

تم تحميل هذا الملف من موقع المناهج الإماراتية



الملف الخطة الأسبوعية للأسبوع الخامس الحلقة الثانية في مدرسة أبو أيوب الأنصاري

موقع المناهج ← المناهج الإماراتية ← ملفات مدرسية ← المدارس ← الفصل الأول

روابط مواقع التواصل الاجتماعي بحسب ملفات مدرسية



روابط مواد ملفات مدرسية على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

[التربية الاسلامية](#)

المزيد من الملفات بحسب ملفات مدرسية والمادة المدارس في الفصل الأول

[توجيهات بدء الدراسة للعام الدراسي الجديد](#)

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[امتحانات منتصف الفصل الأول للصفين الحادي عشر والثاني عشر في مدرسة الشعلة الخاصة](#)

2

[امتحانات منتصف الفصل الأول للصفين التاسع والعاشر في مدرسة الشعلة الخاصة](#)

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[امتحانات منتصف الفصل الأول للصفوف الخامس حتى الثامن في مدرسة الشعلة الخاصة](#)

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[امتحانات منتصف الفصل الأول للصفوف الأول حتى الرابع في مدرسة الشعلة الخاصة](#)

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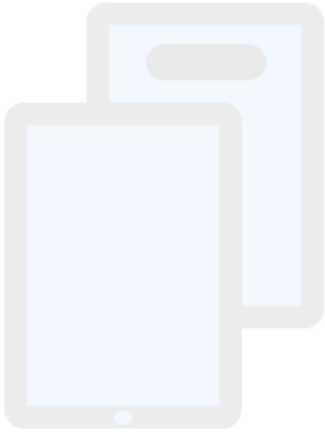
مؤسسة الإمارات للتعليم المدرسي
EMIRATES SCHOOLS ESTABLISHMENT

English Assessment Planner

Level 3.2

Grade 6 General

Grade 7 Access



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موقع المناهج الإماراتية

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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 6 General (BtS Book 6) Grade 7 Access (Access Book 7) | 3.2 | Level 3 | A1+ - A2 | 180L - 910L | 30 - 32 | EmSAT Advantage Grade 6 EmSAT 475 - 550 |

Curriculum Frameworks Assessed:

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

Coverage

| Topic(s): Looking back | | | |
|------------------------|---|--|---|
| Lexis | ECFE Grammar | GSE Grammar | Functional Language |
| places people | Past time: past simple Questions: wh- questions Prepositions: place | Can make affirmative statements using common irregular past simple forms. Can use 'was' and 'were' with a range of complement phrases. Can ask wh- questions using the past tense of verbs. Can use a range of prepositions of place. | Describing past experiences and events Describing places Asking for and giving personal information |

Term 2 Assessments

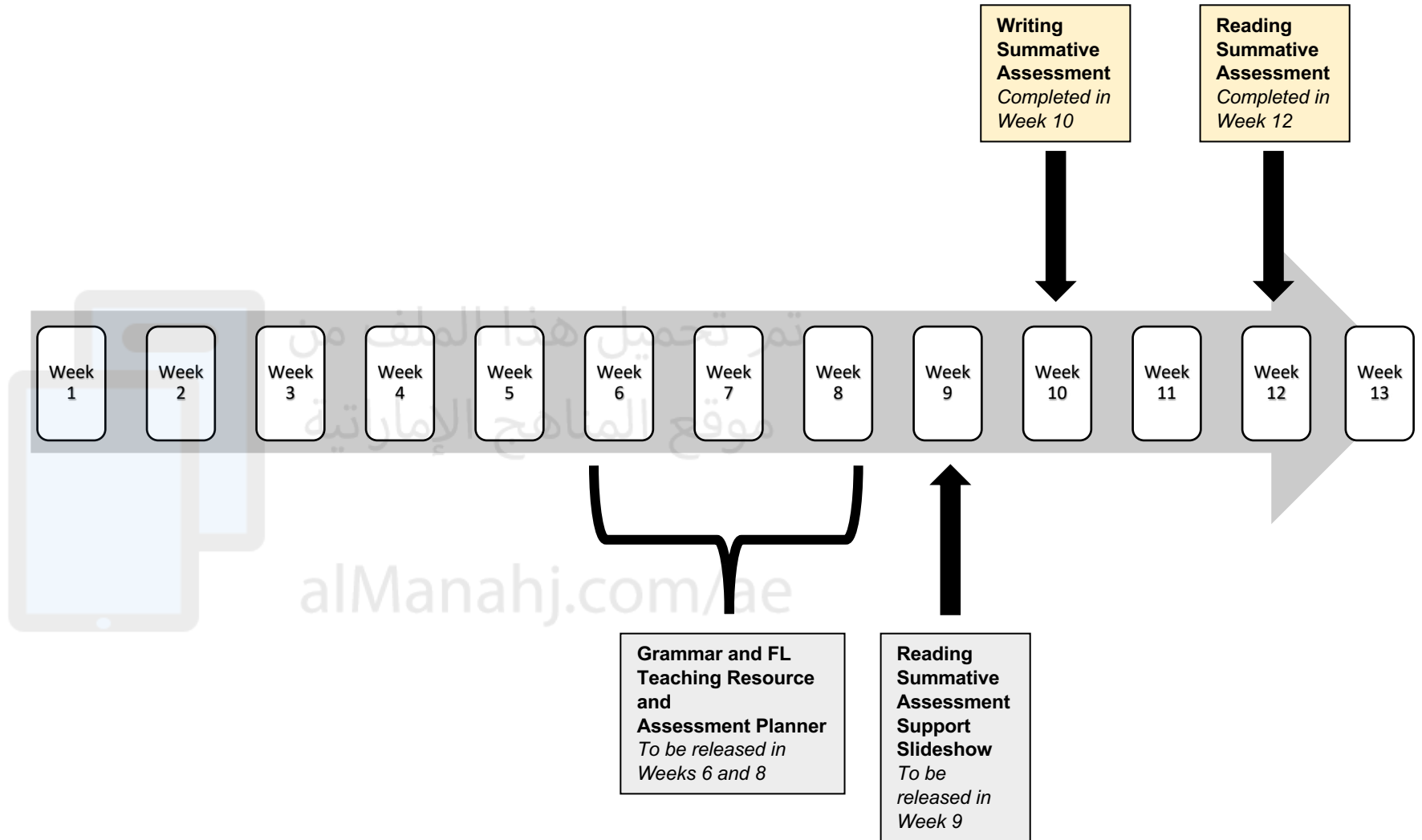
| Assessment | Weighting | | Pacing | Release Date | Due Date |
|--|-------------|-------------|-------------------|--------------------|--------------------|
| | Term | Year | | | |
| Continuous Assessment | 28% Overall | 10% Overall | Multiple | Written by teacher | Written by teacher |
| Reading and 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 5 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 5 questions for each reading text. There will also be multiple-choice bonus questions related to the part B text. Students will be asked to make a prediction about the information within the text. Before they answer the prediction question, there will be an additional specific information question related to the prediction. 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. |

