

مواصفات الاختبار النهائي للفصل الثاني (الهيكل الوزاري) المسار المتقدم



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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 الثامن



الرياضيات



اللغة الانجليزية



اللغة العربية



ال التربية الإسلامية



المواد على تلغرام

صفحة المناهج
الإماراتية على
فيسبوك

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

مواصفات الاختبار النهائي للفصل الثاني (الهيكل الوزاري) المسار العام	1
مراجعة الوحدة السادسة world and Nature الدروس الأربع الأولى	2
أوراق عمل الوحدة الخامسة house the Around شاملة	3
كتاب الطالب الجديد منهج أكسس Access	4
بنك السيناريوهات الوحدة الخامسة house the Around - التعلم والتقييم القائم على المشاريع	5



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 5

Grade 8 Advanced

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

Grade Class	Grade 8 – Stage 5 8 Advanced		CEFR	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	What have you done to help your community?	contribution, donate, fast, food parcels, generosity, project, charities, reflection, attention, volunteers, manage, locations, refill, several, feed, participate, provide	G.13.3 Present Time (present perfect simple) G.18.1/2/3 Reported Speech G.5.2 Conditionals (First) G.8.1 Modals (present) G.10.2 Passives (past simple passive)
		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.05.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, headings and connectors, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.	<ul style="list-style-type: none"> 1 descriptive text of 150 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	Why do fireflies use light in the dark?, Which animals hunt in the dark?, How does darkness affect the way plants grow?	fireflies, safe, pet, scare off, predators, nearby, confused, tasty, interesting, hunt, owl, cat, bat, expert, nocturnal, parents, teacher, sister, nature expert, doctor, soil, seed, pots, sunlight, sprout, photosynthesis, process, chloroplast, oxygen, carbon dioxide, survive, cacti, aloes, store, shade	G.18.1/2/3 Reported Speech G.13.1 Present Time (present simple (including verb 'to be')) Cause and effect
		Task Description	Learning Outcomes (LOs)	Construct Limits
	Working at Grade Level Goal	Multiple-Choice Questions	<p>1 x ENG.05.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.</p> <p>2 x ENG.05.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.</p> <p>1 x ENG.05.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.</p> <p>1 x ENG.05.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.</p>	<ul style="list-style-type: none"> ▪ 1 expository text of 230-250 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)
		Read the text and choose the correct answer. Choose A, B or C.		

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading		How important is your method in achieving a team goal?, Why is the team leader so important?	task, tower, objective, challenge, discuss, role, method, results, important, guides, decisions, succeed, imagine, confident, unite, leader, knowledge, vision, qualities, achieve, debate, interview, care, values	G.14.1 Past Time (past simple (including verb 'to be')) G.5.3 Conditionals (Second)
		Task Description	Learning Outcomes (LOs)	Construct Limits
Part 3: Reading	Working at Grade Level Goal		1 x ENG.05.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.	
	Working Beyond Grade Level Goal	Multiple-Choice Questions	1 x ENG.05.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.	
Part 3: Reading	Read the text and choose the correct answer. Choose A, B or C.		1 x ENG.05.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.	<ul style="list-style-type: none"> 1 expository text of 230-250 words (10% either way) 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)
			1 x ENG.05.RV.CS.4.2: Make 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 some unfamiliar concrete topics that are clearly expressed and structured.	
			1 x ENG.05.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.	

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	Working at GLG	Video Games	compare, creator, special effects, graphics, chess pieces, respond, author, admire, digital models, exhibition, steady, development, arguments, conclusion, imagination, forms, competition	Elicit Stage 5 Grammar	Stage 5 FL
		Task Description	Learning Outcomes (LOs)		Construct Limits
		Constructed Writing Response	<p>ENG.05.WR.P.4.1 Produce written or multimodal texts that show awareness of the conventional features of text organisation and structure appropriate to the task and contain paragraphs with topic sentences and some supporting details.</p> <p>ENG.05.WR.P.2.1 Express ideas, information, opinions, feelings, emotions and personal perspectives, giving some simple reasons and explanations in writing.</p> <p>ENG.05.WR.S.5.1 Use a range of cohesive devices, and referencing or substitution to connect ideas in written or multimodal texts that are generally coherent.</p>		
		Question 3 Writing prompts Write at least 120 words.	<ul style="list-style-type: none"> ▪ One question with three prompts to elicit an expository text. ▪ Word count: 120 words ▪ 40 marks (based on rubric) 		