

## شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



## مواصفات الامتحان النهائي المسار المتقدم

موقع المناهج ← المناهج الإماراتية ← الصف التاسع ← لغة انجليزية ← الفصل الأول ← الملف

تاريخ نشر الملف على موقع المناهج: 05:20:17 2023-10-18

## التواصل الاجتماعي بحسب الصف التاسع



## روابط مواد الصف التاسع على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

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## المزيد من الملفات بحسب الصف التاسع والمادة لغة انجليزية في الفصل الأول

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مؤسسة الإمارات للتعليم المدرسي  
EMIRATES SCHOOLS ESTABLISHMENT

# **English Assessment Planner**

**Level 6.2**

**Grade 9 Advanced**

**Grade 10 General**

**Grade 10 Applied**

**Term 1**

**2023 – 2024**

# 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.

## 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, Prerequisite Grammar and Core Lexis

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 assessment topics, lexis, grammar and functional language found in **this** document. Coverage may differ from what is featured in the course books. In order to support learning, the grammar points that will be assessed in the at-level texts in the GSE grammar column have been augmented with the prerequisite grammar points – the language points that the student needs to understand before they can access the assessed grammar point. A teaching resource with examples of Term 1 grammatical points and functional language will be released to provide support for all Term 1 assessments. A list of some of the core lexis that will be included in the at-level texts and questions is provided. We recommend using the information in the coverage details and core lexis to develop your own resources to provide additional exposure to assessed topics, language points and vocabulary throughout the term.

## Term 1 Assessments

In Term 1 Assessments, you will find a list of all assessments for the term including the assessment type, weights for the term and the academic year, potential Continuous Assessment tasks, and a brief description of each End of Term assessment.

## 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	Phase	CEFR Level	Lexile Range	GSE Level	National and International Assessment
Grade 10 General (BtS Book 10)	6.2	Level 4	4	B1 – B1+	1000L - 1370L	51 - 54	PISA – Grade 10
Grade 10 Applied (BtS Book 10)							EmSAT Advantage – Grade 10
Grade 9 Advanced (BtS Book 10)							EmSAT 1075 - 1150

## Curriculum Frameworks Assessed:

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

# Coverage

Topic(s): Family, technology, looking back.			
ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional Language
Adverbs: degree	<p>Can qualify adverbs with 'really/quite/very'. (41)</p> <p>Can qualify adverbs with 'too/enough'. (45)</p>	<p>Can correctly use 'so' and 'such (a)' with adjectives and nouns respectively. (52)</p> <p>Can correctly use 'such' and 'such a' with mass and count nouns respectively. (53)</p>	<p>Asking for and making suggestions and recommendations</p> <p>Describing past experiences and events</p> <p>Describing causes and consequences</p>
Present time: present continuous	<p>Can tell when to use the present simple and when to use the present continuous. (29)</p> <p>Can use a range of common adverbs of frequency. (33)</p>	<p>Can use the present continuous with 'always' and other adverbs of frequency to express negative attitude. (51)</p>	
Past time: past continuous	<p>Can use the present continuous to refer to temporary situations. (38)</p>	<p>Can use the past continuous to refer to temporary or changing past states or situations. (51)</p>	
Conjunctions: subordinating	<p>Can use 'so' to refer to results and consequences. (38)</p>	<p>Can use 'so' + adjective/quantifier + 'that' to express results and consequences. (51)</p> <p>Can use '(in order) to' to express purpose and intention (52)</p>	
Passive: present perfect passive	<p>Can use the present perfect with 'yet' and 'still'. (44)</p>	<p>Can use the present perfect passive with 'just/already'. (52)</p> <p>Can use the present perfect passive with 'yet'. (52)</p>	

## Core Lexis

Family	Technology	Looking back
eldest	development	traditional
relations	design	celebration
close-knit	purpose	relaxation
twin	system	childhood
	blog	custom
	virus	occasion
	advantage	event
	connect	culture

# Term 1 Assessments

Assessment	Weighting	
	Term	Year
Continuous Assessment	33.33% Overall	10% Overall
Reading and Writing Summative Assessment	66.66% Overall	20% Overall

