

الدليل الإرشادي الوزاري لطريقة الكتابة في امتحان نهاية الفصل



تم تحميل هذا الملف من موقع المناهج الإماراتية

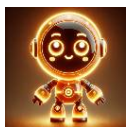
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ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
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المزيد من مادة
لغة انجليزية:

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

ملخص محتوى مفردات وقواعد ومواضيع الهيكل الوزاري الجديد

1

عرض بوربوينت الدرس العاشر من الوحدة الرابعة structures and Buildings

2

عرض بوربوينت الدرس التاسع من الوحدة الرابعة structures and Buildings

3

عرض بوربوينت الدرس الثامن من الوحدة الرابعة structures and Buildings

4

عرض بوربوينت الدرس السابع من الوحدة الرابعة structures and Buildings

5



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

25
2026
العام الدراسي
Academic Year



Sample Writing Task

End-of-Term 1

Stage 4

Grade 8 General

1.1 Read the text. Write your opinion about wearing normal clothes to school.

Total/40

Write at least 3-4 sentences.

Many schools around the world ask students to wear uniforms, but some schools let them wear normal clothes.

We talked to Sara from Dubai, who is studying in Sydney, Australia. Her new school doesn't have a uniform. "I really like that," she said. "I can choose what to wear and show my own style. It makes me feel more comfortable and confident."

Sara thinks wearing normal clothes helps students express themselves. "Everyone looks different, and that's what makes it interesting," she said. She also believes it helps her focus. "When I feel relaxed, I can learn better."

Sometimes it's hard to decide what to wear each morning, but Sara doesn't mind. "I prefer that over wearing the same thing every day," she laughed.

1.2 Read the text again. Now write a text in which you write about:

- what your school life would be like without school uniforms
- what clothes you would like to wear to school
- what problems you might face if there were no uniforms

Write at least 110 words.



Writing Grading Guidelines / موجّهات التصحيح

Question 1.1

1. Task Completion

- The student must clearly express an opinion related to the prompt.
- Reasons and supporting examples should be relevant, logical, and connected to the main opinion.
- A top-level response (Band 5) demonstrates strong understanding of the topic, develops ideas with appropriate detail, and fully addresses the question.
- Lower-level responses may show partial understanding, limited explanation, or unclear connections between opinion and reasons.

2. Language Use

- Students are expected to use formal, academic language suitable for written opinion tasks.
- A wide range of sentence structures (simple, compound, and complex) should be used effectively.
- Grammar, spelling, and word choice must support clarity of meaning.
- Band 5 responses use precise and varied vocabulary with strong control of tenses, agreement, and sentence structure.
- Band 3–2 responses may show limited range, frequent repetition, or errors that occasionally obscure meaning.

3. Organisation & Clarity

- The writing should have a **clear structure**:
- Cohesion is achieved through logical paragraphing and the use of linking words (e.g., *firstly, however, in addition, for example, finally*).
- Band 5 responses are cohesive and easy to follow.
- Lower bands may show weak transitions, uneven development, or disorganised sequencing of ideas.

Opinion Writing Rubric

	Task completion	Language Use	Organisation and Clarity
5	Clearly states and develops a strong opinion with well-supported reasons and relevant examples. Addresses all parts of the prompt.	Uses clear, precise, and formal language. Demonstrates strong control of grammar and varied sentence structures. Few or no errors.	Response is well-organised, cohesive, and easy to follow. Ideas connect smoothly with appropriate linking words.
4	States a clear opinion and provides supporting reasons, though some points may lack depth or examples.	Mostly accurate use of language and sentence variety. Minor grammar or spelling errors do not affect meaning.	Response is generally clear and logically ordered. Transitions between ideas are mostly effective.
3	Expresses an opinion but may not develop it fully. Some reasons or examples may be unclear or repetitive.	Uses simple language with occasional errors that sometimes affect clarity. Limited sentence variety.	Some organisation is present but ideas may not flow smoothly. Some linking words used incorrectly or inconsistently.
2	Attempts to express an opinion but lacks clear support or examples. Response may not fully address the prompt.	Limited control of language with frequent grammar or spelling errors that obscure meaning.	Response lacks clear organisation. Ideas may be repetitive or hard to follow.
1	Does not clearly state an opinion or provide supporting ideas. Response may be irrelevant or copied.	Very limited or inaccurate language. Meaning is often unclear or confusing.	Writing is disorganised or incoherent. No logical sequence of ideas.
0	No response, or entirety of response plagiarised.		

