

تم تحميل هذا الملف من موقع المناهج الإماراتية



نموذج التقويم الكتابي النهائي

موقع المناهج ← المناهج الإماراتية ← الصف الثامن ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 2024-10-27 16:36:25

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الثامن



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الثامن والمادة لغة انجليزية في الفصل الأول

أسئلة اختبار الوحدة الثانية Community Local المجتمع المحلي

1

أوراق عمل الفهم القرائي Comprehension Reading مع الإجابات نموذج ثان

2

أوراق عمل الفهم القرائي Comprehension Reading مع الإجابات نموذج أول

3

أوراق عمل نص رحلة النهر العظيم Expedition River Great The متبوعة بالإجابات

4

أوراق عمل نص لغز البيت القديم House Old the of Mystery The متبوعة بالإجابات

5

Term 1 – Final Writing Assessment Form

2025

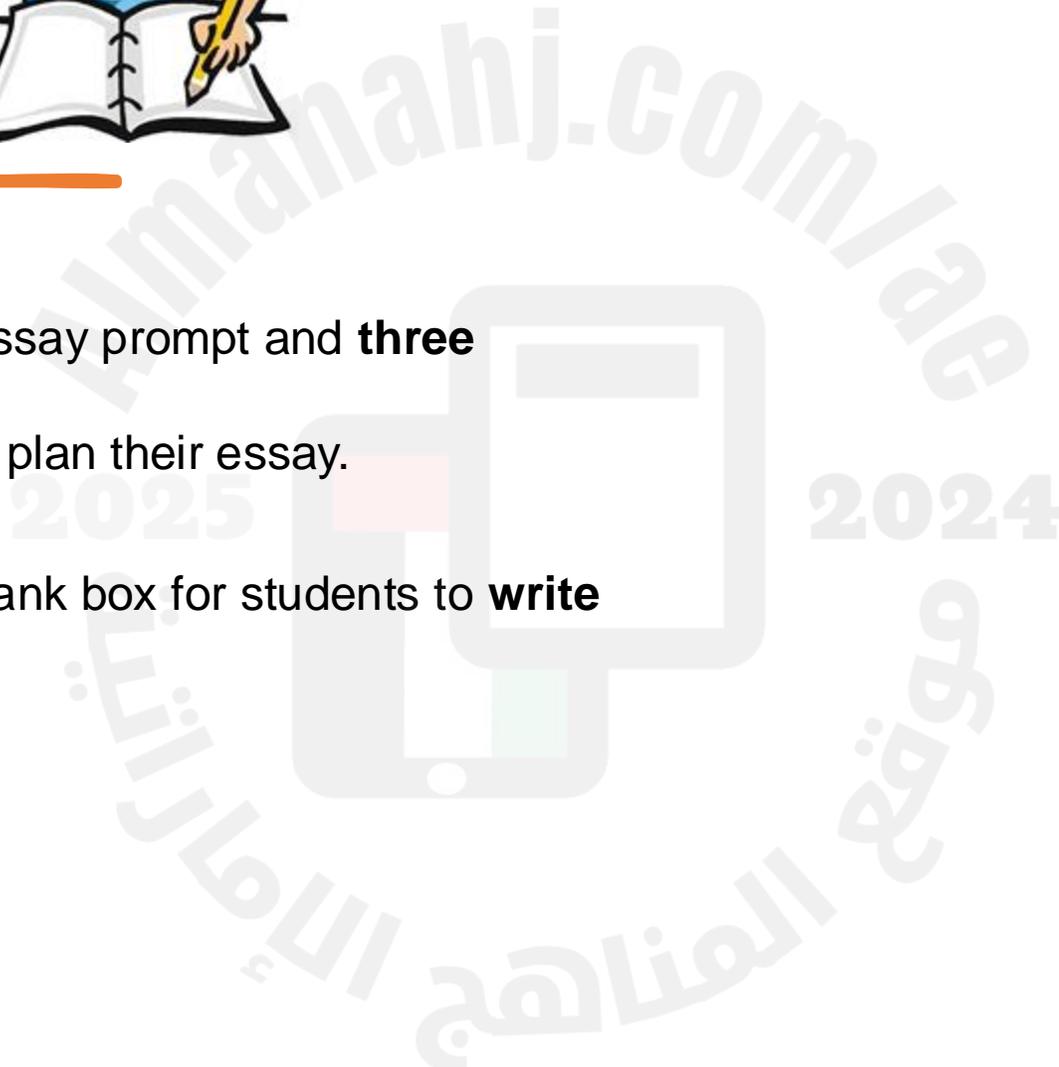
2024

موقع المناهج الإلكترونية

Part One



- ❖ Students will be given an essay prompt and **three bullet points** and asked to plan their essay.
- ❖ Paper exams will have a blank box for students to **write or draw** their plan.



Part 1: Plan

- ❖ Students will be given an essay prompt and three bullet points and asked to plan their essay.
- ❖ Paper exams will have a blank box for students to write or draw their plan.

Part 1: Plan

Write your answer below.

☰ | 📄 ⚙️ 📊 🔄 | 1 - 1 | **Submit** | 📖 | No Limit

Write a plan for the essay prompt below. Please note - this question asks for a plan, not a full essay. You will write the essay in the next question.

- 1- Describe a person who has significant impact on your life?
- 2- Why he or she is very important in your life?
- 3- What are the qualities and features that you admire in his/her personality?