Assessment	Description
Continuous Assessment	In term 1, 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	Students are also asked to demonstrate their writing ability. They will then be asked to respond to an informative writing prompt with three bullet points that corresponds to the topics in the assessment coverage. They will first be asked to produce a plan for how they will answer the prompt. This will be marked by the teacher using a holistic rubric. Students will then 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 35% of the summative assessment marks for this term.
Reading Summative Assessment	As the culmination of the term's work, students are asked to demonstrate their accomplishments in reading. In the first part, they will be presented with five sentences and will select the order of the words by choosing them from lists. This will assess the prerequisite language needed to access the level. They will then select the correct grammatical, functional language or vocabulary point to fill ten gaps in a MAZE. The MAZE will assess the level's coverage. Students will then answer multiple-choice questions about a below-level reading text that will assess prerequisite reading comprehension skills. Next, students will answer multiple-choice questions reading comprehension questions about an at-level text. They will then answer a free-response reading question by inferring information that is not explicitly mentioned in the text. They will then justify their answer to that question by drawing on relevant evidence from the text in their explanations. The free-response questions will be marked using rubrics. The reading assessment will constitute 65% of the summative assessment marks for this term.

# Continuous Assessment

Suggested Continuous Assessment for Term 1. These are not mandatory. Select tasks appropriate to your students' needs.

Task	Outcomes assessed	Task description
Process writing	<p>ENG.06.4.3.XX.011 Use own and others' ideas to plan and develop writing.</p> <p>ENG.06.4.2.XX.017 Use simple and some complex language structures in writing.</p> <p>ENG.06.4.3.XX.010 Write simple, extended texts on familiar and concrete topics.</p> <p>ENG.06.4.3.XX.012 Write structured paragraphs that contain a topic sentence and supporting details.</p>	<p>Students are given an academic essay topic related to the coverage topics. They produce a plan before writing the essay.</p> <p>Potential for peer review and further drafts produced based on teacher / peer comments.</p> <p>Potential to reinforce learning of language structures or vocabulary by requiring their inclusion in the essay.</p>
Project presentation	<p>ENG.06.2.3.XX.018 Read and identify specific information in simple, extended texts on familiar and some unfamiliar concrete topics.</p> <p>ENG.06.2.3.XX.019 Read and understand details in simple, extended texts on familiar and some unfamiliar concrete topics.</p> <p>ENG.06.2.3.XX.022 Make connections when reading simple, extended texts on familiar and concrete topics.</p> <p>ENG.06.4.3.XX.011 Use own and others' ideas to plan and develop writing.</p> <p>ENG.06.4.2.XX.017 Use simple and some complex language structures in writing.</p> <p>ENG.06.4.3.XX.010 Write simple, extended texts on familiar and concrete topics.</p>	<p>Students are given a topic that aligns with the coverage topics. They research and write a presentation on the topic, either individually, in pairs or as a group. They present to the class.</p> <p>Potential to reinforce learning of language structures by requiring their inclusion in the presentation.</p> <p>Potential to assess speaking and listening outcomes if a question and answer session forms part of the presentation to the class.</p> <p>Potential for peer assessment.</p>



