

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



مواصفات الامتحان النهائي المسار المتقدم

موقع المناهج ← المناهج الإماراتية ← الصف الحادي عشر ← لغة انجليزية ← الفصل الأول ← الملف

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التواصل الاجتماعي بحسب الصف الحادي عشر



روابط مواد الصف الحادي عشر على تلغرام

[الرياضيات](#)

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

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مؤسسة الإمارات للتعليم المدرسي
EMIRATES SCHOOLS ESTABLISHMENT

English Assessment Planner

Level 8.1

Grade 11 Advanced

Grade 11 Elite

Term 1

2023 – 2024

Overview

In this assessment planner, you will find all of the tools and information you need to plan and implement Term 1 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.

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, Prerequisite Grammar and Core Lexis

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 1 assessment topics, lexis, grammar and functional language found in **this** document. Coverage may differ from what is featured in the course books. In order to support learning, the grammar points that will be assessed in the at-level texts in the GSE grammar column have been augmented with the prerequisite grammar points – the language points that the student needs to understand before they can access the assessed grammar point. A teaching resource with examples of Term 1 grammatical points and functional language will be released to provide support for all Term 1 assessments. A list of some of the core lexis that will be included in the at-level texts and questions is provided. We recommend using the information in the coverage details and core lexis to develop your own resources to provide additional exposure to assessed topics, language points and vocabulary throughout the term.

Term 1 Assessments

In Term 1 Assessments, you will find a list of all assessments for the term including the assessment type, weights for the term and the academic year, potential Continuous Assessment tasks, and a brief description of each End of Term assessment.

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	Phase	CEFR Level	Lexile Range	GSE Level	National and International Assessment
Grade 11 Advanced (BtS Book 12) Grade 11 Elite (BtS Book 12)	8.1	Level 5	5	B2 – B2+	1000L - 1370L	67 - 70	EmSAT 1450 - 1500

Curriculum Frameworks Assessed:

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

Coverage

Topic(s): Looking back, technology, people.			
ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional Language
Conjunctions: subordinating	Can link clauses and sentences with a range of basic connectors. Can use first, second and third conditionals.	Can use a range of complex conjunctions in conditional statements (all three types). (64)	Expressing opinion Describing causes and consequences Describing past experiences and events
Verb forms: gerunds	Can use 'like/hate/love' with gerunds (the '-ing' forms of verbs).	Can use 'need' with verbs in the gerund to express necessity. (63) Can use gerunds in the passive form as complement. (64)	
Adverbs: adverbial linkers	Can use the present perfect with 'for/since' to talk about the duration of states and conditions.	Can use the past perfect with adverbial clauses of time. (63)	
Past time: past perfect simple	Can use past simple in a range of common situations.	Can use the past perfect simple to describe a change in situation. (see English Grammar Profiler)	
Passives: past perfect passive	Can make affirmative statements using common irregular past simple forms.	Can use the past perfect passive. (64)	
Clauses and phrases: defining and non-defining relative clauses	Can ask a range of wh- questions. Can form questions with prepositional verbs and final prepositions.	Can use defining relative clauses and non-defining relative clauses ending in a preposition, with 'who/which/that' as the complement of the preposition. (See English Grammar Profiler)	

Core Lexis

Looking back	Technology	People
fond	virtual reality	personality
sympathetic	technical	ambitious
antique	avatars	inspire
evolution	device	inspiration
reflect	interactive	physical
	transform	potential
	dimensions	
	digital	

Term 1 Assessments

Assessment	Weighting	
	Term	Year
Continuous Assessment	33.33% Overall	10% Overall
Reading and Writing Summative Assessment	66.66% Overall	20% Overall

Assessment	Description
Continuous Assessment	In term 1, 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	Students are also asked to demonstrate their writing ability. They will then be asked to respond to an informative writing prompt with three bullet points that corresponds to the topics in the assessment coverage. They will first be asked to produce a plan for how they will answer the prompt. This will be marked by the teacher using a holistic rubric. Students will then 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 35% of the summative assessment marks for this term.
Reading Summative Assessment	As the culmination of the term's work, students are asked to demonstrate their accomplishments in reading. In the first part, they will be presented with five sentences and will select the order of the words by choosing them from lists. This will assess the prerequisite language needed to access the level. They will then select the correct grammatical, functional language or vocabulary point to fill ten gaps in a MAZE. The MAZE will assess the level's coverage. Students will then answer multiple-choice questions about a below-level reading text that will assess prerequisite reading comprehension skills. Next, students will answer multiple-choice questions reading comprehension questions about an at-level text. They will then answer a free-response reading question by inferring information that is not explicitly mentioned in the text. They will then justify their answer to that question by drawing on relevant evidence from the text in their explanations. The free-response questions will be marked using rubrics. The reading assessment will constitute 65% of the summative assessment marks for this term.

