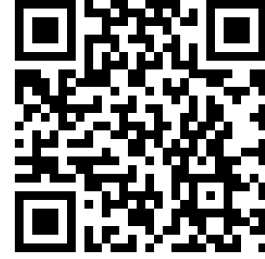


شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



مواصفات الامتحان الختامي المستوى 8.1 - متقدم

[موقع المناهج](#) ⇨ [المناهج الإماراتية](#) ⇨ [الصف الحادي عشر](#) ⇨ [لغة انجليزية](#) ⇨ [الفصل الثاني](#) ⇨ [الملف](#)

التواصل الاجتماعي بحسب الصف الحادي عشر



روابط مواد الصف الحادي عشر على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

[التربية الاسلامية](#)

المزيد من الملفات بحسب الصف الحادي عشر والمادة لغة انجليزية في الفصل الثاني

أسئلة الامتحان النهائي - العام	1
أسئلة الامتحان النهائي - المتقدم	2
كويز قراءة Quiz Reading - العام	3
كويز مفردات وقواعد الوحدة الخامسة	4
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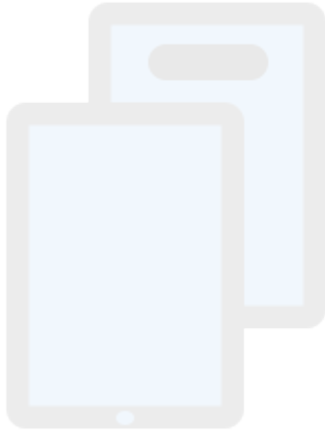
مؤسسة الإمارات للتعليم المدرسي
EMIRATES SCHOOLS ESTABLISHMENT

English Assessment Planner

Level 8.1

Grade 11 Advanced

Grade 10 Elite



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Term 2

2022 – 2023

Overview

In this assessment planner, you will find all of the tools and information you need to plan and implement Term 2 assessments. While every effort has been made to provide complete and accurate information in this document, there is a possibility that elements of the assessment plan will be updated as the term progresses. If the need arises, updates will be communicated as soon as the assessment team is aware of the change and an updated version of this document will be provided.

Level Alignments

Level alignments allow you to access and understand targeted learning outcomes and assessment goals for your students. Level alignments include the English Language Curriculum Framework for Excellence (ECFE) Level, the Literacy Level, the CEFR Level, the Lexile Range, the Global Scale of English level, a list of National and International Assessments, and a list of assessed curriculum frameworks.

Coverage

Coverage details are of particular importance in planning instruction for the term. In order to ensure that students are fully prepared for assessments, ensure frequent exposure to Term 2 assessment topics, lexis, grammar and functional language found in **this** document. Coverage may differ from what is featured in the course books. The English Language Assessment Unit will provide resources to support you and your students in preparing for assessments. A teaching resource with examples of Term 2 grammatical points and functional language will be released in weeks 6 - 8 to provide support for all Term 2 assessments. An additional resource will be released ahead of the Reading and Writing Summative Assessments. This is for classroom use and will contain information about key lexis. We recommend using the information in the coverage details to develop your own resources to provide additional exposure to assessed topics and language points throughout the term.

Term 2 Assessments

In Term 2 Assessments, you will find a list of all assessments for the term including the assessment type, weights for the term and the academic year, pacing, release dates and due dates, and a brief description of each assessment.

Assessment Timeline

The assessment timeline provides a visual representation of the assessment plan for Term 2. It details when assessments are to be completed and marked, and also provides release information for all resources and assessment tools.

Specifications and Guidance

Guidance will be provided ahead of implementation and all specifications are included in the document. The specifications and guidance are similar to the documents released by the assessment team in previous years, with some updates to formatting and content for cohesion and to reflect changes to the assessment plan for the current academic year. Specifications and guidance are provided for the Reading and Writing Summative Assessments.