Part One

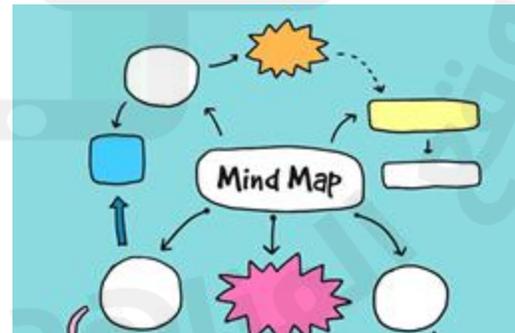


Part 1: Plan

Write your answer below.

Write a plan for the essay prompt below. Please note – this question asks for a plan, not a full essay. You will write the essay in the next question.

- 1- Describe a person who has significant impact on your life?
- 2- Why he or she is very important in your life?
- 3- What are the qualities and features that you admire in his/her personality?



Answer bullet point 1



Answer bullet point 2



Answer bullet point 3

Teacher rubric		Student rubric	
10	Content provided is clearly laid out into a plan which the reader can recognise and is clearly and fully related to the task/response.	I can: <ul style="list-style-type: none"> - write my plan clearly. - answer all the bullet points in my plan. 	3
6	Student has provided a plan but there may be gaps in terms of relationship to task/response, summarisation or ability for reader to decipher.	I can: <ul style="list-style-type: none"> - write my plan but some of it may be unclear. - write my plan but have forgotten to answer some bullet points. 	2
2	Content that is provided cannot be deciphered or bears no relation to the task or student response.	I can: <ul style="list-style-type: none"> - write a plan but there are a lot of mistakes. - write a plan but have not included the answer to any of the bullet points. 	1
0	Nothing provided from student.	I did not write a plan.	0

Writing

- Part 1 plan.
- Part 2 you will write an ESSAY
- Part 3 inference question
- Part 4 Justification question



Part Two

Essay



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Part TWO

ESSAY

HERE YOU WRITE YOUR ESSAY!

