

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](#)

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[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

Bridge to Success 3

Level 2.1

نمّر تحميل هذا الملف من

موقع المناهج الإماراتية

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Term 3

2022 – 2023



I. Overview

In this assessment planner, you will find all of the 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 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 Framework 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 3 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 supporting PowerPoint presentation 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 a list of all assessments for the term including the assessment type, weightings 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 3. It details when assessments are to be completed and marked. It 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
Bridge to Success 3	2.1	2	A1	Below 0L – 620L	EmSAT Advantage – Grade 3 PIRLS Grade 3

Curriculum Frameworks Assessed:

- English Framework
- Literacy Framework

Coverage

Lexis	Grammar	Functional Language
Home and Household Items: nest, hive, hole, house, shell, cave, bird, bee, rabbit, mouse, roof, wall, stairs, ladder, door, window, sink, bed, shower, TV, toilet, table, cooker, chair, cupboard, bookcase, beehive house, stilt house, cave house, skyscraper, hot, wet, dry, wood, mud, rock, glass	G.8.1 Modals of ability (can) Question: yes/no questions	FL.23 Making offers and requests
Free Time: play football, play in the garden, go to the park, watch TV, play on the computer, help with the cooking, slide, swing, ladder, tunnel, seesaw, spinner, playground, come, go, fall, hurt	G.13.1 Present Time: present simple (including verb 'to be')	FL.28 Asking for and making suggestions and recommendations
Phonics: long o sound: goose, moon, roof, food, wood, foot, book, look	G.14.1 Past Time: past simple (including the verb 'to be')	FL.7 Describing objects

Time: then, next, first, second, third, finally, on Wednesday, next week, in the morning, tomorrow, at 5.00	G.2.2 Adverbs: sequencing Understand Only	FL.8 Expressing preference
Daily Routine: cook, wash up, tidy, drive, play, help with homework	G.15.1 Future Time: simple future (will) Understand Only	FL.31 Describing past experiences and events
Science: total, bar diagram, circle diagram	G.2.1 Nouns: plurals - regular	FL.9 Describing habits, routines, tasks, and jobs
Animals: rabbit, ground, tunnel, enemy, safe, beaver, branch, rock, mud, underwater, termite, mud, mushroom garden, air hole	G.2.3 Adverbs: frequency	FL.15 Describing graphs, charts, tables, and diagrams
Places: hospital, mosque, museum, shopping centre, market, swimming pool, library, cafe, park, zoo, helicopter, seat belt, ambulance, jungle, tree house, inside, outside, menu, mountains, beach, theme park, city, desert, hot, cold, nice, scary, exciting, fun, beautiful, ok, nice, good, great, terrific, amazing, bad, awful, terrible, horrible, city mouse, country mouse, announcer, bright lights, noisy traffic, welcome, building, taxi, bus stop, sky, dark, owl, picnic, berries, grew, flew	G.12.2 Prepositions: time	FL.16 Expressing opinion
Food: pizza, pasta, salad, fruit salad, cake, milkshake, tea, smoothies, hot chocolate	G.1.2 Adjectives: comparatives Understand Only	FL.26 Comparing and contrasting
Opposites: opposites, high, low, stop, start		
Uncategorised: home, king, castle, their, down, middle, with, like, So do I, I don't, often, sometimes, never, syllables		

Term 3 Assessments

Assessment	Type	Weight		Pacing	Release Date	Due Date
		Term	Year			
All Domains	Continuous	15%	50%	Teacher determined	N/A	Week 8
Reading and Writing End of Term Exam	Summative	20%	50%	Up to week 6 on IP	Week 8	N/A

Assessment	Description
Continuous: All Domains	Continuous Assessment this term is focusing on student improvement. Students are expected to build a portfolio of work in conjunction with the teacher that shows their improvement over time. It is recommended that the teacher picks 2 or 3 specific language points or skills to focus on, giving detailed feedback and next steps to the student. This should facilitate the desired improvement. The term 2 toolkit, which can be found on the teachers' SharePoint, explains and gives examples of how this can be carried out.
Summative: Reading and Writing End of Term Exam	A 3-part exam containing multiple choice questions, written gap-fill, a MAZE and short answer questions based on topics from the curriculum. Part A of the exam covers prerequisite skills that a student needs to have to be able to access their current level. Part B is set at level and Part C is set above level. 2 bonus questions are included. The bonus questions are also set at a higher level and require higher order thinking to answer them.