Level Alignments

Curriculum	ECFE Level	Literacy Level	CEFR Level	Lexile Range	GSE Level	National and International Assessment
Grade 10 Elite (ASP Elite Book 10 - New Interactions L3) Grade 11 Advanced (ASP Elite Book 10 - New Interactions L3)	8.1	Level 5	B2 – B2+	1000L – 1370L	63 - 66	PISA – Grade 10 EmSAT Advantage – Grade 10 EmSAT 1375-1425

Curriculum Frameworks Assessed:

- English Language Curriculum Framework for Excellence
- Literacy and Communication Framework

Coverage

Topic(s): People			
Lexis	ECFE Grammar	GSE Grammar	Functional Language
business, jobs	<p>Past perfect continuous</p> <p>Past perfect simple</p> <p>Nominalisation</p> <p>Verb tense: imperative</p> <p>Conjunctions: subordinating</p> <p>Clefting and fronting</p>	<p>Can use the past perfect continuous in a range of common situations.</p> <p>Can use the past perfect with adverbial clauses of time. 63 Other suitably complex ways to use past perfect.</p> <p>Can use noun phrases in place of verb phrases in formal written language.</p> <p>Can use 'will' + infinitive for orders and instructions.</p> <p>Can express purpose using 'so as to' with infinitive clauses.</p> <p>Can use adverbial phrases to make comments.</p>	<p>Describing habits, routines, tasks, and jobs</p> <p>Talking about time periods</p> <p>Describing causes and consequences</p> <p>Describing past experiences and events</p>

Term 2 Assessments

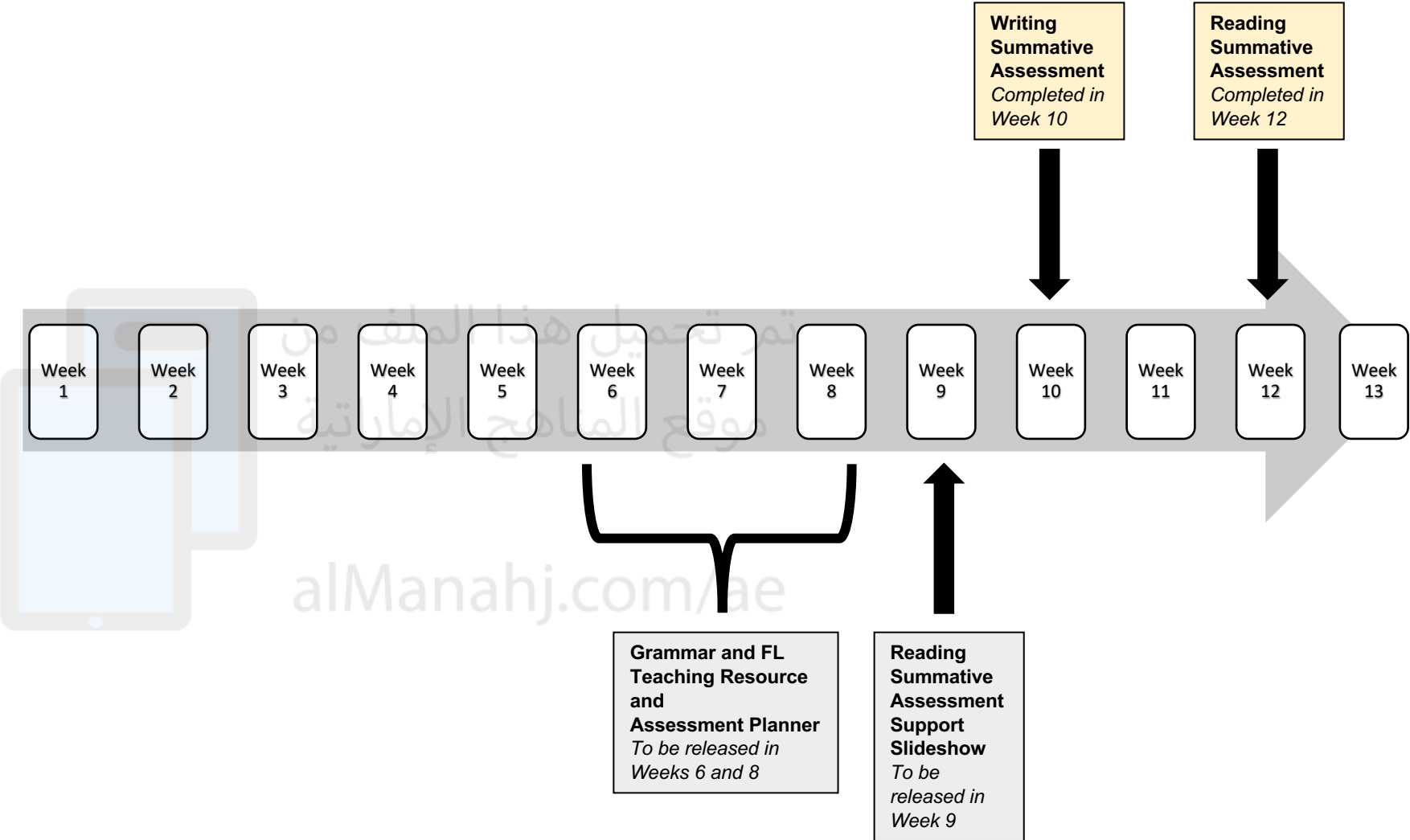
Assessment	Weighting		Pacing	Release Date	Due Date
	Term	Year			
Continuous Assessment	28% Overall	10% Overall	Multiple	Written by teacher	Written by teacher
Reading and Writing Summative Assessment	72% Overall	25% Overall	Per exam schedule	Per exam schedule	Per exam schedule

