

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



مواصفات الامتحان النهائي Access أكسس

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تاريخ إضافة الملف على موقع المناهج: 06:11:00 2024-05-01

التواصل الاجتماعي بحسب الصف الخامس



اضغط هنا للحصول على جميع روابط "الصف الخامس"

روابط مواد الصف الخامس على تلغرام

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المزيد من الملفات بحسب الصف الخامس والمادة لغة انجليزية في الفصل الثالث

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مؤسسة الإمارات للتعليم المدرسي
EMIRATES SCHOOLS ESTABLISHMENT

English Assessment Planner

5 Access

Level 2.2

Term 3

2023 – 2024

Overview

In this assessment planner, you will find all of the tools and information you need to plan and implement Term 3 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 3, 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 3 Assessments

In Term 3 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.

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
Access 5	2.2	2	A1	Below 0L – 620L	None

Curriculum Frameworks Assessed:

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

Coverage

ECFE Grammar	Functional Language
G.13.1 Present Time (present simple (including verb 'to be'))	FL.9 Describing habits, routines, tasks and jobs. FL.24 Asking for and giving advice FL.38 Asking about and describing feelings and emotions
G.7.5 Determiners (quantifiers)	
G.9.3 Nouns (countable_uncountable)	

Core Lexis

Food & Drink (at level)		Staying Healthy & Food (above level)
picnic	feel tired	menu
pizza	feel better	pasta
soup	doctor	dessert
cup of tea	hearing test	feel sick
bar of chocolate	feel fine	stomach

Term 3 Assessments

Assessment	Type	Weighting	
		Term	Year
All Domains	Continuous	10%	30%
Reading and Writing End of Term Exam	Summative	25%	70%

Assessment	Description
Continuous Assessment	<p>Continuous Assessment focusses on student improvement. Gaps in student learning will have been identified using the formal diagnostic assessment and any other diagnostic assessments (especially for writing and speaking) that the teacher carried out. The teacher can then tailor activities towards filling these gaps and monitor progress by building up a portfolio of work that provides evidence of student improvement. This can be supplemented by students carrying out self-reflection activities, such as learning journals and peer reviews as the processes involved in completing these tasks will improve meta cognition and help to create more independent learners. Here is the link to example activities on SharePoint.</p>
Reading End of Term Exam	<p>The reading exam comprises of 3 parts: It is a paper-based exam.</p> <p>Part 1, which assesses pre-requisite skills below level and at level, is made up of two sections. Section A consists of matching images to lexis. Section B, which is set at level, comprises of a grammar MAZE.</p> <p>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.</p> <p>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.</p>
Writing End of Term Exam	<p>The writing exam will consist of short answer questions (1 or 2 sentences) based around 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.</p>

Reading and Writing End of Term Exam Specifications

English Learning Continuum Phase 2 / ECFE Levels 2.1 and 2.2 Grades 3, 4 and 5					Domain: Reading	
Part	Section	Question Type	Assessment Focus	Number of Questions / Marks	Construct Limits	Coverage
1 40%	A below level	Read High Frequency Words correctly.	6 x 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	Up to week 6
	B at level	Grammar MAZE Read the text and choose the correct word(s) to complete the sentences.	6 x ENG.02.2.3.XX.003 Read and identify familiar words and set phrases in short, simple texts on familiar topics.	6 grammar questions and an example. 2 marks each	1 MAZE 3 answer choices per gap	Up to week 6
2 50%	A below level	Match very short, simple texts with very simple titles.	4 x 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)	Up to week 6
	B at level	Based on a short text, complete sentences about the text by choosing words from a word bank.	4 x 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 lexis items in word bank, including 2 distractors	Up to week 6

<p>3 10%</p>	<p>C above level</p>	<p>Two paragraph-level texts, presented together</p>	<p>LL2.R.M.3 Evaluate whether a simple text is effective for a specific purpose.</p> <p>LL2.R.C.1 Make simple connections in simple texts.</p> <p>LL2.R.C.2 Compare and contrast information within or across simple texts.</p> <p>LL2.R.C.3 Make connections between simple texts and the real world.</p> <p>LL2.R.P.2 Consider how information from simple texts can be used after reading or listening.</p>	<p>4 questions and an example</p> <p>3 marks each</p>	<p>2 informative texts 4-6 sentences per paragraph</p>	<p>Up to week 6</p>
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**English Learning Continuum Phase 2 / ECFE Levels 2.1 and 2.2
Grades 3, 4 and 5**

Domain: Writing

Section	Question Type	Assessment Focus	Number of Questions / Marks	Construct Limits	Coverage
Writing	short-answer questions at level	<p>ENG.02.4.3.XX.002 Write short, simple texts on familiar topics.</p> <p>ENG.02.4.2.XX.005 Write sentences using correct punctuation.</p> <p>ENG.02.4.2.XX.022 Apply spelling rules and conventions when writing.</p>	<p>G3/4 5 Short answer questions</p> <p>G5 4 short answer and 1 longer (3/4 sentences) answer questions</p> <p>20 marks</p> <p>Marked as one using the writing rubric</p>	<p>One Image and questions to be based around a topic from the curriculum.</p> <p>Word box vocabulary to be taken from weeks 1-6 on the IP. Word box contains 12-15 words. These can be nouns, verbs, adjectives and be in present or past tense.</p> <p>The questions elicit personal experiences and ideas from the students.</p>	<p align="center">Up to week 6</p>