

مواصفات الاختبار النهائي للفصل الأول (الهيكل الوزاري)



تم تحميل هذا الملف من موقع المناهج الإماراتية

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منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الثامن



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

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

الخطة الفصلية Planner Instructional المخطط التعليمي منهج أكسس

1

عرض بوربوينت الدرس العاشر Review من الوحدة الثانية منهج أكسس

2

عرض بوربوينت الدرس التاسع design Product من الوحدة الثانية منهج أكسس

3

عرض بوربوينت الدرس الثامن design Future من الوحدة الثانية منهج أكسس

4

عرض بوربوينت حول الدرس السابع focus Language من الوحدة الثانية منهج أكسس

5



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 8 GLG	Learning Continuum Stage	4
Class	7 Advanced	CEFR	A2.2-B1.1
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.	Food for Life How can food improve your health?	healthy, low fat, delicious, vitamin, diet, fresh, protein, carbohydrates, fat, unhealthy	
		Patterns What is a pattern? What patterns can numbers make?	circle, circular, hexagon, hexagonal, triangle, triangular, square, rectangle, rectangular, spiral	
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap Fill Choose the correct words to complete the sentences.	Reading Strategies 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.	▪ 5 sentences with two gaps each ▪ 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.	It's a Small World Where does your food come from?	chocolate, milk, water, dates, bananas, honey, tea, cocoa, rice, nuts	G.9.3 Nouns (countable - uncountable) G.7.5 Determiners (quantifiers) – some, a little, a few, a lot of, much, many G.5.1 Conditionals (Zero) – if, when G.16.3 Pronouns – who or which, where (places) G.4.1 Clauses and phrases (defining relative clauses) – who, that
		How things work Where does rain come from?	water cycle, water vapor, precipitation verbs: melt, heat, evaporate, condense, combine	
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies 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.	1 descriptive text of 130 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.	Food for Life How does a food web work?	food web, food chain, predator, herbivore, carnivore, producer, keystone species, gazelle, acacia tree, carnivore, omnivore, primary consumer, secondary, diet	G.6.3 Conjunctions (correlative) – also, both, and G.2.2 Adverbs (sequencing)	
		Task Description	Learning Outcomes		Construct Limits
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Specific Information: 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. Details: 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. 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. Overall Meaning 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.		1 expository text of 200-230 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		Patterns What are some important features of Islamic Art?	calligraphy, to carve, mosaics, tiles, skill, jewel, geometric, marble, geometry, pattern, design, Islamic art, tall, flower, symmetry, modern, traditional	Future tense (going to) Modal verbs (can, should)
		Task Description	Learning Outcomes	Construct Limits
		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. Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Details: 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. Inference 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. Connections 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 simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. ENG.04.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.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.	1 expository text of 200-230 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. Summarise and describe the main points and information in simple written, spoken or multimodal texts.	How thing work How do robots work?	Term 1 Vocabulary	G.2.2. Adverbs (sequencing)	FL.36 Describing hopes and plans FL.6 Describing places FL.30 Making arrangements
		Task Description	Learning Outcomes		Construct Limits
		Constructed Writing Response 4.1 Look at the four pictures. What process do they show? 4.1 Summarize the process in your own words. Organize your summary clearly and using sequencing phrases. Write at least 110 words.	Spelling ENG.04.WR.S.2.2 Spell many challenging words with accuracy. Fluency in text production ENG.04.WR.P.1.1: Produce simple and some extended written or multimodal texts on familiar and concrete topics, expressing comparisons and justifications where appropriate with an increasing ability to convey meaning, although there may be some inaccuracies and repetition of vocabulary and structures. Presentation and development of ideas ENG.04.WR.P.2.1: Express simple ideas, information, opinions, feelings, emotions and personal perspectives on familiar and concrete topics using a wide range of phrases and expressions in simple and some extended written or multimodal texts, although there may be some inaccuracies and repetition of vocabulary and structures. Processing text in Writing ENG.04.WR.S.6.1 : Summarise and describe the main points and information in simple written, spoken or multimodal texts on familiar and concrete topics using a wide range of phrases and expressions in writing, although there may be some inaccuracies and repetition of vocabulary and structures.		4.1 4 labelled (2-3 words) images showing a process One question asking about what process is shown. 4.2 One question Interpret the visual information, summarise and organise the summary by category or topic, and use accurate academic phrases. ▪ Word count: 110 words ▪ 40 marks (based on rubric)