<p>Task-based activity</p>	<p>Dependant on task chosen. A wide range of outcomes can be assessed from each domain.</p>	<p>Students are given an activity in groups. Suggested tasks include:</p> <p>Designing and making a game, including rules.  Writing and performing a play.  Researching and writing a newsletter article.  Participating in a debate about a topic students have researched.  Identifying and providing solutions for an issue (at school or in the wider world).</p> <p>Potential for peer assessment.</p> <p>Potential for post-task reflection activities to assess higher-order thinking skills.</p>
<p>Quizzes</p>	<p>Dependant on quiz content.</p>	<p>Quizzes could have a grammar focus and assess students' knowledge of grammar points either pre or post teaching.</p> <p>They could also have a lexical focus and assess students' vocabulary.</p> <p>Short texts can be presented to students with reading comprehension questions or recorded and used to assess listening.</p>
<p>Reading journal</p>	<p>ENG.06.2.3.XX.017 Read and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics.</p> <p>ENG.06.2.3.XX.018 Read and identify specific information in simple, extended texts on familiar and some unfamiliar concrete topics.</p> <p>ENG.06.2.3.XX.019 Read and understand details in simple, extended texts on familiar and some unfamiliar concrete topics.</p> <p>ENG.06.2.3.XX.020 Read and identify the main points of simple, extended texts on familiar and some unfamiliar concrete topics.</p> <p>ENG.06.2.3.XX.022 Make connections when reading simple, extended texts on familiar and concrete topics.</p> <p>LL4.R.P.2 Consider how information from extended texts can be used after reading or listening.</p>	<p>Students are either set a text to read or are directed to choose a text or book to read. This could be linked to Literature Lessons from the coursebook, if available.</p> <p>Students either produce a general report on what they have read that summarises the main points (writing outcomes could also be assessed here). They could reflect in basic terms about what they have read. Alternatively, a series of questions could be posed that lead them to provide a detailed report. Questions could involve students describing characters, settings, events, or listing new vocabulary or language structures they have encountered by reading. Students could also present their reports to the class and discussions around the themes raised could provide opportunities to assess speaking outcomes.</p>
<p>Portfolio evaluation</p>	<p>Dependant on task chosen. A wide range of outcomes can be assessed from each domain.</p>	<p>Students select pieces of work they have completed for inclusion in their portfolio. Students complete a reflection task where they could explain why they have chosen the pieces of work, what they learned when doing them and what they could do to improve their work for next time.</p> <p>Potential for peer assessment.</p>

# Summative Assessment Weighting

Reading exam: 65% of summative assessment term grade				Writing exam: 35% of summative assessment term grade			
Bloom's	Part	Activity	Weighting	Bloom's	Part	Activity	Weighting
Understand and recall (c.25%)	4	Ordering words in a sentence	13.33%	Understand and recall Application and analysis Higher-order thinking	1	Plan	10%
	5	MAZE	13.33%				
Application and analysis (c.35%)	6	Below-level reading text questions	13.33%				
	7	At-level reading text questions	14.64%	Understand and recall Application and analysis	2	Essay	25%
	8	At-level reading text questions	5.36%				
Higher-order thinking (5%)	3	Inference question	2%	Higher-order thinking			
		Justification question	3%				

# Reading and Writing Summative Assessment Specifications

## Paper exam

ECFE Alignment: Level 6.2			Term Weighting: 40%	Domain: Reading and Writing
Sections	Question Type and Instruction	Outcomes Assessed	Number of Questions and Question Description	Constructs
Part 1	<p>Writing task</p> <hr/> <p>Free-response plan</p>	<p>ENG.06.4.3.XX.011 Use own and others' ideas to plan and develop writing.</p> <p>ENG.06.4.2.XX.017 Use simple and some complex language structures in writing.</p> <p>ENG.06.4.3.XX.010 Write simple, extended texts on familiar and concrete topics.</p> <p>ENG.06.4.3.XX.012 Write structured paragraphs that contain a topic sentence and supporting details.</p>	<p>5 marks, marked using a rubric</p> <p>Students are asked to produce a plan to answer an essay prompt.</p>	<p>Remember and Understand</p> <p>Application and Analysis</p> <p>Higher-order thinking</p> <p>A: Foundational proficiency B: Grade-level mastery C: Advanced application</p> <p>Phase 4</p> <p>B1 – B1+</p>
Part 2	<p>Writing Task</p> <hr/> <p>Extended response</p>	<p>ENG.06.4.2.XX.017 Use simple and some complex language structures in writing.</p> <p>ENG.06.4.3.XX.010 Write simple, extended texts on familiar and concrete topics.</p> <p>ENG.06.4.3.XX.012 Write structured paragraphs that contain a topic sentence and supporting details.</p>	<p>25 marks, marked using a rubric</p> <p>Students are asked to produce an extended text in response to a prompt and three bullet points.</p>	<p>Remember and Understand</p> <p>Application and Analysis</p> <p>Higher-order thinking</p> <p>A: Foundational proficiency B: Grade-level mastery C: Advanced application</p> <p>Topics: Family, technology, looking back.</p> <p>Expected text length: 120 words</p>