Question 1.2

1. Task Completion

- Judge how effectively the response addresses all elements of the prompt.
- A Band 5 response fully develops all required aspects with clarity and detail.
- Mid bands (3–4) may show coverage of most aspects but lack depth or elaboration.
- Bands 1–2 indicate incomplete, off-topic, or superficial coverage.
- Consider depth, focus, and relevance — not just length — when awarding marks.

2. Structure

- Evaluate how well the student organises ideas logically into paragraphs.
- High-band responses show clear structure with introduction, main body, and conclusion, and use cohesive devices appropriately.
- Band 3 may show partial structure or limited paragraph control.
- Bands 1–2 often lack paragraphing or cohesion.
- At this level, students should demonstrate awareness of audience and academic tone.

3. Grammar

- Assess range and control of grammatical forms.
- Band 5 demonstrates consistent accuracy with both simple and complex structures.
- Bands 3–4 show good command of basic forms, though errors may occur with complex ones.
- Bands 1–2 rely on very limited grammar, often affecting readability.
- Do not penalise occasional slips that do not interfere with meaning.

4. Vocabulary

- Evaluate the range, precision, and appropriacy of word choice.
- Higher bands (4–5) use topic-specific, technical, or sophisticated vocabulary appropriately.
- Band 3 may depend on common vocabulary with limited variety.
- Bands 1–2 show restricted or inaccurate use of vocabulary.
- Reward appropriate word selection, even if spelling is imperfect.

5. Spelling and Punctuation

- Focus on how spelling and punctuation contribute to clarity and accuracy.
- High-band responses show consistent accuracy in complex forms.
- Band 3 may contain frequent but minor errors that do not obscure meaning.
- Bands 1–2 include serious or frequent errors that make text difficult to read.
- Always consider whether errors impact readability before deducting marks.

G8 Writing Rubric

	Task completion	Structure	Grammar	Vocabulary	Spelling and punctuation
5	Student writes a clearly developed and mostly extended response, addressing all parts of the prompt in sufficient detail. Ideas are relevant, connected, and show clear understanding of the task.	Entire response is appropriately structured with awareness of style and audience.	Response uses both simple and complex language structures. Language chosen is appropriate to the task, with only isolated minor mistakes, if any.	Response uses a range of technical and sophisticated vocabulary for the specific topic of the task.	Spelling and punctuation are consistently accurate, even within complex words and sentences.
4	Student writes an extended response that meets the expected length. Most parts of the prompt are addressed, though some ideas may be less developed or lack supporting detail.	Response is clearly structured appropriately in paragraphs with evident attempt at an introduction, main body and conclusion.	Response uses a range of simple and complex grammatical structures appropriate to the prompt/questions. Grammatical errors are infrequent and do not affect readability.	Response uses a few examples of more technical or sophisticated vocabulary for the specific topic of the task	There are examples of accuracy in more complex spelling and punctuation. There may be multiple errors, but they mostly don't affect readability.
3	Student writes a partly extended response, approximating the expected length. Most aspects of the prompt are covered, but some areas are missed or not fully explained.	Response is written using a paragraph or more which contain 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 complex words.
2	Student expresses several relevant ideas, but more than one part of the prompt is missing, underdeveloped, or unclear. The response may be short or uneven in coverage.	Response is clearly structured into sentences but there is little to no attempt to structure into a paragraph.	Response uses only basic grammar to answer the prompt/questions. Grammatical errors may be frequent.	Vocabulary range is clearly limited, and is not sufficient to address some topics in the prompt.	There are examples of accurate spelling and punctuation throughout, but also frequent errors.
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 little to no punctuation and/or almost every word is spelt so as to be barely decipherable.
0	No response, or entirety of response plagiarised.				