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

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Class	8 General	CEFR	A2.2-B1.1
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.	All About School After school	well, badly, quickly, slowly, quietly, loudly, carefully, happily, Club, painting, chess, computer, reading, golfing, Chinese, cooking, film-making		
		Culture and traditions of the UAE Life in the UAE, visiting a museum	pearl, to dive, divers, sunrise, sunset, rope, tradition, museum, fishing, desert, jewellery, culture, building		
		Task Description	Learning Outcomes	Construct Limits	
		Multiple-Choice Gap Fill Correct the correct words to complete the sentences.	Reading Strategies 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.	▪ 5 sentences with two gaps each ▪ 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.	Design and Shape Things we use every day	inventor, invention, sunset, light bulb, drawing, to explore, bicycle, label, university, product designer, object	G.14.1 Past Time (past simple (including verb 'to be')) G.2.5 Adverbs (adverbial linkers) G.12.2 Prepositions (time) G.12.1 Prepositions (place)
		Buildings and Structures Brilliant buildings	mosque, building, ancient, to build, tourist attraction	
		Task Description	Learning Outcomes	Construct Limits
		Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	Reading Strategies 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.	▪ 1 descriptive text of 130 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.	Buildings and Structures Buildings and nature	nature, wind, to connect, open space, sliding doors, sliding windows, cool, in the future, wheel, busy, boat, to travel, to imagine	G.9.7 Compound nouns G.15.1 Future Time (simple future (will and shall))
		Task Description	Learning Outcomes	
		Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Specific Information: 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. Details: 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. Inference 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. Overall Meaning 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 1 expository text of 200-230 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		Culture and the traditions of the UAE Traditional dress, poetry	education, traditional, happiness, respect, modern, elderly, comfortable, poem, poet, leader, to chant, wedding, festival	G.2.5 Adverbs (adverbial linkers) G.14.1 Past Time (past simple (including verb 'to be'))
		Task Description	Learning Outcomes	Construct Limits
		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. Multiple-Choice Read the text. Choose the correct answer.	Comprehension Skills Details: 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. Inference 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. Connections 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 simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. ENG.04.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.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.	1 narrative text of 200-230 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.	All about School Study in another country	Term 1 Vocabulary	G.1.5 Adjectives (followed by prepositions and infinitives)	FL.16 Expressing Opinion
	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. Summarise and describe the main points and information in simple written, spoken or multimodal texts.	Constructed Writing Response 4.1 Read the text and write your opinion about _____. 4.2 Question 3 Writing prompts Write at least 110 words.	Spelling ENG.04.WR. S.2.2 Spell many challenging words with accuracy. Fluency in text production ENG.04.WR.P.1.1: Produce simple and some extended written or multimodal texts on familiar and concrete topics, expressing comparisons and justifications where appropriate with an increasing ability to convey meaning, although there may be some inaccuracies and repetition of vocabulary and structures. Presentation and development of ideas ENG.04.WR.P.2.1: Express simple ideas, information, opinions, feelings, emotions and personal perspectives on familiar and concrete topics using a wide range of phrases and expressions in simple and some extended written or multimodal texts, although there may be some inaccuracies and repetition of vocabulary and structures. Processing text in Writing ENG.04.WR.S.6.1 : Summarise and describe the main points and information in simple written, spoken or multimodal texts on familiar and concrete topics using a wide range of phrases and expressions in writing, although there may be some inaccuracies and repetition of vocabulary and structures.		4.1 One text of 100 words related to theme. One question asking for an opinion. 4.2 - One question with three prompts to elicit a narrative text related to theme. - Word count: 110 words 40 marks (based on rubric)