مواصفات الامتحان الختامي المستوى 8.2 - متقدم

التواصل الاجتماعي بحسب الصف الثاني عشر

روابط مواد الصف الثاني عشر على تلغرام

التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات

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

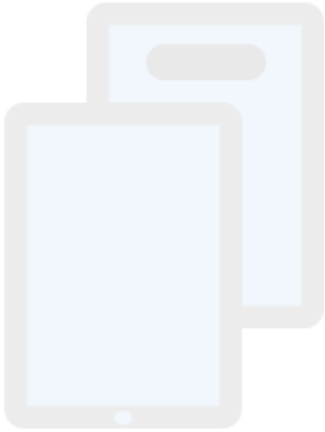|	
شرح مبسط للقواعد الأساسية للامتحان النهائي	1
حل أسئلة الامتحان النهائي الالكتروني - المتقدم	2
أسئلة الامتحان النهائي - العام	3
مراجعة نهائية قراءة وقواعد	4
حل بوربوينت مراجعة تدريبية للامتحان النهائي - المتقدم	5

English Assessment Planner

Level 8.2

11 Elite
Grade 12 Advanced

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 Elite Grade 11 (ASP Elite Book 11 - New Interactions L3-4) Grade 12 Advanced (ASP Elite Book 11 - New Interactions L3-4)	8.2	Level 5	B2 – B2+	1000L - 1370L	67 - 70	EmSAT Achieve – Grade 12 EmSAT 1450 - 1500

Curriculum Frameworks Assessed:

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

Coverage

<table>
<tr><td colspan="4">Topic(s): Family</td></tr>
<tr><th>Lexis</th><th>ECFE Grammar</th><th>GSE Grammar</th><th>Functional Language</th></tr>
<tr>
<td>business,

people</td>
<td>Future perfect passive

Clefting and fronting

Reported speech: passive

Conditionals: mixed conditionals

Conditionals: second conditional

Conditionals: first and second with inversion</td>
<td>Can use the future perfect passive.

Can use initial 'No matter' with relative pronouns for emphatic statements about the present and near future.
Other suitably complex clefts and fronts.

Can express beliefs and opinions with 'is/are/was/were' + 'thought/believed to…'.

Can mix second and third conditional in a single sentence.

Can use 'as if/as though' with the past simple to refer to hypothetical or counterfactual circumstances.

Can describe present or future outcomes of a hypothetical situation using initial 'only if' with inversion of subject and object.</td>
<td>Expressing agreement and disagreement

Expressing opinion

Making predictions and hypothesizing

Comparing and contrasting</td>
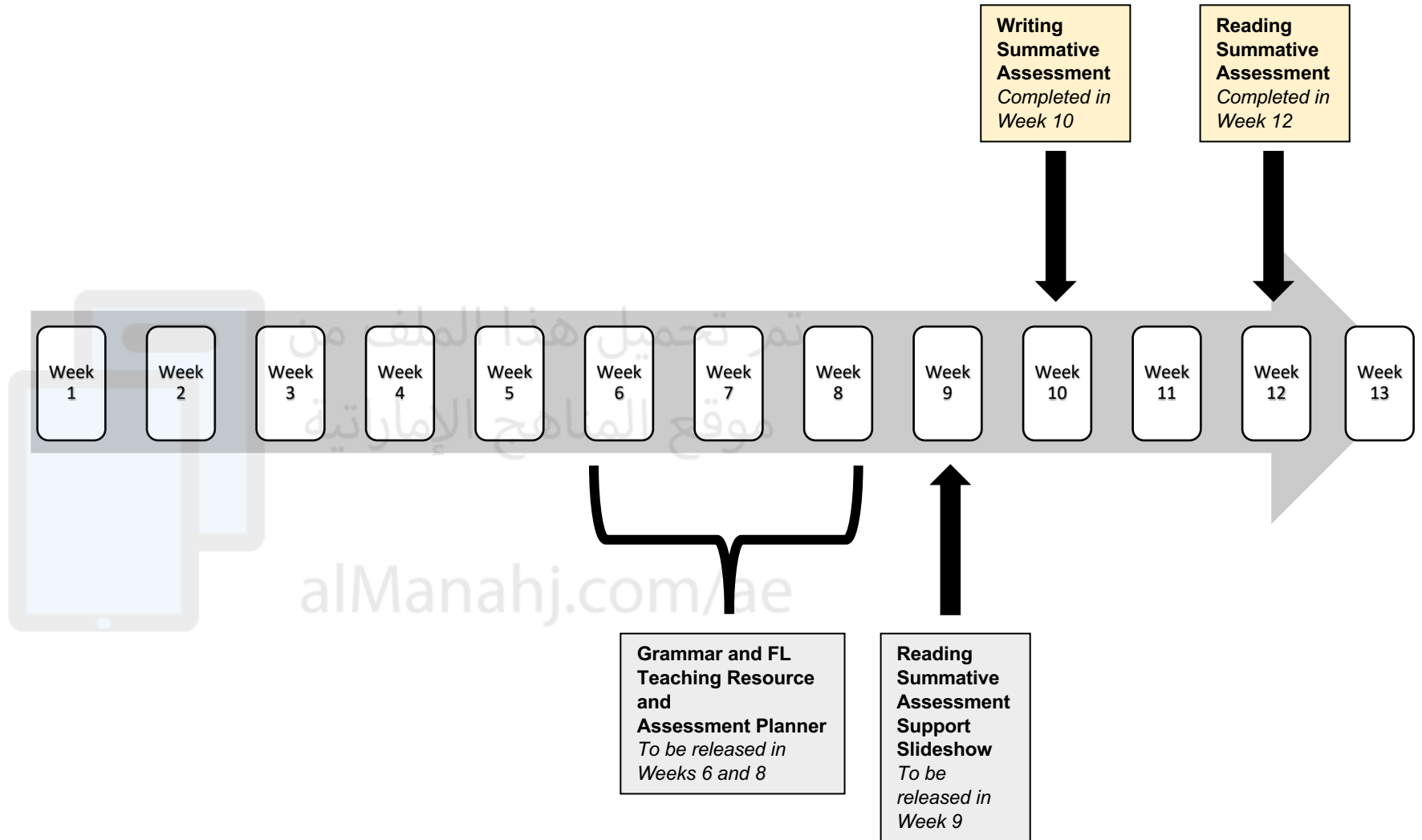</tr>
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Term 2 Assessments