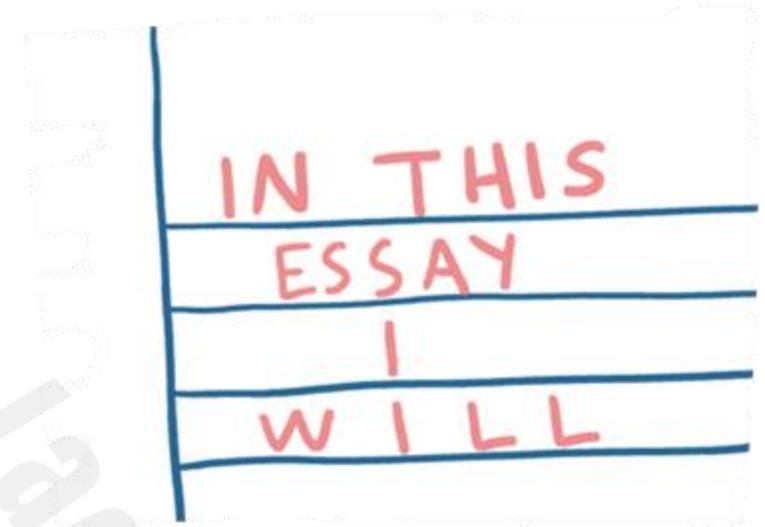
In this essay, I will discuss _____

Bullet point 1 _____

Bullet point 2 _____

Bullet point 3 _____

Conclusion sentences _____



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Write your answer below.

Essay Writing

1- Describe a person who has significant impact on your life?

2- Why he or she is very important in your life?

3- What are the qualities and features that you admire in his/her personality?

Introduction: _____

Bullet point 1 _____

Bullet point 2 _____

Bullet point 3 _____

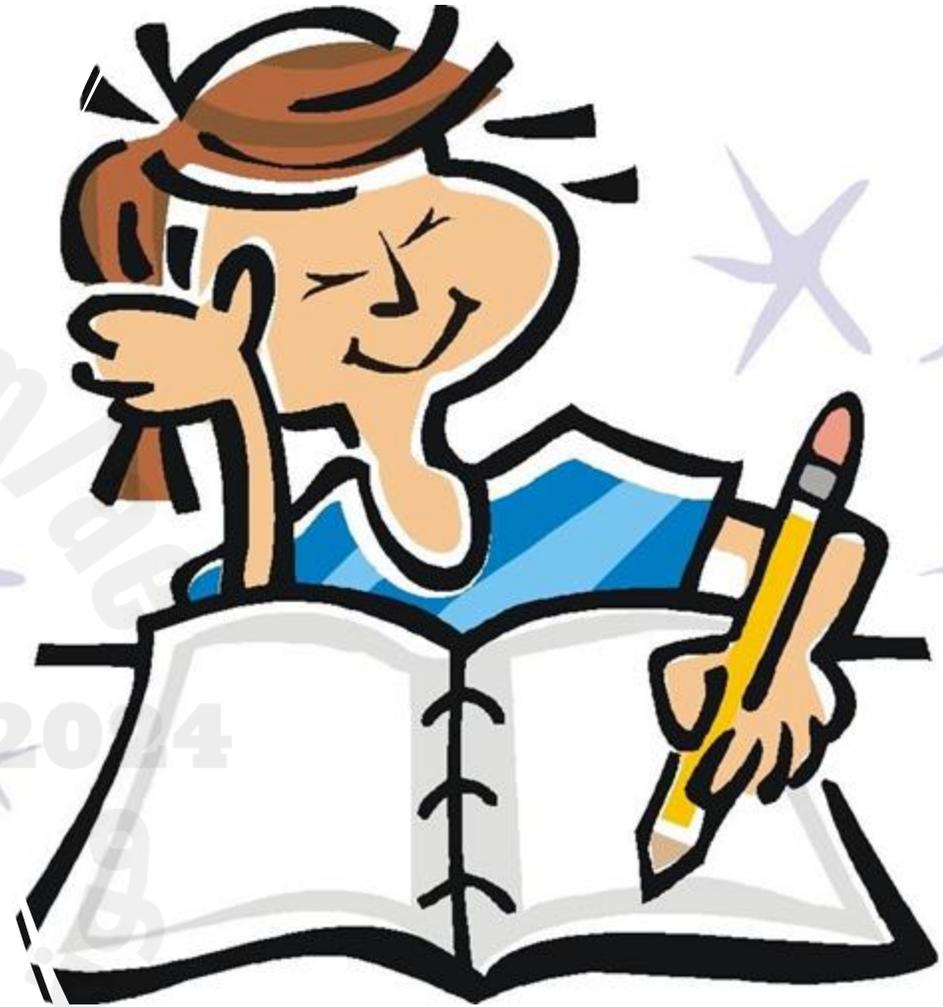
Conclusion sentences _____



	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 are 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 introduction, main body and conclusion.	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 topic sentence 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				

Writing

- Part 1 - plan
- Part 2 - ESSAY
- Part 3 - inference question
- Part 4 - Justification question



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Part Three

Inference

What is an inference question?

