

تم تحميل هذا الملف من موقع المناهج الإماراتية

الملف مخطط تقييم المقرر 2.2 LEVEL PLANNER ASSESSMENT ENGLISH BTS

موقع المناهج ⇨ المناهج الإماراتية ⇨ الصف الرابع ⇨ لغة انجليزية ⇨ الفصل الأول

روابط مواقع التواصل الاجتماعي بحسب الصف الرابع

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روابط مواد الصف الرابع على تلغرام

<a href="#">الرياضيات</a>	<a href="#">اللغة الانجليزية</a>	<a href="#">اللغة العربية</a>	<a href="#">التربية الاسلامية</a>
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المزيد من الملفات بحسب الصف الرابع والمادة لغة انجليزية في الفصل الأول

<a href="#">ملخص قواعد وتدريبات محلولة</a>	1
<a href="#">أوراق عمل مراجعة الوحدة الثالثة</a>	2
<a href="#">أوراق عمل مراجعة الوحدة الرابعة</a>	3
<a href="#">مخطط تقييم المقرر أكسس ASSESSMENT ENGLISH PLANNER LEVEL 2.1</a>	4
<a href="#">مفردات وقواعد الوحدة الأولى</a>	5



مؤسسة الإمارات للتعليم المدرسي  
EMIRATES SCHOOLS ESTABLISHMENT

# English Assessment Planner

**Bridge to Success 4**

**Level 2.2**

**Term 1**

**2022 – 2023**

# **I. 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 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, 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 1, lexis, grammar, high frequency words, phonics and functional language. The Group A 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 1 Assessments**

In Term 1 Assessments, you will find assessment information for the term including the end of term exam specifications, weights for the term and the academic year, pacing, release dates for supporting materials, and a brief description of each assessment.

## **Assessment Timeline**

The assessment timeline provides a visual representation of the assessment plan for Term 1. It details when assessments are to be completed and marked and also provides release information for all resources and assessment tools.

## **Specifications and Guidance**

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

# Level Alignments

Curriculum	NELCF Level	Literacy Level	CEFR Level	Lexile Range	National and International Assessment
Grade 4 General	2.2	2	A1	Below 0L-620L	EmSat Advantage- Grade 4 PIRLS- Grade 4

## Curriculum Frameworks Assessed:

- English Language Curriculum Framework for Excellence (ECFE)
- LS4UAE Literacy Skills Framework

## Coverage

Lexis	Grammar	Functional Language
<b>opposites:</b> up, down, left, right, stand up, sit down, easy, difficult, kind, unkind, cold, hot, slowly, quickly, whispered, shouted, smart, silly, tidy, untidy, patient, impatient, polite, impolite	<b>G.13.2</b> Present Time (present continuous)	<b>FL.7</b> Describing objects
<b>community:</b> Al Ayyalah, routine, big, drum, stick, Eid al Fitr, traditions, buy, clothes, visit, eat	<b>G.14.1</b> Past Time (past simple (including the verb “to be”))	<b>FL.3</b> Expressing likes and dislikes
<b>health and fitness:</b> twist, turn, tap, jump, play, game, like, doing, tying, passing, climbing, carrying, helping, running, hopping, swimming, writing, standing, sitting	<b>G.12.2</b> Prepositions (time)	<b>FL.42</b> Checking understanding and clarifying
<b>the body:</b> elbow, hand, teeth, legs, hearing	<b>G.6.1</b> Conjunctions (coordinating)	<b>FL.4</b> Using numbers to express amount, quantity, number and time
<b>education:</b> tie, bow, step, floor, tidying up, colouring, cutting, glue, to stick, share, coloured pencils, scissors, to cut out, letter, act, play, impossible, difficult, match, pretend	<b>G.1.2</b> Adjectives (comparatives)	<b>FL.19</b> Talking about ability (past and present)
<b>animals:</b> mammals, bird, birds, fur, wings, feathers, owl, bat, bear, kangaroo, duck, bat, fly, camel, fat, hump, back, jerboa, oryx, insects, sheep, wolf, wolves, live, come back, extinct, help, meal, eat, camouflage, owl,	<b>G.1.3</b> Adjectives (superlatives)	<b>FL.35</b> Making predictions and hypothesising