<p>Part 3</p>	<p>Free-response question _____</p> <p>Read the text and answer the question. Use full sentences.</p>	<p>LL5.R.In.1 Infer complex information needed for comprehension when it is not directly stated in complex, extended texts.</p> <p>LL5.R.P.2 Consider how information from complex, extended texts can be used after reading or listening.</p>	<p>Inference - 2 marks, marked using a rubric</p> <p>A free-response inference question that tests deep understanding of the text.</p> <p>Justification – 3 marks, marked using a rubric</p> <p>A free-response justification of the student's answer to the inference question.</p>	<p>Higher-order thinking</p> <p>C: Advanced application</p> <p>Phase 5</p> <p>B2 - B2+</p> <p>Text: - extended - concrete and abstract topics - informative</p> <p>Text length: 360 words</p>
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## SwiftAssess exam

ECFE Alignment: Level 6.2			Term Weighting: 60%	Domain: Reading
Sections	Question Type and Instruction	Outcomes Assessed	Number of Questions and Question Description	Constructs
Part 4	<p>Ordering words in a sentence</p> <p>_____</p> <p>Select the correct words from the dropdown menus to make a sentence.</p>	<p>ENG.03.2.2.XX.009 Recognise key features of text organisation.</p>	<p>5 questions</p> <p>Single sentences that are reordered to test students' knowledge of basic grammar and sentence construction.</p>	<p>Remember and Understand</p> <p>A: Foundational proficiency</p> <p>Phase 3</p> <p>A1+ – A2</p>
Part 5	<p>MAZE task</p> <p>multiple-choice questions</p> <p>_____</p> <p>Read the text and answer a, b or c.</p>	<p>ENG.06.2.2.XX.014 Identify a wide range of features of text organisation and structure.</p>	<p>10 questions</p> <p>Gap-fill sentences within a MAZE text that test students' awareness of at-level grammar and sentence phrasing.</p>	<p>Remember and Understand</p> <p>B: Grade-level mastery</p> <p>Phase 4</p> <p>B1 – B1+</p> <ul style="list-style-type: none"> <li>- extended</li> <li>- familiar and some unfamiliar concrete topics</li> <li>- informative</li> </ul> <p>Text length: 180 words</p>
Part 6	<p>Multiple-choice questions</p> <p>_____</p> <p>Read the text and answer a, b or c.</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>6 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly stated.</p>	<p>Application and Analysis</p> <p>A: Foundational proficiency</p> <p>Phase 3</p> <p>A1+ – A2</p> <p>Text:</p> <ul style="list-style-type: none"> <li>- simple</li> <li>- informative</li> </ul> <p>Text length: 200 words</p>

<p>Part 7</p>	<p>Multiple choice questions  <hr/> Read the text and answer a, b or c.</p>	<p>ENG.06.2.3.XX.017 Read and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics.</p> <p>ENG.06.2.3.XX.018 Read and identify specific information in simple, extended texts on familiar and some unfamiliar concrete topics.</p> <p>ENG.06.2.3.XX.019 Read and understand details in simple, extended texts on familiar and some unfamiliar concrete topics.</p> <p>ENG.06.2.3.XX.022 Make connections when reading simple, extended texts on familiar and concrete topics.</p>	<p>10 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly and implicitly stated.</p>	<p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 4</p> <p>B1 – B1+</p> <p>Text:  - simple, extended  - familiar and some unfamiliar concrete topics  - narrative</p> <p>Text length: 320 words</p>
<p>Part 8</p>	<p>Multiple choice questions  <hr/> Read the text and answer a, b or c.</p>	<p>ENG.06.2.3.XX.020 Read and identify the main points of simple, extended texts on familiar and some unfamiliar concrete topics.</p>	<p>4 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers implicitly stated.</p>	<p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 4</p> <p>B1 – B1+</p> <p>- Text:  - simple, extended  - familiar and some unfamiliar concrete topics  - narrative</p> <p>Text length: 320 words</p>