

شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



مواصفات الامتحان الختامي المستوى 2.2

موقع المناهج ← المناهج الإماراتية ← الصف الرابع ← لغة انجليزية ← الفصل الثاني ← الملف

التواصل الاجتماعي بحسب الصف الرابع



روابط مواد الصف الرابع على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

[التربية الاسلامية](#)

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

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مؤسسة الإمارات للتعليم المدرسي
EMIRATES SCHOOLS ESTABLISHMENT

English Assessment Planner

Bridge to Success 4

Level 2.2

تم تحميل هذا الملف من

موقع المناهج الإماراتية

alManahj.com/ae

Term 2

2022 – 2023



Overview

In this assessment planner, you will find all of the 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 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 2 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 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. 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	English Framework Level	Literacy Level	CEFR Level	Lexile Range	National and International Assessment
Bridge to Success 4	2.2	2	A1	Below 0L – 620L	PIRLS Grade 4

Curriculum Frameworks Assessed:

- English Framework
- Literacy Framework

Coverage

Lexis	Grammar	Functional Language
science: Earth, humans, animals, dinosaurs, millions, scientists, diplodocus, kinds, sizes, kill, footprints, beak, tail, horn, spikes, sharp teeth, timeline, years ago, discovery, long, dangerous, big, fast, strong, loud, lovely, green, noisy, wet, old, hot, tall, blue, quiet, dry, happy, hungry, mammal, fact, opinion, heart, pump, heartbeat, blood, shake, roar, baby, wind, hawk, fish, ox, caught, gave, ate, flew	G.8.1. Modals: ability	FL.7. Describing objects
numbers: 350 million, 220 million, 65 million, 5 million, 100 thousand years ago	G.17.1. Questions: yes/ no questions	FL.29. Talking about time periods
art: stripes, spots, centre, with, without,	G.17.2. Questions: wh - questions	FL.26. Comparing and contrasting
directions: opposite, next to, each other, between	G.1.1. Adjectives: position	FL.5. Describing people
food and drink: spoon, cup, knife, plate, napkin, burger, chicken, salad, sweetcorn, fruit, drink, expensive, delicious, enjoying, pay, loaf of bread, syrup	G.16.2. Pronouns: object pronouns	FL.11. Asking for and giving directions
the body: heart, lungs, skull, muscle, ribs, bone, backbone, muscles, ankle, elbow, knee, neck, wrist, head, tummy, ear, throat, finger, hand, thumb, knee, elbow, arm, fingernails, toenails, teeth, backbone, brain, ribs, bone, skull, lick, listen, watch, hear, point, sniff, chew, stroke, smell,	G.14.1. Past time: past simple (negative)	FL.3. Expressing likes and dislikes
health and fitness: healthy food, sleep, exercise, vegetable, water, soap, muscles, brain, a plaster, an ice pack, a glass of	G.8.1. Modals: present modals (shall)	FL.1. Asking for and giving personal information

water, be, climb, have, live, travel, visit, stay awake, touch, ride, see, sleep, eat, hear, cheers, hands, time, seat, prize, saddle, hooves, reins, rider, earplugs		
daily routine: playing tennis, sweeping the floor, tidying her room, doing karate, reading books, visiting Grandma, playing football	G.13.2 Present Time (present continuous)	FL.23. Making offers and requests
people: enormous, angry, kind, strong, quiet, scary, friendly, helpful, tall		FL.9. Describing habits, routines, tasks and jobs

Term 2 Assessments

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

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. A tool kit will be made available that 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 or one word answer questions, 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 9 questions. There are 4 short texts that have a True / False question and a gap fill or one word answer question attached. One text will have a question that has 2 gaps or a two-word answer question. Part A2 assesses blending strategies to form words that match images. There are 6 words to form correctly. 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

Abdul has a book and a pencil case at school.
His tablet is at home and his lunchbox is in the car.




1. Abdul's tablet is at school.

- A. True
- B. False

2. What is in the car? His lunchbox

Part A2 Example

l	or	f	
f	ea	ty	40

Part B is set at level. Part B1 consists of a longer reading comprehension text followed by multiple choice and one or two 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 3 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 9 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.

