

## مواصفات الاختبار النهائي للفصل الأول (الهيكل الوزاري) المسار العام



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

المزيد من مادة  
لغة انجليزية:

### التواصل الاجتماعي بحسب الصف التاسع



صفحة المناهج  
الإماراتية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

### المزيد من الملفات بحسب الصف التاسع والمادة لغة انجليزية في الفصل الأول

ورقة عمل practice Reading بدون الحل

1

حل ورقة عمل 1 اختر الجواب الصحيح

2

ورقة عمل 1 اختر الجواب الصحيح

3

ورقة عمل test Reading متبوعة بالإجابات

4

ورقة عمل نص things Sharing متبوعة بالإجابات

5



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION

Academic Year

**2025**  
**26**

# Test Specifications English Language End of Term Exam – Cycle 3

GRADES  
**9-12**

# Overview

The Cycle 3 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 at 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
<b>Description</b>	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
<b>Narration</b>	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
<b>Exposition</b>	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
<b>Argumentation</b>	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
<b>Instruction</b>	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
<b>Transaction</b>	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 3 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
9 General	Stage 5	Grade 9 Grade Level Goal	New Interactions Grade 9 General	B1.1	4.5
9 Advanced	Stage 6	Working beyond Grade 9 Level Goal	New Interactions Grade 9 Advanced	B1.2	5
10 General	Stage 6	Grade 10 Grade Level Goal	New Interactions Grade 10 General	B1.2	5
10 Advanced	Stage 7	Working beyond Grade 10 Level Goal	New Interactions Grade 10 Advanced	B1.2-B2.1	5-5.5
11 General	Stage 7	Grade 11 Grade Level Goal	New Interactions Grade 11 General	B1.2-B2.1	5-5.5
11 Advanced	Stage 8	Working beyond Grade 11 Level Goal	New Interactions Grade 11 Advanced	B2.1	5.5
12 General	Stage 8	Grade 12 Grade Level Goal	New Interactions Grade 12 General	B2.1	5.5
12 Advanced	Stage 9	Working beyond Grade 12 Level Goal	New Interactions Grade 12 Advanced	B2.2	6

## Timeline for Academic Term 1



**15-19 SEP**  
DIAGNOSTIC ASSESSMENTS

**20-28 NOV**  
END-OF-TERM EXAMS

**04-05 DEC**  
END-OF-TERM EXAMS

**08-12 DEC**  
MAKE-UP EXAMS



# Assessment Structure

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

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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

9





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

Grade Level Goal	Grade 9 GLG	Learning Continuum Stage	5
Class	9 General	CEFR	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	<b>Towards Grade Level Goal</b> 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 texts.	<b>Living together, learning together</b>   A whole city on campus	dormitory(dorm), campus, population, dining hall, pizza parlor, shuttle bus, learning-resource center, gallery, population, hundred, thousand, million		
		<b>Shop till you drop!</b>   How do we shop?	mall, browse, look around, look for, save money/time/energy/gas, spend money/time, try (on), crowded, no problem		
		<b>Task Description</b>	<b>Learning Outcomes</b>	<b>Construct Limits</b>	
		Multiple-Choice Gap-Fill <hr/> Read the text and choose the correct word(s) to complete the sentences.	<b>Reading Strategies</b> ENG.05.RV.S.2.1 : 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"> <li>▪ 1 text of 150 words (10% either way) with 6 gaps focusing on the target vocabulary.</li> <li>▪ 3 options, one of which is the correct answer</li> <li>▪ 2 marks each (total: 12)</li> </ul>	

Part	Level	Theme	Vocabulary	Grammar
Part 1B: Grammar	<b>At Grade Level Goal</b> 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 texts.	<b>Living together, learning together  </b> Getting there, Talking about places in a city	check, block(s), confusing, (un)successful, fork (n.), fork (v.), a few, GPS, SatNav, street map, pros and cons, neighborhood, ethnic, convenient, better, worse, industrial, residential, suburban, turn left/ right, go straight, on your left/right, stay on, next to, crossroads,	Comparative adjectives Prepositions Parts of speech
		Task Description	Learning Outcomes	Construct Limits
		<b>Multiple-Choice Gap-Fill</b> <hr/> Read the text and choose the correct word(s) to complete the sentences.	<b>Reading Strategies</b> ENG.05.RV.S.2.1 : 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"> <li>▪ 1 transactional text of 150 words (10% either way) with 6 gaps</li> <li>▪ 3 options, one of which is the correct answer</li> <li>▪ 2 marks each (total 12)</li> </ul>