<b>numbers:</b> one, two, three, four, five, six, more, some, a lot of	<b>G.16.1</b> Pronouns (personal/ subject pronouns)	<b>FL.26</b> Comparing and contrasting
<b>family:</b> grandfather, grandmother, father, mother, aunt, uncle, sister, brother, cousin, grandson, twins	<b>G.6.2</b> Conjunctions (subordinating)	<b>FL.8</b> Expressing preference
<b>food:</b> pancake, breakfast, egg, kahk, food, drink, water,	<b>G.17.2</b> Questions (wh- questions)	<b>FL.2</b> Greetings, marking introductions, saying goodbye
<b>environment:</b> Indonesia, Egypt, Morocco, Afghanistan, trees, roads, scorpions, sand dunes, mountains, beach, rock, teddy bear, painted, henna, basket, do chores, plastic bottles, snacks, leaves, roots, herbs, fruit, grass, ghaf tree, underground, deep, rain, yell, feel, write, read, see, say, help, enough, low, tree, body, place, hard, bark, markings, surprise, changing colours, hide, stare, rude, lurk, venture, quite, turn, dark, poem	<b>G.5.2</b> Conditionals (first conditional)	<b>FL.16</b> Expressing opinion
<b>people:</b> first name, surname, me, farmer, boy, liar, villagers, girl	<b>G.2.3</b> Adverbs (frequency)	<b>FL.31</b> Describing past experiences and events
<b>free time:</b> begun, new, alive, camping trip, tent, bottles of water, excited, hot, barbecue, campfire	<b>G.4.3</b> Clauses and phrases (imperatives)	<b>FL.45</b> Managing interactions
<b>prefixes and suffixes:</b> unkind, untidy, impatient, impolite	<b>G.12.1</b> Prepositions (place)	<b>FL.41</b> Describing causes and consequences
<b>feelings and emotions:</b> sad, proud, excited, happy, tired, shocked, boring, alone, fun, believe, rude	<b>G.16.2</b> Pronouns (object pronouns)	<b>FL.5</b> Describing people
<b>looking back:</b> memory, forgot, stories, baby, child,	<b>G.19.2</b> Verb forms (verb+to+infinitive/verb+infinitive/verb+ing)	
<b>places:</b> desert, weather, land, cactus, winter, village		
<b>shapes:</b> optical illusions, square, circle, triangle, rectangle, cube, sides, corner		
<b>directions:</b> top, bottom, up, down		
<b>colours:</b> camouflage, hide, colours, patterns, blend		
<b>weather:</b> winter		
<b>homophones:</b> to, two, right, write, sun, son, sea, sea		

# Term 1 Assessments

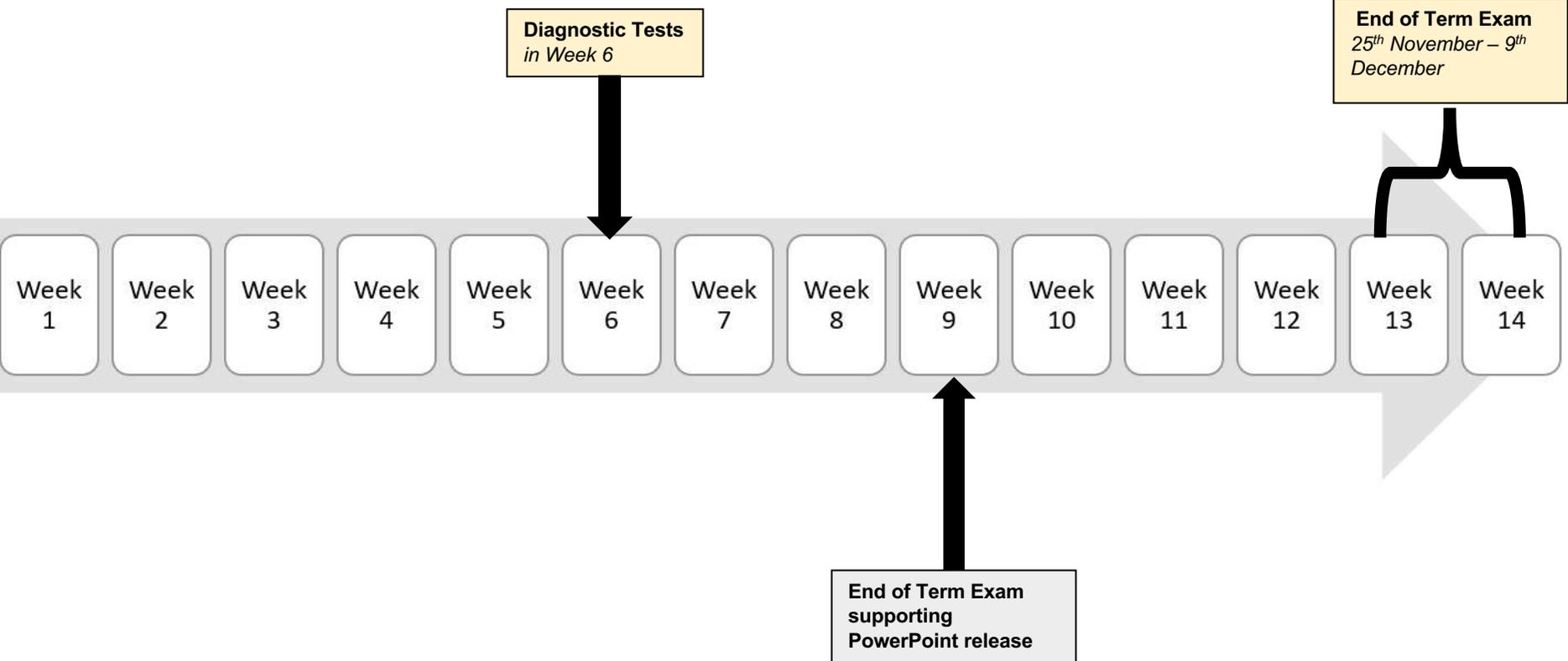
Assessment	Type	Weight		Pacing	Release Date	Due Date
		Term	Year			
All Domains	Continuous	20%	50%	Teacher determined	N/A	N/A
Reading and Writing End of Term Exam	Summative	10%	50%	Up to week 11 on IP	25 <sup>th</sup> November – 9 <sup>th</sup> December	