Exam Overview


Part A1 consists of finishing known lexis. In this part students have to fill in the remaining letters to complete the word. These should be lower-case letters as there are no proper nouns. There will be 8 words to finish and supporting images are included. Part A2 requires the students to identify the sentence that matches the image. There are 8 images and the choice of 2 sentences for each image. The skills needed to complete this part are taken from level 1 of the English language framework and are considered to be prerequisite skills that the students need to be able to access level 2 materials.

Part A1 Example



c _ _ _ r

Part A2 Example

	Ali wants to invent new wheelchairs that will help patients.	A
	Ali wants to invent new cameras that will help patients.	B

Part B is set at level. Part B1 consists of a reading comprehension text followed by multiple choice and one word written answer questions, these can also take the form of gap fill questions. The students will write their answers on the line provided. This format aligns very closely with the PIRLS exam reading comprehension format. There will be 4 multiple choice questions and 4 one-word answer questions. Part B2 is a MAZE, where the students are required to choose the right word(s) to complete a text. There will be 8 questions.

Part B1 Example

Meera's sister, Mouza, likes green. She has a green kite. When it's windy, she goes outside to fly it. She doesn't like grey so she cuts out green pictures and sticks them in her brown book.

What colour is Mouza's kite?

- A. brown
- B. green
- C. grey

What does Mouza stick in her book? pictures

Part B2 Example

Eid Al Fitr

Eid Al Fitr is the celebration after Ramadan. We **1. (visit / go)** our families. I have many **2. (cousin / cousins)** and we play fun games. We talk and laugh. When we laugh, I feel **3. (happy / sad)**. My grandma **4. (makes / make)** nice sweets. We

Part C only has one section. It is made up of 5 short answer questions based on the topics presented in the texts in Part B. The students can reread these texts and use them to help formulate their answers. The questions should be answered using full sentences. Questions will try and elicit personal responses from students about their own experiences and ideas. Students should only write one or two sentences per answer. The answers do not need to be true but they need to make sense. An overall mark will be given using a holistic rubric. The writing section is aimed at being above level as writing is generally considered to be the most difficult domain to master.

Part C Example

Meera's sister, Mouza, likes green. She has a green kite. When it's windy, she goes outside to fly it. She doesn't like grey so she cuts out green pictures and sticks them in her brown book.