An inference question requires analysis to reach a conclusion based on what you have read.

The answer will **not** be there, you have to make an **educated guess**.



Part Three

You **infer** meaning all the time & you may not know.



Look at this picture and we will answer the questions.

1. Describe what is happening in the picture.
2. How does the person feel?
3. Why do they feel like that?
4. How do you know?
5. What could happen next?



Part Three

Part 3: Inference question

Finding a job

After years of study, Sarah was finally ready to find a job. She had worked hard to get where she was and was determined to find the perfect position! She searched and applied for many jobs, but nothing seemed to be the right fit.

The more she searched, the less hope she had of finding something. She began to feel like she would never find a job that was right for her.

At this point, Sarah was not sure what to do. She had always been told that if you work hard, you will find success. But after months of searching, she was starting to lose hope.

It was then she met her cousin Bilal, who was a young writer. He told Sarah his story and that changed her perspective. Bilal had been searching for a job for years. He had applied for thousands of jobs, but still couldn't find anything.

But he never gave up. Eventually, he discovered that it all started with his mindset. He was looking for a job that was already 'perfect', but it was a matter of viewpoint. He decided to change his perspective and look for a good job that he could do perfectly!

Sarah realized that she had been looking at her job search all wrong. She decided to change her own mindset and start looking for a position that she could make perfect! She started to look at each job opportunity to learn and grow. And finally, she found a workplace that was a great fit for her.

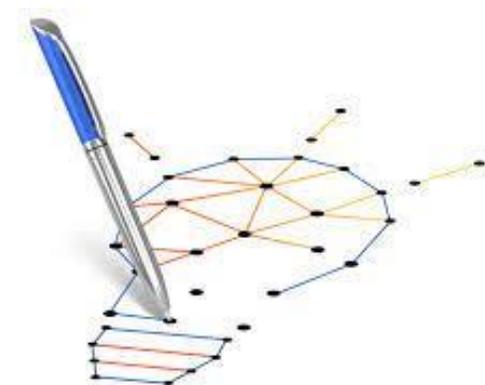
Sarah was thrilled to have found a position that was a good match for her. She was excited to start her new career and make a difference!

She understood that if you work hard, don't give up, and most importantly learn along the way, in the end, you will find success.

Write your answer below. Use full sentences.

What made Sarah change her perspective about her job search?

In my opinion, _____



Teacher rubric		Student rubric	
Responses to inference questions:		When answering inference questions:	
2	<ul style="list-style-type: none"> - demonstrate a deep understanding of the text. - interpret multiple aspects of the text accurately. - draw upon multiple pieces of implicit information. - connect implicit ideas insightfully. 	I can: <ul style="list-style-type: none"> - show that I fully understand the story. - use several clues from the text accurately to answer the question. - connect the clues from the text accurately in my answer. 	2
1	<ul style="list-style-type: none"> - demonstrate an adequate understanding of the text. - interpret the text mostly accurately, with minor misinterpretations. - draw upon some implicit information but may miss some subtleties. - connect implicit ideas logically. 	I can: <ul style="list-style-type: none"> - show that I understand most of the story. - use some clues from the text to answer the question. - connect some clues from the text to answer the question. 	1
0	<ul style="list-style-type: none"> - do not demonstrate understanding of the text. - draw on surface-level, explicit information. - struggle to make inferences from the text. - cannot connect implicit ideas from the text. 	I can: <ul style="list-style-type: none"> - write about what has happened in the text. - not find any clues in the text. - not connect any clues in the text. 	0

Writing

- Part 1 - plan
- Part 2 - ESSAY
- Part 3 - inference question
- Part 4 - Justification question (**WHY**)



