

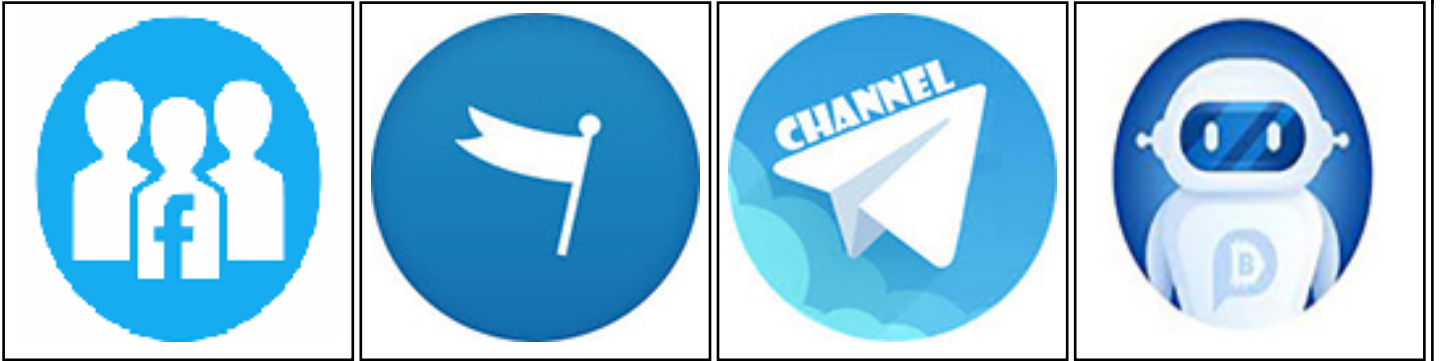
تم تحميل هذا الملف من موقع المناهج الإماراتية



الملف مواصفات الامتحان النهائي الفصل الثالث

[موقع المناهج](#) ⇐ [المناهج الإماراتية](#) ⇐ [الصف الرابع](#) ⇐ [لغة انجليزية](#) ⇐ [الفصل الثالث](#)

روابط مواقع التواصل الاجتماعي بحسب الصف الرابع



روابط مواد الصف الرابع على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

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

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مؤسسة الإمارات للتعليم المدرسي
EMIRATES SCHOOLS ESTABLISHMENT

English Assessment Planner

Bridge to Success 4

Level 2.2



Term 3

2021 – 2022

I. Overview

In this assessment planner, you will find all of the information you need to plan for Term 3 summative 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. Especially as continuous assessment is now created and administered at the school level. The coverage is also what the end of term exams are based on. For grades 3, 4 and Grade 5 Access students coverage is taken from the Instructional Planners (IPs). Lexis, grammar and functional language should be taken into account as should the student learning outcomes contained in the English Curriculum for Excellence (ECFE) and the Literacy Framework. These should be given equal weight throughout the term, although attention should be focused on those outcomes that are listed in the end of term exam specifications and the metacognitive student learning outcomes listed in the Literacy Framework. Research has shown that students who master the metacognitive skills will perform better in an academic setting.

Term 3 Assessments

In Term 3 Assessments, you will find a list of all assessment weights for the term and the academic year and a brief description of the end of term assessment.

Assessment Timeline

The assessment timeline provides a visual representation of the assessment plan for Term 3. It details when the end of term assessment is to be taken.

Specifications and Guidance

The end of term exam assessment specifications is included in this document. Supporting materials will be released nearer the time of the exam. The specifications 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. A separate assessment guide which gives guidance on creating your own continuous assessment is available on SharePoint and LMS.



Level Alignments

Curriculum	NELCF Level	Literacy Level	CEFR Level	Lexile Range	National and International Assessment
Bridge to Success 4	2.2	2	A1	Below 0L – 620L	EmSAT Advantage – Grade 4 PIRLS Grade 4

Curriculum Frameworks Assessed:

- English Framework
- Literacy Framework

Coverage

Lexis	Grammar	Functional Language
school and the classroom: catch the bus, half an hour, scientist, discover, favourite	G.13.1 Present Time: present simple (including verb 'to be')	FL.3 Expressing likes and dislikes
community: huge, tiny, town, city, cinemas, fresh air, museums, cafes, traffic, fresh air hero, heroine, president, equipment, temperature, charity, rubbish, rubbish bin, car park, vet, healthy, to volunteer, environment, pollute, polluting, to protect, flamingo, rubbish, clean up	G.2.3 Adverbs: frequency	FL.5 Describing people
technology: robots, measure, wheels, light, camera, ocean floor, dangerous places, burning buildings, patient, wheelchair, climb stairs, open doors, carry things, inventor, sofa, reach, clean, surprised	G.8.1 Modals: present	FL.9 Describing habits, routines, tasks, and jobs
measurement: tallest, lightest, longest, heaviest, container, jug, plastic, pour, height, wide	G.14.1 Past Time: past simple (including verb 'to be')	FL.26 Comparing and contrasting
culture and traditions: tall, tale, earplugs, loaf of bread, syrup, centimeters, ox, horse, cart, corn, date palm tree, market,	G.15.1 Future Time (simple future (will and shall)	FL.44 Writing emails and letters

