

مواصفات الاختبار النهائي للفصل الثاني (الهيكل الوزاري) المسار العام



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج الإماراتية ← الصف التاسع ← لغة إنجليزية ← الفصل الثاني ← ملفات متنوعة ← الملف

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ملفات اكتب للمعلم اكتب للطالب اختبارات الكترونية اختبارات احلول اعروض بوربوينت اوراق عمل
منهج انجليزي املخصات وتقديرات اذكريات وبنوك الامتحان النهائي للدرس

المزيد من مادة
لغة إنجليزية:

التواصل الاجتماعي بحسب الصف التاسع



الرياضيات



اللغة الانجليزية



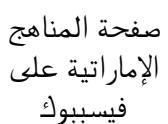
اللغة العربية



ال التربية الإسلامية



المواد على Telegram



صفحة المناهج
الإماراتية على
فيسبوك

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

عرض بوربوينت حل درس Speaking :Speaking green Eating من الوحدة الثالثة المسار المتقدم 1

عرض بوربوينت حل درس Speaking :Speaking present and Research من الوحدة الثالثة المسار المتقدم 2

عرض بوربوينت حل درس Listening :Listening food regional and Recipes من الوحدة الثالثة المسار المتقدم 3

عرض بوربوينت حل درس Speaking :Speaking Compare eating habits من الوحدة الثالثة المسار المتقدم 4

عرض بوربوينت حل درس Reading :Reading Extra large, please من الوحدة الثالثة المسار المتقدم 5



Sample Test Specifications

English Language

School-based Summative Assessment –

Cycle 3

Overview

The Cycle 3 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 3 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 9-12

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

Term 1	
School-based (formal)	End-of-Term (Centralized Exam)
10%	30%

Term 2	
School-based (formal)	School-based Summative Assessment
10%	10%

Term 3	
School-based (formal)	End-of-Term (Centralized Exam)
10%	30%

Text Types

TEXT TYPE	OVERVIEW	SOURCES	ADDITIONAL SOURCE
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	announcement Informational Speech Orientation Talk email (e.g., a travelogue can be written in an email format) blog, student report card, mind map pamphlet Poem Quiz
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	personal recount (personal narrative), factual recount, imaginative recount historical account (factual) Travel Journal Quotes Story plot Radio show Short factual recount Poem Podcast
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, reports, etc., Highly specialized sources, Technical instructions, Lectures, talks, presentations, TV documentaries, Literature Review, Research Article, Conference Paper	tables, text with table, fact file informational Radio talks Series of short text (factual) Mind map Informational text Labelled Plan
ARGUMENTATION	Provide a 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	persuasive, opinion piece, opinions, presentation
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	giving directions on a map guidelines for training animals
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	dialogue, interview, questionnaire, survey,



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Cycle 3

English Language SSA

Sample Test Specifications

Stage 5

Grade 9 General

2026 2025

Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: Grade 9 – Sample Test Specifications

Grade Stage	Grade 9 General	CEFR	B1.1
	5		
Language Domains	Total Marks	Reading: 60	Writing: 40

Part	Level	Theme	Vocabulary	GRAMMAR
Part 1: Grammar	Working at Grade Level Goal	Describing People	friendly, confident, active, polite, kind, helpful, cheerful, serious, creative, stylish, formal, casual, typical, casual, typical, heavy, thin, short, tall, perfect, curly, medium-sized, slender, moustache, beard, frowning, oval	Stage 5 Language Focus G.8.1 Modals (present) G.6.2 Conjunctions (subordinating) G.14.1 Past time (past simple (including verb 'to be')) G.2.3 Adverbs (frequency) G.14.4 Past Time (past perfect simple)
		Task Description	Learning Outcomes (LOs)	Construct Limits
		<p>Multiple-Choice Gap-Fill</p> <hr/> <p>Read the text and choose the correct word(s) to complete the sentences.</p>	<p>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.</p>	<ul style="list-style-type: none"> ▪ 1 transactional text of 150 words (10% either way) with 6 gaps ▪ 3 options, one of which is the correct answer ▪ 3 marks each (total 18)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading		Healthy body, healthy mind Are you healthy? Where does it hurt?	balanced diet, blood pressure, couch potato, junk food, stress, sleep-deprived, cough, catch a cold, backaches health clinic, awful, fever, cough, symptoms, flu, appointment, insurance	G.8.1 Modals (present)
		Task Description	Learning Outcomes (LOs)	Construct Limits
	Towards Grade Level Goal _____ At Grade Level Goal	Multiple-Choice Questions _____ Read the text and choose the correct answer. Choose A, B or C.	2 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. 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. 1 x 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. 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. 1 x ENG.05.RV.CS.3.1 Make logical connections between ideas, events or themes and own experience, background knowledge, other familiar texts or the world around them and give clear reasons for these connections when reading.	<ul style="list-style-type: none"> 1 expository text of 230-250 words (10% either way) 7 questions with 3 options (3 marks each, total: 21)

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading		Staying Connected Technology to the rescue	pros, cons, texting, social networking, connect, socialize, shy, experts, stare, face-to-face, identity theft avalanche, disease, emergency, flashlight, remote, rescued, warn, injured	G.2.2 Adverbs (sequencing) G.6.2 Conjunctions (subordinating)
	At Grade Level Goal	Task Description	Learning Outcomes (LOs)	Construct Limits
	Beyond Grade Level Goal	Multiple-Choice Questions Read the text and choose the correct answer. Choose A, B or C.	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. 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. 1 x 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. 2 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. 1 x ENG.05.RV.CS.3.1 Make logical connections between ideas, events or themes and own experience, background knowledge, other familiar texts or the world around them and give clear reasons for these connections when reading.	<ul style="list-style-type: none"> 1 expository text of 230-250 words (10% either way) 7 questions with 3 options (3 marks each, total: 21)

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	Working at GLG	Writing about a Health Problem	ankle, chest, chin, elbow, hip, shoulder, wrist, kidneys, large intestine, small intestine, stomach, throat	G.8.1 Modals (present) Elicit Stage 5 grammar	FL.24 Asking for and giving advice Writing emails and letters
		Task Description	Learning Outcomes (LOs)		Construct Limits
		Guided constructed 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.S.6.2 Paraphrase texts in writing.</p> <p>ENG.05.WR.P.1.1 Produce simple and some extended written or multimodal texts, expressing some detail with comparisons and justifications where appropriate.</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> <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>		4.1 One text of 150 words related to theme (e.g. an email). One question asking for the main idea of the text, using their own words. (15 marks)
		<p>4.1 Read the text. Write the main ideas in your own words. Write at least 2-3 sentences.</p> <p>4.2 Read the text again. Now write a reply to the sender in which you:</p> <ul style="list-style-type: none"> • prompt 1 • prompt 2 • prompt 3 <p>Write at least 130 words in paragraphs.</p>	<p>4.2</p> <ul style="list-style-type: none"> ▪ One question with three prompts to elicit a descriptive text asking them to reply to the text by presenting a position and supporting it with reasons. ▪ Word count: 130 words (25 marks) ▪ Total: 40 marks 		