1. What is your favourite colour? Why?

2. What do you like to do when it's windy?

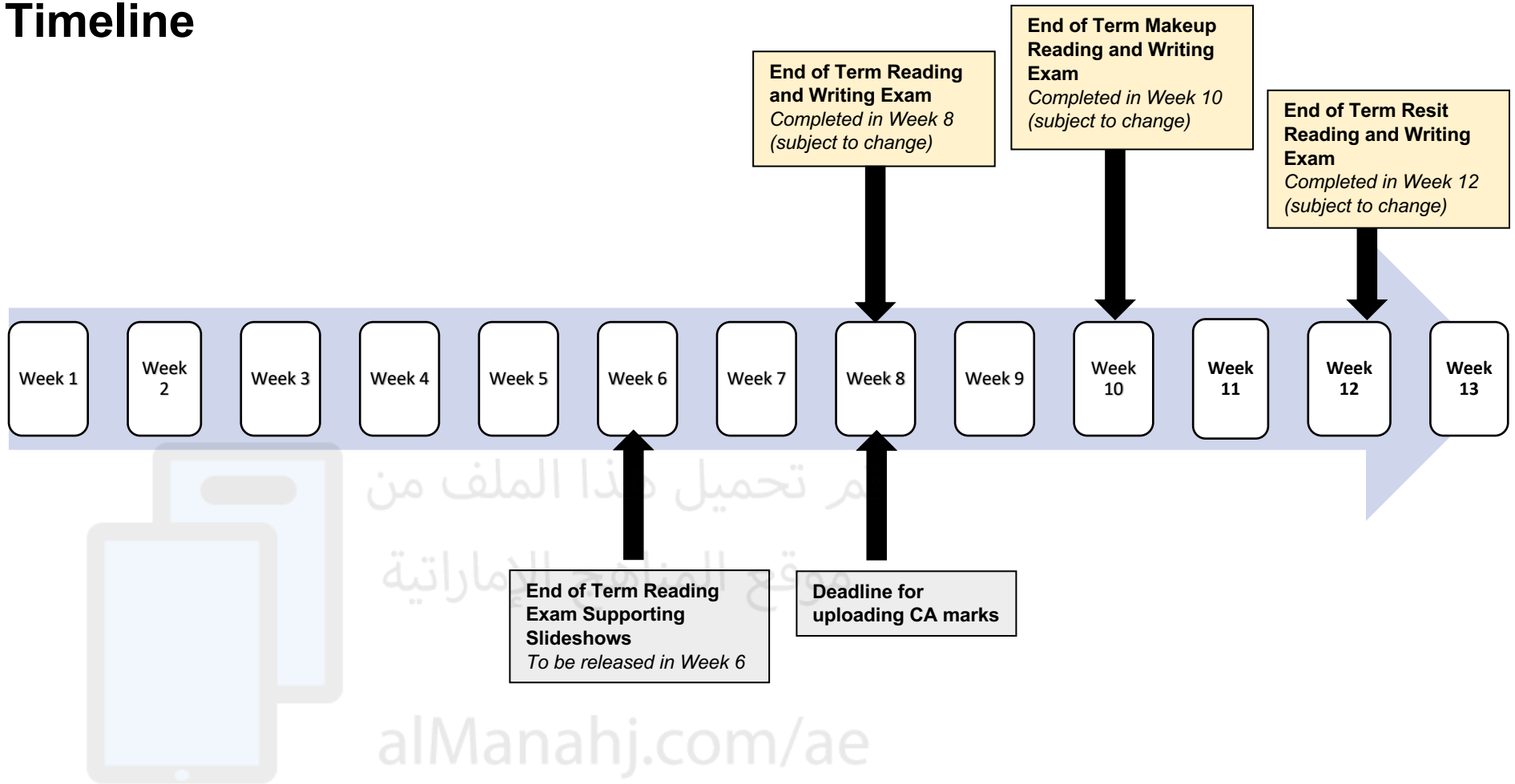
There are 2 bonus questions, one in Part B and one in Part C. These are short answer questions and assess higher order thinking. The question in Part B is based on one of the texts, either Part B1 or Part B2. It is a comprehension question and the answer can be found in the text. The question in Part C is another short answer question, but will for example, ask for a reason or make a connection between previous answers. Students should answer with full sentences.

Yearly Weightings for all Subjects

Grade	Subjects	category	Assessment weights						Student's final Sore		ASSESSMENT PROCEDURES
			Semester 1		Semester 2		Semester 3		FORMATIVE	SUMMATIVE	
			FORMATIVE	SUMMATIVE	FORMATIVE	SUMMATIVE	FORMATIVE	SUMMATIVE			
1-2	Mathematics English Science *Arabic *Islamic studies * Social studies	A	%20	%10	%25	%10	%25	%10	%70	%30	<ul style="list-style-type: none"> Formative assessment: determined by central standards (tool, weight, application control, monitoring) Summative assessment: central exams for category A subjects, applied according to a timetable to be announced during the 3 semesters. 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			%20	%10	%15	%20	%15	%20	%50	%50	
1-2-3-4	Design & technology · arts · physical and health sciences, Languages.	8	%20	%10	%25	%10	%25	%10	%70	%30	<ul style="list-style-type: none"> Formative assessment: determined by central standard Summative assessment: determined each semester according to identified standards and to be applied in all education institutions each semester. .