Assessment	Description
Continuous	Continuous assessment is teacher planned and delivered. The assessment team suggest a focus on listening and speaking and writing but also incorporating some reading that will help prepare the students for the end of term exam.
Reading and Writing End of Term Exam	A 3-part exam containing multiple choice questions related to 2 short texts. A matching task where students are asked to match titles to texts and a MAZE task, where students read a short text and choose the correct words to complete it.

# Yearly Weightings for all Subjects

Grade	Subjects	Category	ASSESSMENT WEIGHTS						Student's final Score		ASSESSMENT PROCEDURES
			Term 1		Term 2		Term 3		Formative	Summative	
			Formative	Summative	Formative	Summative	Formative	Summative			
1-2*	Mathematics English Science	A	%20	%10	%25	%10	%25	%10	%70	%30	*Formative assessment: determined by central standards (tool, weight, application control, monitoring). *Summative assessment: central exams for category A subjects, grades 3 & 4 students, applied according to a timetable to be announced during the 3 terms. Conducted electronically or on paper base. *Students of determination are to be assessed based on needs and considerations of each case, according to the individual educational plan (adjustment of the curriculum/ modification of the curriculum).
3-4	** The Integrated Curriculum in Arabic Language, Culture & Moral education		%20	%10	%15	%20	%15	%20	%50	%50	
1-2-3-4	Computing, creative design innovation (CCDI), Arts, Physical and Health Education business and Languages	B	%20	%10	%25	%10	%25	%10	%70	%30	*Formative assessment: determined by central standard. *Summative assessment: determined each term according to identified standards and to be applied in all education institutions each term.

# Timeline



# Reading and Writing End of Term Exam

Exam specifications will be released upon confirmation of exam content. Coverage will be taken from the IP up to the end of week 11.

ECFE Alignment: Level 2.2 Bridge to Success 4, Grade 5 Access				Domains: Reading and Writing	
Section	Question Type	Assessment Focus	Number of Questions / Marks	Difficulty	Construct Limits / Coverage
<b>Part 1</b>	<b>Reading text:</b> Multiple choice questions – Students choose the correct answer <b>A, B</b> or <b>C</b> .	<b>3 X 2 ENG.02.2.3.XX.003</b> Read and identify familiar words and set phrases in short, simple texts on familiar topics.  <b>1 X 2 ENG.02.2.3.XX.002</b> Read and understand the overall meaning of short, simple texts on familiar topics.	<b>8</b> questions: <b>1</b> mark each and one example in the first text	<b>3 easy</b> <b>3 medium</b> <b>2 difficult</b>	<b>2 texts</b> based on topics in the curriculum using key lexis and grammar. 4 questions per text.  <b>Items drawn from content covered in Weeks 1 - 11 in the IP.</b>
<b>Part 2 A</b>	<b>Reading Text</b> Match the title to the text. — Students match the texts <b>1-4</b> to the titles <b>A-D</b> .	<b>4 X ENG.02.2.3.XX.002</b> Read and understand the overall meaning of short, simple texts on familiar topics.	<b>4</b> short texts and <b>4</b> titles: <b>1</b> mark each and one example	<b>4 easy</b>	<b>4 short texts</b> and <b>4 titles</b> .  <b>Items drawn from content covered in Weeks 1 - 11 in the IP.</b>
<b>Part 2 B</b>	<b>Reading Text</b> Match the title to the text. — Students match the texts <b>1-4</b> to the titles <b>A-D</b> .	<b>4 X ENG.02.2.3.XX.002</b> Read and understand the overall meaning of short, simple texts on familiar topics.	<b>4</b> short texts and <b>4</b> titles: <b>1</b> mark each	<b>4 medium</b>	<b>4 short texts</b> and <b>4 titles</b> .  <b>Items drawn from content covered in Weeks 1 - 11 in the IP.</b>
<b>Part 3</b>	<b>MAZE task:</b> Multiple choice questions – Students choose the correct answer <b>A, B</b> or <b>C</b> .	<b>9 X ENG.02.2.3.XX.003</b> Read and identify familiar words and set phrases in short, simple texts on familiar topics.	<b>9</b> questions: <b>1</b> mark each and one example	<b>3 easy</b> <b>3 medium</b> <b>3 difficult</b>	<b>One text</b>  <b>Items drawn from content covered in Weeks 1 - 11 in the IP.</b>