Assessment	Description
Continuous Assessment	In term 2, continuous assessment is written by teachers based on the individual needs of their students. A continuous assessment guide and materials are available on the English assessment SharePoint and on LMS. Teachers are encouraged to develop their own continuous assessment program tailored to the gaps identified by the diagnostic and summative assessments and also formative assessment conducted during usual classroom practice.
Writing Summative Assessment	As the culmination of the term's work, students are asked to demonstrate their learning by answering a writing prompt with three bullet points. The topic of the prompt and bullet points will be related to the coverage given in this document and students will produce an extended response, the expected length of which is detailed in the specifications below. The extended response will be marked against an emerging, developing and mastery rubric to generate useful data that can be used formatively. The writing assessment will constitute 25% of the summative assessment marks for this term.
Reading Summative Assessment	Students will also demonstrate their accomplishments in reading. In the first part, they will select the correct grammatical, functional language or vocabulary point to fill the gaps in three MAZES, which will be 30% of the reading marks. The part A MAZE will assess the language detailed in the coverage for the level. The part B and C MAZEs will assess more sophisticated language related to the level coverage. There will be 6 questions per MAZE. In the next section, which holds 70% of the reading marks, students will answer multiple choice questions about three reading texts (similarly parts A, B and C). There will be 6 questions for each reading text. There will also be multiple-choice bonus questions related to the part A text. Students will be asked to make an inference about the information within the text. Before they answer the inference question, there will be an additional specific information question related to the inference. The higher-level thinking skills required by this question will reveal students' deeper understanding and interaction with the text. The reading assessment will constitute 75% of the summative assessment marks for this term.

Summative Assessment Weighting

Reading exam: 75% of summative assessment term grade			Writing exam: 25% of summative assessment term grade
Part	MAZE	Reading Comprehension	Single task marked against a rubric (100% of writing mark)
A (30%)	9%	21%	
B (50%)	15%	35%	
C (20%)	6%	14%	

Timeline



Writing Summative Assessment Specifications

ECFE Alignment: Level 8.1			Term Weighting: 18% Year Weighting: 6%	Domain: Writing
Sections	Question Type	Assessment Focus	Number of Questions	Construct Limits
Part 1	<div>Writing Task</div> <hr/> <div>Extended response</div>	<p>ENG.08.4.2.XX.019 Maintain a degree of control of simple and complex language structures in writing.</p> <p>ENG.08.4.3.XX.016 Write extended texts on familiar and unfamiliar concrete topics.</p> <p>ENG.08.4.3.XX.018 Produce extended, structured texts that contain topic sentences and supporting details.</p>	Marked using a rubric	<p>Topics: Sports and leisure activities (people, science)</p> <p>Expected text length: 170 words</p>

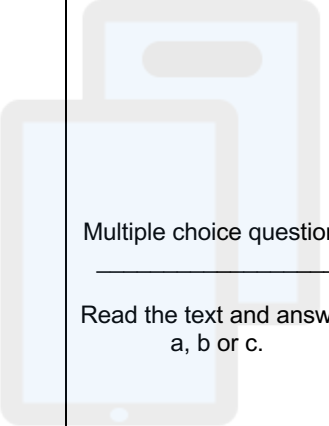
Writing Summative Assessment Rubric Levels 7 – 9

	Task completion	Structure	Grammar	Vocabulary	Spelling and punctuation
5	Student writes an extended and sophisticated response, with all aspects of the prompt covered in detail.	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 is consistently accurate, even within complex words and sentences.
4	Student writes an extended response, obviously achieving the expected length, which covers all aspects of the prompt.	Response is clearly structured appropriately in paragraphs with evident attempt at an opening, main body and closing.	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 an adequately extended response, approximating the word count, with most aspects covered (no more than one area of the prompt missed).	Response is written using a paragraph or more which contain a main theme 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 ideas, but more than one area of the prompt is missed or not dealt with in sufficient detail.	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				