Continuous Assessment

Suggested Continuous Assessment for Term 1. These are not mandatory. Select tasks appropriate to your students' needs.

Task	Outcomes assessed	Task description
Process writing	<p>ENG.06.4.3.XX.011 Use own and others' ideas to plan and develop writing.</p> <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>	<p>Students are given an academic essay topic related to the coverage topics. They produce a plan before writing the essay.</p> <p>Potential for peer review and further drafts produced based on teacher / peer comments.</p> <p>Potential to reinforce learning of language structures or vocabulary by requiring their inclusion in the essay.</p>
Project presentation	<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.036 Make connections when reading extended texts on familiar and unfamiliar concrete topics.</p> <p>ENG.06.4.3.XX.011 Use own and others' ideas to plan and develop writing.</p> <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>Students are given a topic that aligns with the coverage topics. They research and write a presentation on the topic, either individually, in pairs or as a group. They present to the class.</p> <p>Potential to reinforce learning of language structures by requiring their inclusion in the presentation.</p> <p>Potential to assess speaking and listening outcomes if a question and answer session forms part of the presentation to the class.</p> <p>Potential for peer assessment.</p>

<p>Task-based activity</p>	<p>Dependant on task chosen. A wide range of outcomes can be assessed from each domain.</p>	<p>Students are given an activity in groups. Suggested tasks include:</p> <p>Designing and making a game, including rules. Writing and performing a play. Researching and writing a newsletter article. Participating in a debate about a topic students have researched. Identifying and providing solutions for an issue (at school or in the wider world).</p> <p>Potential for peer assessment.</p> <p>Potential for post-task reflection activities to assess higher-order thinking skills.</p>
<p>Quizzes</p>	<p>Dependant on quiz content.</p>	<p>Quizzes could have a grammar focus and assess students' knowledge of grammar points either pre or post teaching.</p> <p>They could also have a lexical focus and assess students' vocabulary.</p> <p>Short texts can be presented to students with reading comprehension questions or recorded and used to assess listening.</p>
<p>Reading journal</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>LL5.R.P.2 Consider how information from complex, extended texts can be used after reading or listening.</p>	<p>Students are either set a text to read or are directed to choose a text or book to read. This could be linked to Literature Lessons from the coursebook, if available.</p> <p>Students either produce a general report on what they have read that summarises the main points (writing outcomes could also be assessed here). They could reflect in basic terms about what they have read. Alternatively, a series of questions could be posed that lead them to provide a detailed report. Questions could involve students describing characters, settings, events, or listing new vocabulary or language structures they have encountered by reading. Students could also present their reports to the class and discussions around the themes raised could provide opportunities to assess speaking outcomes.</p>
<p>Portfolio evaluation</p>	<p>Dependant on task chosen. A wide range of outcomes can be assessed from each domain.</p>	<p>Students select pieces of work they have completed for inclusion in their portfolio. Students complete a reflection task where they could explain why they have chosen the pieces of work, what they learned when doing them and what they could do to improve their work for next time.</p> <p>Potential for peer assessment.</p>

Summative Assessment Weighting

Reading exam: 65% of summative assessment term grade				Writing exam: 35% of summative assessment term grade			
Bloom's	Part	Activity	Weighting	Bloom's	Part	Activity	Weighting
Understand and recall (c.25%)	4	Ordering words in a sentence	13.33%	Understand and recall Application and analysis Higher-order thinking	1	Plan	10%
	5	MAZE	13.33%				
Application and analysis (c.35%)	6	Below-level reading text questions	13.33%				
	7	At-level reading text questions	14.64%	Understand and recall Application and analysis	2	Essay	25%
	8	At-level reading text questions	5.36%				
Higher-order thinking (5%)	3	Inference question	2%	Higher-order thinking			
		Justification question	3%				