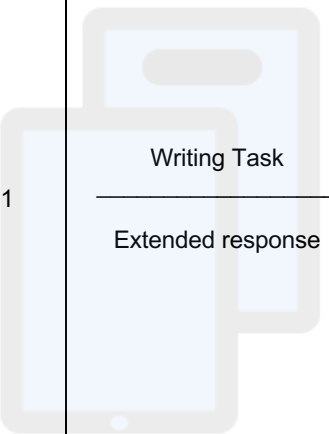
Summative Assessment Weighting

| 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 Specifications

| ECFE Alignment: Level 3.2 | | | Term Weighting: 18% Year Weighting: 6% | Domain: Writing |
|---------------------------|---|---|---|--|
| Sections | Question Type | Assessment Focus | Number of Questions | Construct Limits |
| Part 1 |  <p>Writing Task</p> <hr/> <p>Extended response</p> | <p>ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing.</p> <p>ENG.03.4.2.XX.010 Use basic language structures in writing.</p> <p>ENG.03.4.2.XX.025 Write sentences using correct punctuation.</p> <p>ENG.03.4.3.XX.025 Write short, simple texts on familiar topics.</p> | <p>Marked using a rubric</p> | <p>Topics: Looking back (places, people)</p> <p>Expected text length: 35 words</p> |

Writing Summative Assessment Rubric Levels 3 - 6

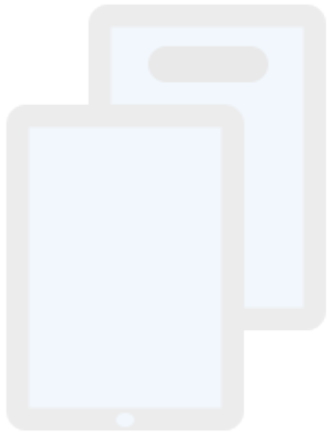
| | Task completion | Structure | Grammar | Vocabulary | Spelling and punctuation |
|---|--|---|--|--|---|
| 5 | Student writes an extended response, obviously reaching or exceeding the expected length, which covers all aspects of the prompt. | Response is clearly structured appropriately in paragraphs (or at least one paragraph for levels 3 - 4) with evident attempt at an opening and closing. | Response uses a range of simple and possibly some complex grammatical structures appropriate to the prompt/questions. Grammatical errors are infrequent and do not affect readability. | Response uses a few examples of more uncommon or sophisticated vocabulary for the specific topic of the task | There are examples of accuracy in even higher-level spelling and punctuation. There may be multiple errors, but they mostly don't affect readability. |
| 4 | Student writes an adequately extended response, approximating the word count, with most aspects covered (no more than one area of the prompt missed). | Levels 3 - 4: Response is structured so as to clearly resemble a paragraph. Levels 5 - 6: 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 difficult words. |
| 3 | Student expresses several ideas which cover more than one aspect of the prompt, although more than one area is missed or not covered in sufficient detail. | Response contains clearly connected text, sentences and ideas. Sentences may be disconnected and not structured into paragraphs. | Response uses basic grammar appropriate to the prompt / questions. Grammatical errors may be frequent. | Vocabulary range is clearly limited, but just about sufficient to cover some topics in the prompt. | There are examples of accurate spelling and punctuation throughout, but also frequent errors. |
| 2 | Student expresses an idea that covers at least one aspect of the prompt. | Response contains a clear attempt at sentence structure in responding to prompt. | Response shows some attempt at the most basic grammatical structures (e.g. subject-verb use) but there are frequent errors. | A few examples of basic, high frequency words are used which relate to the topic and task. | There is some attempt at punctuation. Spelling shows some signs of phonemic awareness, but many errors found. |
| 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 no punctuation and/or almost every word is spelt so as to be barely decipherable. |