Part	Level	Theme	Vocabulary	Grammar	
Part 2: Reading	<b>Towards Grade Level Goal</b> Identify specific information.  <b>At Grade Level Goal</b> Identify details  Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.).  Identify the main points.	<b>Shop till you drop!  </b> Online shopping	prediction, a rate of, categories, gourmet, billionaire, e-commerce, close down	G.13.1 Present simple G.12.1 Prepositions (place) – opposite, between, next to	
		Task Description	Learning Outcomes		Construct Limits
		Multiple-Choice  <hr/> Read the text. Choose the correct answer.	<b>Comprehension Skills</b> Specific Information: 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.  Details: 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.  Inference 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.  Main Points ENG.05.RV.CS.6.1: Read and identify the main points of 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"><li>▪ 1 descriptive text of 230-250 words (10% either way)</li><li>▪ 6 questions with 3 options, one of which is the correct answer (3 marks each, total: 18)</li></ul>

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	<b>At Grade Level Goal</b> Identify details  <b>Beyond Grade Level Goal</b> Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.).  Identify the main points.	<b>Living together, learning together</b>   Success in college	prepared, organised, pay attention, take notes, attend class, tutor, grades, assignment, earn a degree, study routine, get good grades, class discussions, have good study skills	Present Simple
		<b>Task Description</b>	<b>Learning Outcomes</b>	<b>Construct Limits</b>
		Multiple-Choice <hr/> Read the text. Choose the correct answer.	<b>Comprehension Skills</b> Details: 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.  Inference 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.  Main Points ENG.05.RV.CS.6.1: Read and identify the main points of 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"> <li>▪ 1 instructional text of 230-250 words (10% either way)</li> <li>▪ 6 questions with 3 options, one of which is the correct answer (3 marks each, total: 18)</li> </ul>

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	<b>At Grade Level Goal</b> Produce simple and some extended written or multimodal texts, expressing some detail with comparisons and justifications where appropriate.  Recount detailed stories, past experiences and events that are sequenced, expressing feelings and reasons for those feelings in response to the event or experience.  Express ideas, information, opinions, feelings, emotions and personal perspectives, giving some simple reasons and explanations.  Summarise the main points and information in simple, extended written, spoken or multimodal texts.	<b>Shop till you drop!</b>   An email from college	Term 1 Vocabulary	Adjectives for describing towns (noisy, quiet, old, fun) There is / There are Prepositions of place and time Present simple	Writing emails and letters
		<b>Task Description</b>	<b>Learning Outcomes</b>		<b>Construct Limits</b>
		Guided constructed response  <hr/> 4.1 Read the email. Write the main idea of the email in your own words.  4.2 Read the email again. Now write a reply to the sender in which you: <ul style="list-style-type: none"> <li>• prompt 1</li> <li>• prompt 2</li> <li>• prompt 3</li> </ul> Write at least 130 words.	<b>Text structure</b> ENG.05.WR.P.1.1: Produce simple and some extended written or multimodal texts on familiar and some unfamiliar concrete topics, expressing some detail with comparisons and justifications where appropriate with an increasing ability to convey meaning, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.  <b>Recounts</b> ENG.05.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 using simple and a limited range of complex language and expressions in simple and some extended written or multimodal texts, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.  <b>Presentation and development of ideas</b> ENG.05.WR.P.2.1 : Express ideas, information, opinions, feelings, emotions and personal perspectives on familiar and some unfamiliar concrete topics, giving some simple reasons and explanations using simple and a limited range of complex language and expressions in simple and some extended written or multimodal texts, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.  <b>Processing text in writing</b> ENG.05.WR.S.6.1: Summarise the main points and information in simple, extended written, spoken or multimodal texts on familiar and some unfamiliar concrete topics using simple and a limited range of complex language and expressions in writing, although there may be some inaccuracies, especially with more complex language, and repetition of language and structures.		4.1 One text of 150 words related to theme. One question asking for the main idea of the text, using their own words.  4.2 ▪ One question with three prompts to elicit an argumentative text asking them to reply to the email by presenting a position and supporting it with reasons.  ▪ Word count: 130 words ▪ 40 marks (based on rubric)