Reading Summative Assessment Specifications

ECFE Alignment: Level 8.1			Term Weighting: 54% Year Weighting: 19%	Domain: Reading
Sections	Question Type	Assessment Focus	Number of Questions	Construct Limits
Part 1	MAZE task Multiple choice questions <hr/> Read the text and answer a, b or c.	A: ENG.08.2.2.XX.019 Identify a wide range of features of text organisation and structure. ENG.08.2.2.XX.020 Read a wide range of texts in a variety of genres.	6 questions	Text: - extended - concrete and abstract topics - informative Text length: 80 words
		B: ENG.08.2.2.XX.019 Identify a wide range of features of text organisation and structure. ENG.08.2.2.XX.020 Read a wide range of texts in a variety of genres.	6 questions	Text: - extended - concrete and abstract topics - informative Text length: 80 words
		C: ENG.09.2.2.XX.022 Identify genre specific features of text organisation and structure. ENG.09.2.2.XX.023 Read a wide range of texts in a variety of genres.	6 questions	Text: - extended - concrete and abstract topics - informative Text length: 80 words

Part 2	<p>Multiple choice questions _____</p> <p>Read the text and answer a, b or c.</p>	<p>A:</p> <p>ENG.08.2.2.XX.020 Read a wide range of texts in a variety of genres.</p> <p>ENG.08.2.3.XX.030 Read and understand the overall meaning of extended texts on concrete and some abstract topics.</p> <p>ENG.08.2.3.XX.031 Read and identify specific information in extended texts on concrete and some abstract topics.</p> <p>ENG.08.2.3.XX.032 Read and understand details in extended texts on concrete and some abstract topics.</p> <p>ENG.08.2.3.XX.035 Identify the mood and tone in extended texts on familiar and some unfamiliar concrete topics.</p> <p>ENG.08.2.3.XX.036 Make connections when reading extended texts on familiar and unfamiliar concrete topics.</p>	<p>6 questions</p>	<p>Text:</p> <ul style="list-style-type: none"> - extended - concrete and abstract topics - narrative <p>Text length: 290 words</p>
	<p>Multiple choice questions _____</p> <p>Read the text and answer a, b or c.</p>	<p>Bonus questions about text A.</p> <p>ENG.08.2.2.XX.020 Read a wide range of texts in a variety of genres.</p> <p>ENG.08.2.3.XX.031 Read and identify specific information in extended texts on concrete and some abstract topics.</p> <p>ENG.08.2.3.XX.034 Infer meaning when reading extended texts on familiar and some unfamiliar concrete topics.</p> <p>LL5.R.In.1 Infer complex information needed for comprehension when it is not directly stated in complex, extended texts.</p>	<p>2 questions</p>	<p>A specific information question related to an inference about the part A text.</p> <p>An inference question about the part A text.</p>

	<p>Multiple choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	<p>B:</p> <p>ENG.08.2.2.XX.020 Read a wide range of texts in a variety of genres.</p> <p>ENG.08.2.3.XX.031 Read and identify specific information in extended texts on concrete and some abstract topics.</p> <p>ENG.08.2.3.XX.032 Read and understand details in extended texts on concrete and some abstract topics.</p> <p>ENG.08.2.3.XX.033 Read and identify the main points of extended texts on concrete and some abstract topics.</p> <p>ENG.08.2.3.XX.036 Make connections when reading extended texts on familiar and unfamiliar concrete topics.</p>	<p>6 questions</p>	<p>Text:</p> <ul style="list-style-type: none"> - extended - concrete and abstract topics - informative <p>Text length: 310 words</p>
	<p>Multiple choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	<p>C:</p> <p>ENG.09.2.2.XX.023 Read a wide range of texts in a variety of genres.</p> <p>ENG.09.2.3.XX.038 Read and identify specific information in complex, extended texts on concrete and abstract topics.</p> <p>ENG.09.2.3.XX.039 Read and understand details in complex, extended texts on concrete and abstract topics.</p> <p>ENG.09.2.3.XX.040 Read and identify the main points of complex, extended texts on concrete and abstract topics.</p> <p>ENG.09.2.3.XX.043 Make connections when reading complex, extended texts on familiar and unfamiliar concrete and some abstract topics.</p>	<p>6 questions</p>	<p>Text:</p> <ul style="list-style-type: none"> - extended - concrete and abstract topics - informative <p>Text length: 350 words</p>