	Part 2: Reading	Part 3: Reading	Part 3: Writing
Working toward Grade Level Goal		✓		
Working at Grade Level Goal	✓	✓	✓	✓
Working beyond Grade Level Goal			✓	

Text Types

This reference outlines the text types that may appear in the curriculum and in the end-of-term assessments. It provides an overview of each type's communicative purpose, along with authentic and classroom-based source examples. Teachers can use this reference to familiarise students with a range of text types and prepare them for the formats they are likely to encounter in the exam.

Text Type Group Name	Overview	Sources
Description	Provide explanations for what a person, place or thing is like	Travelogue or diary, Catalogue, Geographical map, Online flight schedule, Description of a feature, function, or process in a technical manual, Signs and notices, Maps, tourist leaflets, posters, Timetables, Reference lists, Webpages, catalogues, Factual descriptions, Personal descriptions, Brochures and leaflets, Guides, Annotated Bibliography, Book Review, Technical Report
Narration	Provides a sequence and description of events; tells a story	Novels, Short stories, Plays, Biographies, Comic strips, Newspaper reports of events, Anecdotes, jokes, Narratives, Fiction, Literature, Recorded passages and audio materials, Shows, drama, TV news reports, TV documentaries, Radio documentaries, Autobiography, Memoir, Case Study
Exposition	Provide an explanation of how different elements interrelate and form a meaningful whole	Scholarly essays, Diagrams showing a model of how a system functions, Graphs of population trends, Concept maps, Entries in an online encyclopaedia, Definitions, summaries, text interpretations, Factual texts, articles, and reports, Lengthy complex texts, Highly specialized sources, Technical instructions, Lectures, talks, presentations, TV documentaries, Literature Review, Research Article, Conference Paper
Argumentation	Provide viewpoints about a topic	Letters to the editor, Poster advertisements, Posts in an online forum, Web-based reviews of books or films, Argumentative texts, Reviews, editorials, commentaries, Discussions and debates, TV current affairs and talk shows, Position Paper, Editorial, Critique
Instruction	Provide directions on what to do	Recipes, Diagrams showing a first-aid procedure, Guidelines for operating digital software, Directions, Technical instructions, Warnings on hazards, Regulations, Conditions, Instructions, User Guide, Laboratory Manual, Policy Manual
Transaction	Aim to achieve a specific purpose	Everyday e-mail and text message exchanges between colleagues or friends that request and confirm arrangements, Forms, Conversations, invoices, Correspondence: formal and informal letters, Official documents, Messages on postcards, Short text messages / Twitter, Recorded audio materials, Meeting Minutes, Memorandum

Curriculum Alignment

The Cycle 2 English Language assessments are fully aligned with the curriculum, which is structured around the domains of Reading and Viewing and Writing and Representing. Grammar, Functional Language, and Vocabulary—are embedded throughout the assessments to support progression across both domains and to reflect real-world communication. The assessments are mapped to CEFR proficiency levels, mirroring the curriculum’s emphasis on inclusion, differentiation, and learner autonomy within a structured continuum of learning. In line with the curriculum, assessment tasks also integrate global competencies, providing opportunities for students to demonstrate critical and creative thinking, well-being, ethical and intercultural understanding, as well as digital and financial literacy and sustainability awareness. This alignment ensures that assessments not only measure literacy skills but also reinforce the broader aims of the curriculum.

Grade	Stage	Grade Level Goal	Resource	CEFR	IELTS
5 General	Stage 1	Grade 5 Grade Level Goal	Access 5	A1.2-A2.1	
5 Advanced	Stage 2	Working beyond Grade 5 Level Goal	Advanced 5	A2.1	
6 General	Stage 2	Grade 6 Grade Level Goal	Access 6	A2.1	
6 Advanced	Stage 3	Working beyond Grade 6 Level Goal	Advanced 6	A2.1-A2.2	
7 General	Stage 3	Grade 7 Grade Level Goal	Access 7	A2.1-A2.2	
7 Advanced	Stage 4	Working beyond Grade 7 Level Goal	Advanced 7	A2.2-B1.1	4
8 General	Stage 4	Grade 8 Grade Level Goal	Access 8	A2.2-B1.1	4
8 Advanced	Stage 5	Working beyond Grade 8 Level Goal	Advanced 8	B1.1	4.5

