خطة ومواصفات الامتحان النهائي منهج أكسس Level 2.1

موقع المناهج ← المناهج الإماراتية ← الصف الرابع ← لغة انجليزية ← الفصل الثاني ← ملفات المدرس ← الملف
تاريخ إضافة الملف على موقع المناهج: 2025-01-18 20:18:01

المزيد من مادة لغة انجليزية:	ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس

التواصل الاجتماعي بحسب الصف الرابع

صفحة المناهج الإماراتية على فيسبوك					
المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات	

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

حل أسئلة الامتحان النهائي الورقي أكسس المستوى 2.1	1
حل أسئلة الامتحان النهائي الورقي المستوى 2.2	2
أسئلة الامتحان النهائي الورقي المستوى 2.2	3
حل مراجعة استعداداً للامتحان نهاية الفصل	4
مراجعة استعداداً للامتحان نهاية الفصل	5

وزارة الـتـربـيــة والـتـعـلـيـم
MINISTRY OF EDUCATION

English Assessment Planner

Grade 4

Access Book 4

Level 2.1

Term 2

2024 – 2025

Overview

In this assessment planner, you will find 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.

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, lexis, grammar, high frequency words, phonics and functional language. The English Language Assessment Unit will provide resources to support you and your students in preparing for assessments. For the end of term exams, a slideshow for classroom use will be released ahead of the assessment with information about question types, a list of key lexis, and examples of questions that will be used. We recommend using the information in the coverage details to develop your own resources to provide additional exposure to assessed language points throughout the term.

Term 2 Assessments

In Term 2 Assessments, you will find assessment information for the term including the end of term exam specifications, weights for the term and the academic year, release dates for supporting materials, and a brief description of each assessment.

Specifications and Guidance

The end of term assessment specifications are in this document, and a supporting PowerPoint presentation will be released approximately two weeks before the date of the exam.

Level Alignments

Curriculum	ECFE Level	Literacy Level	Phase	CEFR Level	Lexile Range	GSE Level	National and International Assessment
Grade 4 General (Access Book 4)	2.1	2	2	A1	Below 0L – 620L	24-25	EmSAT 200-275

Curriculum Frameworks Assessed:

- English Language Curriculum Framework for Excellence (ECFE)
- Literacy and Communication Framework
- English Language Continuum

Coverage

Topic(s): School and the classroom, animals, people.		
ECFE Grammar	**GSE Grammar**	**Functional Language**
Adjectives: position	Can use the verb 'be' in the simple present with adjectives. (25)	Describing places Describing objects Describing people
Clauses and phrases: imperatives	Can use verbs in the imperative. (27)	
Present time: present simple	Can use subject pronouns with the correct form of the verb 'be' in the simple present. (24)	

Core Lexis

School and the Classroom	Animals	People
library	hair	nose
read	fast	kind
play	farm	little
study	leg	old
children	horse	eyes

Term 2 Assessments

Assessment	Weighting	
	Term	**Year**
School-Based Assessment	33%	15%
Reading and Writing Summative Assessment	66%	20%

Assessment	Description
School-Based Assessment	School-Based Assessment focusses on student growth. Gaps in student learning can be identified using the central diagnostic assessment (including writing and speaking) that were carried out. The teacher can then tailor classroom activities towards filling these gaps and monitor progress by building up a portfolio of work that provides evidence of student growth. This can be supplemented by students carrying out self-reflection activities, such as learning journals and peer reviews. The processes involved in completing these tasks will improve meta cognition and help to develop the learners' independence. Here is the link to example activities on SharePoint.
Reading End of Term Summative Assessment	The reading exam has three parts: It is a paper-based exam. Part 1, which assesses pre-requisite skills below and at level, has two sections. Section A consists of matching images to lexis. Section B, which is at level, comprises a grammar MAZE. Part 2 is also made up of two sections. In section A, students will select the correct title to match a short text. In section B, students will read a text and complete sentences about the text by selecting words from a word bank. there will be gap fill questions and MCQs where students will identify familiar words and MCQs that assess overall meaning. Part 3 has two short texts and asks students to make evaluations about how texts can be used, to understand the main point of the texts and to make a connection between the texts.
Writing End of Term Summative Assessment	The writing exam will consist of short answer questions (1 or 2 sentences) on topics from the curriculum that elicit personal experiences and ideas. A supporting image and a vocabulary box will be provided to help scaffold student answers.

Summative Assessment Weighting

Bloom's	Part	Section	Activity	Weighting
Remember and Understand	1	A	Matching high frequency words to pictures.	12%
		B	MAZE	12%
Apply and Analyse	2	A	Matching very short, simple texts with very simple titles.	12%
		B	Completing sentences about a short text by choosing words from a word bank.	12%
Evaluate and Create	3		MCQs about two paragraph-level texts, presented together.	12%
Remember and Understand Apply and Analyse Evaluate and Create	Writing		Answering questions with full sentences using vocabulary from a word bank.	40%

Reading and Writing Summative Assessment Specifications

English Learning Continuum Phase 2 / ECFE Level 2.1 Grade 4					Domain: Reading
Part	**Section**	**Question Type and instruction**	**Outcomes Assessed**	**Number of Questions / Marks**	**Constructs**
1	A	Match high frequency words to pictures. Below level Draw a line from the word to the correct picture. Each picture can only be used once. There is one example.	**ENG.01.2.2.XX.002** Read and identify familiar words and set phrases in very short, simple texts on familiar topics with the help of pictures.	6 questions and an example. 2 marks each.	6 lexis items 6 pictures
1	B	MAZE At level Read the text and choose the correct word(s) to complete the sentences.	**ENG.02.2.3.XX.003** Read and identify familiar words and set phrases in short, simple texts on familiar topics.	6 gaps to fill and an example. 2 marks each	A MAZE with 6 gaps 3 answer choices per gap
2	A	Match very short, simple texts with very simple titles. Below level Match the texts to the titles. Write the title letter that matches the text in the box. Each title can only be used once. There are two titles you do not need. There is one example.	**ENG.01.2.3.XX.001** Read and understand the overall meaning of very short, simple texts with the help of pictures.	4 questions and an example 3 marks each	4 texts, 6 titles (including 2 distractors)
2	B	Complete sentences about a short text by choosing words from a word bank. At level	**ENG.02.2.3.XX.003** Read and identify familiar words and set phrases in short, simple texts on familiar topics.	4 questions and an example 3 marks each	6 key lexical / grammatical items in word bank (including 2 distractors)

3		MCQs about two paragraph-level texts, presented together. Above level	**LL2.R.C.2** Compare and contrast information within or across simple texts. **LL2.R.P.2** Consider how information from simple texts can be used after reading or listening. **ENG.02.2.3.XX.002** Read and understand the overall meaning of short, simple texts on familiar topics.	4 questions 3 marks each	2 **informative** texts 4-6 sentences per text
Writing		Short-answer questions. At level Look at the picture. Answer the questions by writing complete sentences. Use the words in the box to help you.	**ENG.02.4.3.XX.002** Write short, simple texts on familiar topics. **ENG.02.4.2.XX.005** Write sentences using correct punctuation. **ENG.02.4.2.XX.022** Apply spelling rules and conventions when writing.	5 short answer questions 40 marks Marked using the writing rubric	One image and questions about a topic from the curriculum. Word box vocabulary is 12-15 words from the IP. The questions elicit personal experiences and ideas from the students.