Ramadan, community, sunrise, sunset, lunar year, to fast		
people: enormous, angry, kind, strong, quiet, scary, friendly, helpful, (un)kind, (un)happy, (un)important, (un)tidy, (un>true, brave, helpful, kind, friendly, hard-working, polite	G.1.2 Adjectives (comparatives) Understand ONLY	
family: sister, brother, mum, dad, grandfather, grandpa, cousin, baby, grandma, grandmother, father, mother, tell sb off, grow up, look after sb	G.1.3 Adjectives (superlatives) Understand ONLY	
sports and leisure activities: football, Emirati, hurt/get hurt, Olympics, go diving, go horse riding, play baseball, play football, go swimming, do judo, go skateboarding, play tennis		
free time: postcard, stamp, sender, address, receiver, to (not) be interested in sth, to love/like/enjoy sth, websites, apps, comic books, cook a meal, play computer games, go back/forward a space, read books, study Arabic		
daily routine: twin brother, geography, bedtime, wash one's face, get dressed, sweep the floor, make the bed, lay the table, do the washing up, mop the floor, dry the dishes, put one's hand up, share, to tidy, kind, helpful		
jobs: firefighter, dangerous, jetpack, brave, flames, fire		
looking back: twins, Bedouin, falcon, cage, dates [=fruit]		

Term 3 Assessments

Assessment	Weight		Pacing	Release Date	Due Date
	Term	Year			
Continuous Grade 3 and 4	43%	15%	Teacher's discretion	Teacher's discretion	Teacher's discretion
Summative Reading Exam Grade 3 and 4	57%	20%	TBD	Week 9	Week 9

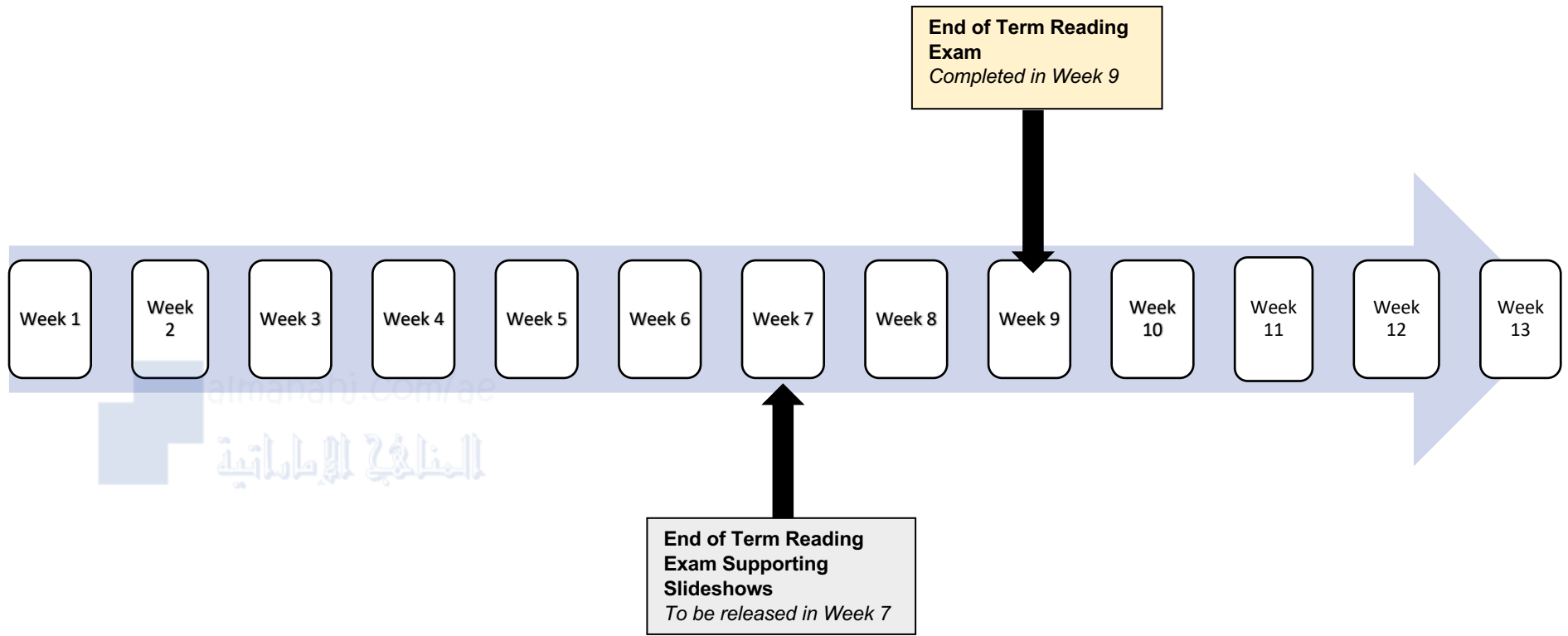
Assessment	Description
Summative Reading Exam	This will have 3 parts. 2 Reading comprehension parts with multiple choice questions, a matching task and a MAZE reading task. The end of term exams has 25 questions in total. 5 of these questions are bonus questions. So, for a student to attain 100% they need to get 20/25 questions correct.

Yearly Weightings for all Subjects

Grade	Subjects	category	Assessment weights						Student's final Score		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.	B	%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



End of Term Reading Exam Specifications

ECFE Alignment: Level 2.2 Bridge to Success 4, Grade 5 Access				Domains: Reading and Writing
Section	Question Type	Assessment Focus	Number of Questions / Marks	Coverage
Part 1	Reading text: Multiple choice questions – Students choose the correct answer A, B or C.	4 X 2 ENG.02.2.3.XX.003 Read and identify familiar words and set phrases in short, simple texts on familiar topics.	8 questions: 1 mark each	All items are taken from the IP up to the end of Week 6. There is one example in each part.
Part 2	Reading Text Match the title to the text – Students match the titles 1-8 to the texts A-H	8 X ENG.02.2.3.XX.002 Read and understand the overall meaning of short, simple texts on familiar topics.	8 questions: 1 mark each	
Part 3	MAZE task: Multiple choice questions – Students choose the correct answer A, B or C.	9 X ENG.02.2.3.XX.003 Read and identify familiar words and set phrases in short, simple texts on familiar topics.	9 questions: 1 mark each	