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
Completed in Week 10

Reading Summative Assessment
Completed in Week 12

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |

Grammar and FL Teaching Resource and Assessment Planner
To be released in Weeks 6 and 8

Reading Summative Assessment Support Slideshow
To be released in Week 9

Writing Summative Assessment Specifications

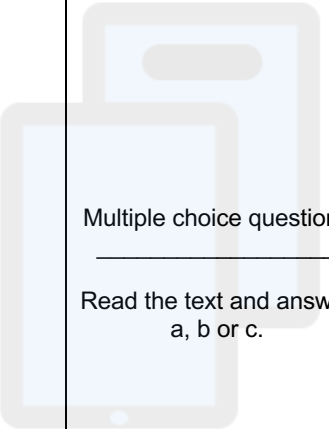| ECFE Alignment: Level 8.2			Term Weighting: 18% Year Weighting: 6%	Domain: Writing
Sections	**Question Type**	**Assessment Focus**	**Number of Questions**	**Construct Limits**
Part 1	Writing Task Extended response	ENG.08.4.2.XX.019 Maintain a degree of control of simple and complex language structures in writing. ENG.08.4.3.XX.016 Write extended texts on familiar and unfamiliar concrete topics. ENG.08.4.3.XX.018 Produce extended, structured texts that contain topic sentences and supporting details.	**Marked using a rubric**	Topics: Family (business, people) Expected text length: 200 words

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 8.2			Term Weighting: 54% Year Weighting: 19%	Domain: Reading
Sections	**Question Type**	**Assessment Focus**	**Number of Questions / Marks**	**Construct Limits / Coverage**
Part 1	MAZE task Multiple choice questions ——————— 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.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: - complex, extended - concrete and abstract topics - informative Text length: 70 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: - complex, extended - concrete and abstract topics - informative Text length: 70 words

Part 2	Multiple choice questions ———————— Read the text and answer a, b or c.	A: ENG.08.2.2.XX.020 Read a wide range of texts in a variety of genres. ENG.08.2.3.XX.030 Read and understand the overall meaning of extended texts on concrete and some abstract topics. ENG.08.2.3.XX.031 Read and identify specific information in extended texts on concrete and some abstract topics. ENG.08.2.3.XX.032 Read and understand details in extended texts on concrete and some abstract topics. ENG.08.2.3.XX.035 Identify the mood and tone in extended texts on familiar and some unfamiliar concrete topics. ENG.08.2.3.XX.036 Make connections when reading extended texts on familiar and unfamiliar concrete topics.	**6 questions**	Text: - extended - familiar and some unfamiliar concrete topics - narrative Text length: 310 words
	Multiple choice questions ———————— Read the text and answer a, b or c.	Bonus questions about text A. ENG.08.2.2.XX.020 Read a wide range of texts in a variety of genres. ENG.08.2.3.XX.031 Read and identify specific information in extended texts on concrete and some abstract topics. ENG.08.2.3.XX.034 Infer meaning when reading extended texts on familiar and some unfamiliar concrete topics. LL5.R.In.1 Infer complex information needed for comprehension when it is not directly stated in complex, extended texts.	**2 questions**	A specific information question related to an inference about the part A text. An inference question about the part A text.

		B: ENG.09.2.2.XX.023 Read a wide range of texts in a variety of genres. ENG.09.2.3.XX.038 Read and identify specific information in complex, extended texts on concrete and abstract topics. ENG.09.2.3.XX.039 Read and understand details in complex, extended texts on concrete and abstract topics. ENG.09.2.3.XX.040 Read and identify the main points of complex, extended texts on concrete and abstract topics. ENG.09.2.3.XX.043 Make connections when reading complex, extended texts on familiar and unfamiliar concrete and some abstract topics.	**6 questions**	Text: - extended - concrete and abstract topics - informative Text length: 330 words
	Multiple choice questions _____ Read the text and answer a, b or c.			
	Multiple choice questions _____ Read the text and answer a, b or c.	C: ENG.09.2.2.XX.023 Read a wide range of texts in a variety of genres. ENG.09.2.3.XX.038 Read and identify specific information in complex, extended texts on concrete and abstract topics. ENG.09.2.3.XX.039 Read and understand details in complex, extended texts on concrete and abstract topics. ENG.09.2.3.XX.040 Read and identify the main points of complex, extended texts on concrete and abstract topics. ENG.09.2.3.XX.043 Make connections when reading complex, extended texts on familiar and unfamiliar concrete and some abstract topics.	**6 questions**	Text: - complex, extended - concrete and abstract topics - informative Text length: 350 words