Timeline for Academic Term 1

Dates	Assessment
15-19 Sep	Diagnostic Assessments
20-28 Nov	End-of-Term Exams
04-05 Dec	End-of-Term Exams
08-12 Dec	Term 1 Make-up Exams

Assessment Structure

For all formal assessments, all final scores are entered into the gradebook out of 100.

Cycle 1		
Grade	Assessment	
Grades 1 & 2	School-based (formal) – 25%	SSA (centrally guided) – 10%
Grades 3 & 4	School-based (formal) – 10%	EOT1 (centralized) – 25%
Cycle 2		
Grade	Assessment	
Grades 5 - 8	School-based (formal) – 10%	EOT1 (centralized) – 25%
Cycle 3		
Grade	Assessment	
Grades 9 - 12	School-based (formal) – 10%	EOT1 (centralized) – 30%

Grade Level Goal

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Academic Year 2025-2026: End of Term 1 Exam Test Specifications

Grade Level Goal	Grade 7 GLG	Learning Continuum Stage	3
Class	6 Advanced	CEFR	A2.1-A2.2
Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60
		Platform	SwiftAssess
			Writing: 40
			Paper-based

Part	Level	Theme	Vocabulary		
Part 1A: Vocabulary	Towards Grade Level Goal 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.	Leisure and Free Time What makes an amusement park great?	amusement park, tickets, booth, bumper cars, stand, cheeseburgers, salad, dessert, cotton candy, rollercoaster,		
		Animals What do zoo animals need? How can horses help us see?	habitat, horses, hyenas, giraffes, brown bears, behaviour, diet, forest, mountain, miniature, disability, obstacles, trained service horse, disability, lead, obstacle, guide		
		Task Description	Learning Outcomes	Construct Limits	
		Multiple-Choice Gap Fill <hr/> Correct the correct word(s) to complete the sentences.	Reading Strategies ENG.03.RV.S.3.3: Apply an increasing range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, known words, and rereading and reading on to understand and interpret simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.	<ul style="list-style-type: none"> ▪ 5 sentences with one gap ▪ 3 options, one of which is the correct answer ▪ 3 marks each (total: 15) 	

Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	At Grade Level Goal Apply an increasing range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, known words, and rereading and reading on to understand and interpret texts.	Our Solar System How does the Solar System work?	gas planets, solid, gas clouds, Jupiter, Neptune, Venus, Mars, Mercury, Saturn, Uranus	G.6.1 Conjunctions (coordinating) – and, but, or G.2.5 Adverbs (adverbial linkers) – and, because, so, but, however G.14.1 Past Time (past simple (including verb 'to be')) G.13.1 Present Time (present simple (including verb 'to be'))
		Our Solar System How can stars help us?	compass, direction, sunrise, sunset, north, GPS, tools	
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill <hr/> Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies ENG.03.RV.S.3.3: Apply an increasing range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, known words, and rereading and reading on to understand and interpret 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 120 words (10% either way) with 5 gaps 3 options, one of which is the correct answer 3 marks each (total 15)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	<p>Towards Grade Level Goal Identify specific information</p> <p>At Grade Level Goal Identify some details</p> <p>Infer the meaning of unknown words and expressions from the context.</p> <p>Identify the overall meaning.</p>	<p>Leisure and Free Time What hobbies did people have in the past?</p>	<p>hobbies, horses, races, camels, robots, months, friends, traditional, colourful, fishing, camels, colorful grandfather, race, fantastic, relaxing, played, started, watched, visited, enjoyed, travelled,</p>	<p>G.14.1 Past Time (past simple (including verb 'to be')) G.14.2 Past Time (used to) G.12.1 Prepositions of place</p>
		Task Description	Learning Outcomes	
		<p>Multiple-Choice</p> <hr/> <p>Read the text. Choose the correct answer.</p>	<p>Comprehension Skills Specific Information: 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>Details: 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.</p> <p>Inference 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>Overall Meaning 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>	<p>Construct Limits</p> <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 (3 marks each, total: 15)