1. What colour is Mouza's kite?

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

2. What does Mouza stick in her book? pictures

Part B2 Example

The UAE Desert

The desert in the UAE Example: **(is) / are / aren't** big and it is very

17. **(weather / hot / winter)**. Many animals live there. A camel can

18. **(step / climb / carry)** people. 19. **(It / They / Them)** usually has a fat

20. **(hump / teeth / feather)** because camels drink and eat a

Part C only has one section. It is made up of 5 short answer questions. These 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. The students will be given an image for support, this will provide an insight into the topic that is to be written about and possibly some ideas. There will also be a text box with 10-12 words in it. The student can use the lexis in the box to help them answer the questions.

Part C Example



Word Bank			
years ago			
tallest		read	
old	study	fun	
skull	touched	saw	shortest
yesterday		boring	

1. When did you visit a museum?

2. What did you see at the museum?

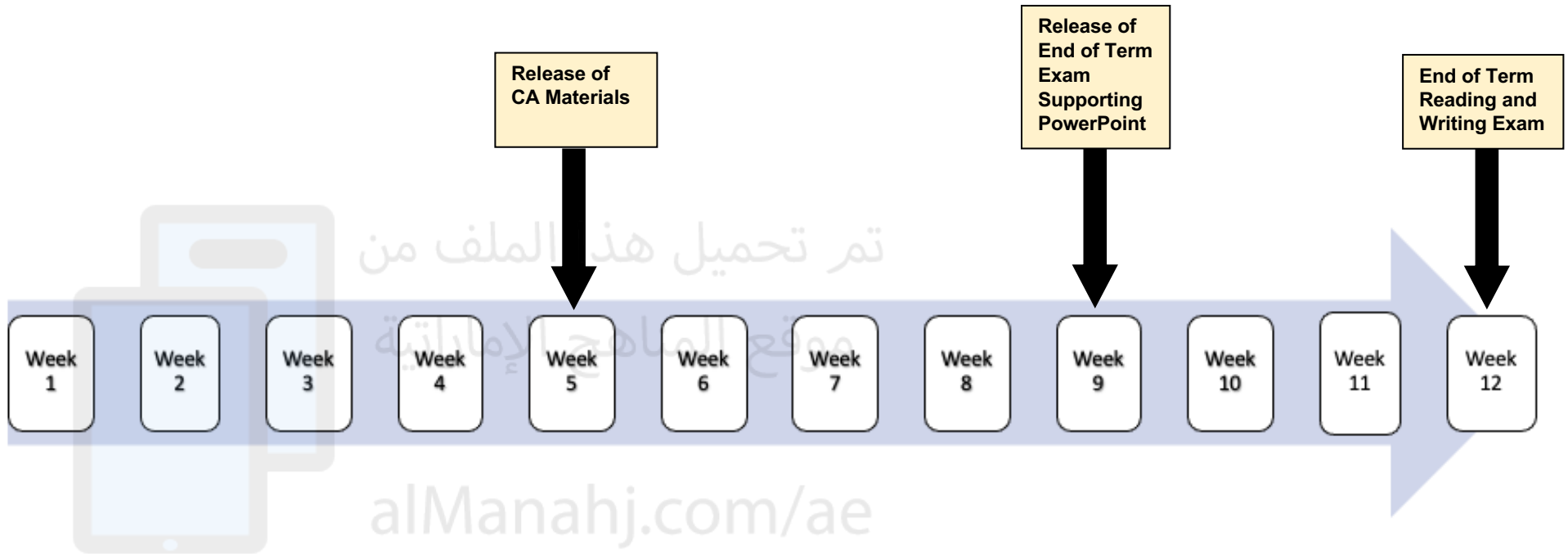
There are 2 bonus questions, one in Part B and one in Part C. These are there to assess higher order thinking. The question in Part B is based on one of the texts, either Part B1 or Part B2. It is a comprehension question and the answer can be found in the text. The question in Part C is another short 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.	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



Reading and Writing End of Term 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	Difficulty	Construct Limits / Coverage	
Part A1 below level 15% weight	<p>True or False</p> <p>Gap Fill / one- or two-word answers</p> <p>For each question choose True or False or write your answer on the line.</p>	<p>ENG.01.2.3.XX.001 Read and understand the overall meaning of very short, simple texts with the help of pictures.</p> <p>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.</p>	<p>9 Questions</p> <p>1 example of each question type with example text</p>	Easy	4 short texts with supporting images.	
Part A2 below level 15% weight	<p>Blending words</p> <p>Make words to match the pictures. Draw lines to join the correct sounds. There are six words and one example.</p>	<p>ENG.01.4.2.XX.001 Use phonological awareness and segmenting strategies to write short, simple words.</p> <p>ENG.01.2.1.XX.001 Decode short, simple words using phonemic awareness and blending strategies when reading.</p>	6 questions	Easy	6 initial, median and final sounds to match together to form words that match images.	All Items drawn from content covered in Weeks 1 - 8 in the IP.
Part B1 at level 25% weight	<p>MCQs</p> <p>Gap Fill / One- or two-word answers</p> <p>For each question choose a, b or c or write your answer on the line.</p>	<p>ENG.02.2.3.XX.002 Read and understand the overall meaning of short, simple texts on familiar topics</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</p>	7 Questions	Medium	A short story based on topics in the curriculum using key lexis and grammar.	