Reading and Writing Summative Assessment Specifications

Paper exam

ECFE Alignment: Level 8.1			Term Weighting: 40%	Domain: Reading and Writing
Sections	Question Type and Instruction	Outcomes Assessed	Number of Questions and Question Description	Constructs
Part 1	<p>Writing task</p> <hr/> <p>Free-response plan</p>	<p>ENG.06.4.3.XX.011 Use own and others' ideas to plan and develop writing.</p> <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>	<p>5 marks, marked using a rubric</p> <p>Students are asked to produce a plan to answer an essay prompt.</p>	<p>Remember and Understand</p> <p>Application and Analysis</p> <p>Higher-order thinking</p> <p>A: Foundational proficiency B: Grade-level mastery C: Advanced application</p> <p>Phase 5</p> <p>B2 - B2+</p>
Part 2	<p>Writing Task</p> <hr/> <p>Extended response</p>	<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>	<p>25 marks, marked using a rubric</p> <p>Students are asked to produce an extended text in response to a prompt and three bullet points.</p>	<p>Remember and Understand</p> <p>Application and Analysis</p> <p>Higher-order thinking</p> <p>A: Foundational proficiency B: Grade-level mastery C: Advanced application</p> <p>Topics: Looking back, technology, people.</p> <p>Expected text length: 170 words</p>

<p>Part 3</p>	<p>Free-response question</p> <hr/> <p>Read the text and answer the question. Use full sentences.</p>	<p>LL6.R.In.1 Infer complex information needed for comprehension when it is not directly stated in a wide range of complex, extended texts.</p> <p>LL6.R.P.2 Consider how information from a wide range of complex, extended texts can be used after reading or listening.</p>	<p>Inference - 2 marks, marked using a rubric</p> <p>A free-response inference question that tests deep understanding of the text.</p> <p>Justification – 3 marks, marked using a rubric</p> <p>A free-response justification of the student’s answer to the inference question.</p>	<p>Higher-order thinking</p> <p>C: Advanced application</p> <p>Phase 6</p> <p>C1</p> <p>Text:</p> <ul style="list-style-type: none"> - extended - concrete and abstract topics - informative <p>Text length: 400 words</p>
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SwiftAssess exam

ECFE Alignment: Level 8.1			Term Weighting: 60%	Domain: Reading
Sections	Question Type and Instruction	Outcomes Assessed	Number of Questions and Question Description	Constructs
Part 4	<p>Ordering words in a sentence</p> <hr/> <p>Select the correct words from the dropdown menus to make a sentence.</p>	<p>ENG.06.2.2.XX.014 Identify a wide range of features of text organisation and structure.</p>	<p>5 questions</p> <p>Single sentences that are reordered to test students' knowledge of basic grammar and sentence construction.</p>	<p>Remember and Understand</p> <p>A: Foundational proficiency</p> <p>Phase 4</p> <p>B1 – B1+</p>
Part 5	<p>MAZE task multiple-choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	<p>ENG.08.2.2.XX.019 Identify a wide range of features of text organisation and structure.</p>	<p>10 questions</p> <p>Gap-fill sentences within a MAZE text that test students' awareness of at-level grammar and sentence phrasing.</p>	<p>Remember and Understand</p> <p>B: Grade-level mastery</p> <p>Phase 5</p> <p>B2 - B2+</p> <p>Text:</p> <ul style="list-style-type: none"> - extended - concrete and abstract topics - informative <p>Text length: 150 words</p>
Part 6	<p>Multiple-choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	<p>ENG.06.2.3.XX.018 Read and identify specific information in simple, extended texts on familiar and some unfamiliar concrete topics.</p> <p>ENG.06.2.3.XX.019 Read and understand details in simple, extended texts on familiar and some unfamiliar concrete topics.</p>	<p>6 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly stated.</p>	<p>Application and Analysis</p> <p>A: Foundational proficiency</p> <p>Phase 4</p> <p>B1 – B1+</p> <p>Text:</p> <ul style="list-style-type: none"> - simple, extended - familiar and some unfamiliar concrete topics - narrative <p>Text length: 300 words</p>

<p>Part 7</p>	<p>Multiple choice questions <hr/> Read the text and answer a, b or c.</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>10 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly and implicitly stated.</p>	<p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 5</p> <p>B2 - B2+</p> <p>Text: - extended - concrete and abstract topics - narrative</p> <p>Text length: 360 words</p>
<p>Part 8</p>	<p>Multiple choice questions <hr/> Read the text and answer a, b or c.</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>4 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers implicitly stated.</p>	<p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 5</p> <p>B2 - B2+</p> <p>Text: - complex, extended - concrete and abstract topics - narrative</p> <p>Text length: 360 words</p>