Part	Level	Theme	Vocabulary	Grammar	
Part 3: Reading	<p>At Grade Level Goal Identify some details</p> <p>Beyond Grade Level Goal Infer the meaning of unknown words and expressions from the context.</p> <p>Identify the overall meaning.</p> <p>Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to support understanding of new texts.</p>	Animals How do you train a falcon?	hood, beak, talons, falconer, glove, hunting, sick, lure	G.13.1 Present Time (present simple (including verb 'to be')) G.8.1 Modals (present) G.8.1 Modals (have to) G.8.1 Modals (must + infinitive)	
		Task Description	Learning Outcomes		Construct Limits
		<p>Multiple-Choice</p> <hr/> <p>Read the text. Choose the correct answer.</p>	<p>Comprehension Skills Details: 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.</p> <p>Inference 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>Connections ENG.03.RV.CS.3.1: Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to support understanding of new texts when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.</p> <p>Overall Meaning 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>		<ul style="list-style-type: none">▪ 1 instruction text of 170-200 words (10% either way)▪ 5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Spell a wide range of words using regular spelling patterns and an increasing range of words with irregular spellings. Write sentences using capital letters, full stops, commas and question marks correctly, and apostrophes and other punctuation with increasing control. Produce short, simple written or multimodal texts, expressing simple comparisons and justifications where appropriate. Express simple ideas, information and opinions with developing coherence. Recount stories, past experiences and events.	Exploring Who are some famous modern explorers? How has exploring changed? What are some difficulties explorers face?	Term 1 Vocabulary	G.14.1 Past Time (past simple (including verb 'to be')) Past Time (used to / would)	FL.31 Describing past experiences and events
		Task Description	Learning Outcomes		Construct Limits
		Constructed Writing Response <hr/> Question 3 Writing prompts Write at least 100 words.	Spelling ENG.03.WR. S.2.2 Spell a wide range of words using regular and irregular spellings with increasing accuracy. Punctuation ENG.03.WR.S.3.1: Write sentences using a wide range of punctuation with a high level of control. Fluency in text production 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. Presentation and development of ideas 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. Recounts ENG.03.WR.P.3.1: Recount stories, past experiences and events with key details using an increasing range of familiar phrases and expressions in simple written or multimodal texts, although there may be inaccuracies and repetition of vocabulary and structures.		▪ One question with three prompts to elicit a narrative text. ▪ Word count: 100 words ▪ 40 marks (based on rubric)

Academic Year 2025-2026: End of Term 1 Exam Test Specifications: Grade 7 GLG - Grade 7 General – Stage 3 - A2.1-A2.2

Grade Level Goal	Grade 7 GLG	Learning Continuum Stage	3
Class	7 General	CEFR	A2.1-A2.2
Language Domain	Reading & Viewing and Writing & Representing	Total Marks	Reading: 60
		Platform	SwiftAssess
			Writing: 40
			Paper-based

Part	Level	Theme	Vocabulary		
Part 1A: Vocabulary	Towards Grade Level Goal 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.	Greetings and Routines Daily Routines	routine, to wake up, university, secondary school, go to school, go to bed		
		Greetings and Routines It's nice to give	gift, to give, siblings, hungry, thirsty, please, thank you, to take off		
		Task Description	Learning Outcomes	Construct Limits	
		Multiple-Choice Gap Fill <hr/> Correct the correct word(s) to complete the sentences.	Reading Strategies ENG.03.RV.S.3.3: Apply an increasing range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, known words, and rereading and reading on to understand and interpret simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.	<ul style="list-style-type: none"> 5 sentences with one gap 3 options, one of which is the correct answer 3 marks each (total: 15) 	

Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	At Grade Level Goal Apply an increasing range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, known words, and rereading and reading on to understand and interpret texts.	Greetings and Routines Family, My house	mother, father, parents, grandparents, grandmother, grandfather, uncle, aunt, brother, sister, cousin, house, room, floor, wall, garden, window, big, small	Possessive adjectives – my, her, its There is/are, prepositions G.1.3 Adjectives (superlatives) G.13.2 Present Time (present continuous) G.13.4 Present Time (present perfect continuous)
		Clothing Going shopping	shopping centre, mall, shop, restaurant, café, next week, trainers, shoes, nice, size, cheap, expensive	
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill <hr/> Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies ENG.03.RV.S.3.3: Apply an increasing range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, known words, and rereading and reading on to understand and interpret 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 120 words (10% either way) with 5 gaps 3 options, one of which is the correct answer 3 marks each (total 15)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	Towards Grade Level Goal Identify specific information At Grade Level Goal Identify some details Infer the meaning of unknown words and expressions from the context. Identify the overall meaning.	The great outdoors The land of Adventure, What do you want to do?	mountain biking, hiking, snowboarding, adventure, north, south, east, west, skateboarding, hiking, sailing, skydiving, falconry, land, air, outdoors, win	G.13.2 Present Time (present continuous) G.1.2 Adjectives (comparatives)
		Task Description	Learning Outcomes	
		<p>Multiple-Choice</p> <hr/> <p>Read the text. Choose the correct answer.</p>	<p>Comprehension Skills Specific Information: 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>Details: 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.</p> <p>Inference 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>Overall Meaning 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>	<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 (3 marks each, total: 15)

Part	Level	Theme	Vocabulary	Grammar	
Part 3: Reading	At Grade Level Goal Identify some details Beyond Grade Level Goal Infer the meaning of unknown words and expressions from the context. Identify the overall meaning. Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to support understanding of new texts.	Greetings and Routines Visiting a new country	email, letter, guest, welcome, holiday, to arrive, competition, congratulations, visitor, careful, country, special days	Future tense (going to) G.16.4 Pronouns (possessive pronouns)	
		Task Description	Learning Outcomes		Construct Limits
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Details: 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 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. Connections ENG.03.RV.CS.3.1: Make simple connections between ideas, events, characters or themes and own experience, background knowledge, other familiar texts or the world around them to support understanding of new texts when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Overall Meaning 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 transactional text of 170-200 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (3 marks each, total: 15)

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	At Grade Level Goal Spell a wide range of words using regular spelling patterns and an increasing range of words with irregular spellings.	The Great Outdoors What are your plans?, Alana goes to New Zealand, A postcard	Term 1 Vocabulary	Simple future Describing ability (I can.../I want to...) Future tense (going to)	FL.36 Describing hopes and plans FL.6 Describing places FL.30 Making arrangements
	Write sentences using capital letters, full stops, commas and question marks correctly, and apostrophes and other punctuation with increasing control.	Task Description	Learning Outcomes		Construct Limits
	Produce short, simple written or multimodal texts, expressing simple comparisons and justifications where appropriate. Express simple ideas, information and opinions with developing coherence. Recount stories, past experiences and events.	Constructed Writing Response <hr/> Question 3 Writing prompts Write at least 100 words.	Spelling ENG.03.WR. S.2.2 Spell a wide range of words using regular and irregular spellings with increasing accuracy. Punctuation ENG.03.WR.S.3.1: Write sentences using a wide range of punctuation with a high level of control. Fluency in text production 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. Presentation and development of ideas 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. Recounts ENG.03.WR.P.3.1: Recount stories, past experiences and events with key details using an increasing range of familiar phrases and expressions in simple written or multimodal texts, although there may be inaccuracies and repetition of vocabulary and structures.		▪ One question with three prompts to elicit a narrative text. ▪ Word count: 100 words ▪ 40 marks (based on rubric)