		Write frequently encountered words with ease.			
Part B2 at level 25% weight	MAZE Read the text. Choose the correct word (s) to complete the sentences. There is one example.	ENG.02.2.3.XX.003 Read and identify familiar words and set phrases in short, simple texts on familiar topics.	9 Questions	Medium	An informative text based on topics in the curriculum using key lexis and grammar.
Part C above level 20% weight	Short Answer Questions Look at the image. Answer the questions by writing complete sentences. Use the words in the box to help you.	ENG.03.4.3.XX.025 Write short, simple texts on familiar topics. ENG.03.4.2.XX.025 Write sentences using correct punctuation. ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing. ENG.03.4.2.XX.010 Use basic language structures in writing	5 questions Marked as one using a writing rubric.	Difficult	One Image and questions to be based around a topic from the curriculum. Word box vocabulary to be taken from weeks 1-8 on the IP. Word box should contain 10-12 words.
Part B Bonus Question	Short Answer Question	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.	1 question		Question is from either the part B1 or part B2 text. Question needs a short sentence as the answer.
Part C Bonus Question	Short Answer Question	ENG.03.4.3.XX.025 Write short, simple texts on familiar topics. ENG.03.4.2.XX.025 Write sentences using correct punctuation. ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing.	1 question		This will be a higher order thinking question. For example, it could ask for reasons or about making connections between questions.

Writing rubric

Band	Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting
4	Completes all questions, with short, simple sentences - with possibly only one or two minor omissions.	Consistently uses accurate high frequency words in response to each prompt.	Includes appropriate spacing, capitalisation and full stops throughout without any error.	Demonstrates generally accurate spelling, with minor errors that do not obscure meaning.	Uses clear and accurate handwriting throughout, with words and letters consistently formed accurately.
3	Completes 3 or 4 questions, using short, simple sentences with a few minor omissions.	Uses relevant high frequency lexis related to the prompt in most responses, with a few omissions.	Includes appropriate spacing, capitalisation and full stops in most responses, with the occasional omission or error, but does not obscure meaning.	Demonstrates some examples of accurate spelling of topic - specific words but makes some errors. Generally, these do not obscure meaning.	Uses mostly clear and accurate handwriting throughout, with the occasional error, but does not impede reading.
2	Completes 1 or 2 questions - using short, simple sentences with some minor omissions.	Uses some relevant high frequency lexis related to the prompt in most responses, with some omissions.	Includes appropriate spacing, capitalisation and full stops in some responses, with some omissions or errors that may disrupt ease of reading.	Demonstrates occasional examples of accurate spelling of topic-specific words, but also makes consistent errors, that may obscure meaning.	Uses mostly clear and accurate handwriting throughout, though some slips or more frequent specific errors make some words a strain to read.
1	Shows little ability to address the questions relevantly and little to no ability to write short, simple sentences in response.	Uses little or no lexis related to the prompts and shows insufficient vocabulary to fully answer most prompts.	Includes little or no appropriate spacing, capitalisation and full stops, frequent errors or absence make reading a strain.	Demonstrates almost no control over spelling, making much of the response difficult to decipher.	Uses consistently inaccurate handwriting throughout, errors in letter and word formation makes much of the response very difficult to decipher.
0	Absent without excuse; clear evidence of cheating; nothing of meaning communicated				

Writing rubric for Bonus question only

Band	Writing BONUS question ONLY
5	Answers the prompt in full sentences, using correct grammar, spelling and punctuation. Answer is supported by sound reasoning.
3	Answers the prompt in full sentences. The answer has some grammar, spelling or punctuation errors. Answer has some reasoning, but it may not be relevant.
1	The prompt is not answered in full sentences. There may be many grammar, punctuation and/or spelling errors, making it hard to understand. There is little or no reasoning.
0	Absent without excuse; clear evidence of cheating; nothing of meaning communicated



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