Reading Summative Assessment Specifications

| ECFE Alignment: Level 3.2 | | | Term Weighting: 54% Year Weighting: 19% | Domain: Reading |
|---------------------------|--|--|--|--|
| Sections | Question Type | Assessment Focus | Number of Questions | Construct Limits |
| Part 1 | <p>MAZE task</p> <p>Multiple choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p> | <p>A:</p> <p>ENG.03.2.2.XX.009 Read short texts on familiar topics.</p> <p>ENG.03.2.2.XX.030 Recognise key features of text organisation.</p> | 5 questions | <p>Text:</p> <ul style="list-style-type: none"> - simple - informative <p>Text length: 100 words</p> |
| | | <p>B:</p> <p>ENG.03.2.2.XX.009 Read short texts on familiar topics.</p> <p>ENG.03.2.2.XX.030 Recognise key features of text organisation.</p> | 5 questions | <p>Text:</p> <ul style="list-style-type: none"> - simple - informative <p>Text length: 100 words</p> |
| | | <p>C:</p> <p>ENG.04.2.2.XX.010 Recognise key features of text organisation.</p> <p>ENG.04.2.2.XX.011 Read texts on familiar and concrete topics.</p> | 5 questions | <p>Text:</p> <ul style="list-style-type: none"> - simple - familiar and concrete topics - informative <p>Text length: 100 words</p> |

| | | | | |
|---------------|---|--|---------------------------|---|
| | <p>Multiple choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p> | <p>A:</p> <p>ENG.03.2.2.XX.009 Read short texts on familiar topics.</p> <p>ENG.03.2.3.XX.004 Read and understand the overall meaning of simple texts on familiar topics.</p> <p>ENG.03.2.3.XX.005 Read and identify specific information in simple texts on familiar topics.</p> <p>ENG.03.2.3.XX.006 Read and identify some details in simple texts on familiar topics.</p> | <p>5 questions</p> | <p>Text:</p> <ul style="list-style-type: none"> - simple - informative <p>Text length: 150 words</p> |
| <p>Part 2</p> | <p>Multiple choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p> | <p>B:</p> <p>ENG.03.2.2.XX.009 Read short texts on familiar topics.</p> <p>ENG.03.2.3.XX.004 Read and understand the overall meaning of simple texts on familiar topics.</p> <p>ENG.03.2.3.XX.005 Read and identify specific information in simple texts on familiar topics.</p> <p>ENG.03.2.3.XX.006 Read and identify some details in simple texts on familiar topics.</p> | <p>5 questions</p> | <p>Text:</p> <ul style="list-style-type: none"> - simple - narrative <p>Text length: 170 words</p> |
| | <p>Multiple choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p> | <p>Bonus questions about text B.</p> <p>ENG.03.2.2.XX.009 Read short texts on familiar topics.</p> <p>ENG.03.2.3.XX.005 Read and identify specific information in simple texts on familiar topics.</p> <p>LL3.R.P.1 Make and check predictions when reading or listening to simple and some complex, extended texts.</p> | <p>2 questions</p> | <p>A specific information question related to a prediction about the part B text.</p> <p>A prediction question about the part B text.</p> |

| | | | | |
|--|---|---|---------------------------|--|
| | <p>Multiple choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p> | <p>C:</p> <p>ENG.04.2.2.XX.011 Read texts on familiar and concrete topics.</p> <p>ENG.04.2.3.XX.008 Read and identify specific information in simple texts on familiar and concrete topics.</p> <p>ENG.04.2.3.XX.009 Read and understand some details in short texts on familiar and concrete topics.</p> <p>ENG.04.2.3.XX.010 Read and identify the main points of simple texts on familiar and concrete topics.</p> | <p>5 questions</p> | <p>Text:</p> <ul style="list-style-type: none">- simple- familiar and concrete topics- informative <p>Text length: 190 words</p> |
|--|---|---|---------------------------|--|



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