*Supplementary curriculum (includes (Arabic, Islamic studies, social studies, moral education for grades 1-4) , student performance is assessed according to procedural guide. .

Timeline



*Official exam scheduling will be sent from the assessment directorate

End of Term Reading and Writing Exam Specifications

ECFE Alignment: Level 2.1 and 2.2 Grades 3 and 4			Domains: Reading and Writing		
Section	Question Type	Assessment Focus	Number of Questions / Marks	Construct Limits	Coverage
Part A1 below level 15%	Gap fill Look at the picture and finish the word.	ENG.01.4.2.XX.003 Write High Frequency Words correctly.	8 questions 2 marks each	There are 8 images and their corresponding words with 3 gaps to fill in to complete the word.  Eg.  c _ a _ _	All Items drawn from content covered in Weeks 1 - 6 in the IP.
Part A2 below level 15%	MCQs Choose the correct sentence A or B, that matches the picture.	ENG.01.2.3.XX.051 Read and identify familiar words and set phrases in very short, simple texts on familiar topics with the help of pictures.	8 questions 2 marks each	There are 8 images with 16 sentences. Students are asked to choose the sentence that matches the image.	
Part B1 at level 25%	MCQs Gap Fill / one word answers For each question choose A, B or C or write your answer on the line.	ENG.02.2.3.XX.002 Read and understand the overall meaning of short, simple texts on familiar topics ENG.02.2.3.XX.003 Read and identify familiar words and set phrases in short, simple texts on familiar topics. ENG.02.4.2.XX.024 Write frequently encountered words with ease.	8 questions 3 marks each	A text based on topics in the curriculum using key lexis and grammar.	
Part B2 at level 25%	MAZE Read the text and choose the correct word (s) to complete the sentences.	ENG.02.2.3.XX.003 Read and identify familiar words and set phrases in short, simple texts on familiar topics.	8 questions 3 marks each	A text based on topics in the curriculum using key lexis and grammar.	

<p>Part C above level</p> <p>20% weight</p>	<p>Short Answer Questions</p> <p>Use the text in Part B to help you Answer the questions. Use complete sentences.</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>ENG.02.4.2.XX.023 Use basic language structures in writing.</p> <p>ENG.02.4.3.XX.002 Write short, simple sentences on familiar topics.</p>	<p>5 questions</p> <p>20 marks</p> <p>Marked as one using a writing rubric.</p>	<p>These questions will be based on the topic of the story or the stated text in part B. Questions need a short answer of a sentence or two.</p>	
<p>Bonus Question</p> <p>Part B</p>	<p>Short Answer Question</p>	<p>ENG.02.2.3.XX.003 Read and identify familiar words and set phrases in short, simple texts on familiar topics.</p> <p>ENG.02.4.2.XX.024 Write frequently encountered words with ease.</p>	<p>1 question</p> <p>5 marks</p>	<p>Question is from either the part B1 or part B2 text.</p> <p>Question needs a short sentence as the answer.</p>	
<p>Bonus Question</p> <p>Part C</p>	<p>Short Answer Question</p>	<p>ENG.03.4.3.XX.025 Write short, simple texts on familiar topics.</p> <p>ENG.03.4.2.XX.025 Write sentences using correct punctuation.</p> <p>ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing.</p>	<p>1 question.</p> <p>5 marks</p>	<p>This will be a higher order thinking question. For example, it could ask for reasons or about relationships between questions, ideas, opinions or feelings.</p>	