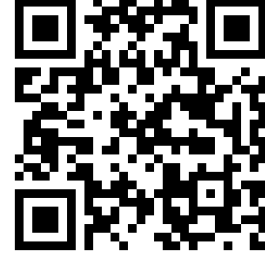


شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



نماذج مواضيع وفق الهيكل الوزاري - أكسس

[موقع المناهج](#) ← [المناهج الإماراتية](#) ← [الصف السادس](#) ← [لغة انجليزية](#) ← [الفصل الثاني](#) ← [الملف](#)

التواصل الاجتماعي بحسب الصف السادس



روابط مواد الصف السادس على تلغرام

[الرياضيات](#)

[اللغة الانجليزية](#)

[اللغة العربية](#)

[التربية الاسلامية](#)

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

حل أسئلة الامتحان النهائي - حينرال	1
حل أوراق عمل مراجعة قراءة وقواعد	2
مراجعة قراءة وقواعد متبوعة بالإجابات	3
مراجعة نهائية امتحانية	4
مراجعة نهائية على قواعد الفصل الثاني	5



مؤسسة الإمارات للتعليم المدرسي
EMIRATES SCHOOLS ESTABLISHMENT

English Assessment – Writing (امتحان اللغة الإنجليزية – كتابة)

المستوى 3.1 (سادس اكسس) (Grade 6 Access) Level 3.1

الفصل الدراسي الثاني (2022 – 2023) Term 2

Writing exam: 25% of summative assessment term grade

امتحان الكتابة: 25% من درجة الامتحان النهائي
للفصل الدراسي الثاني

Single task marked against a rubric
(100% of writing mark)

سيتم تقييم الموضوع الكتابي للطالبة وفقاً لمعايير
الكتابة الموضحة في الأسفل

كتابة موضوع متكامل:
كتابة موضوع من 25
كلمة عن الاجازات

هيكل الموضوع الكتابي:
العنوان | المقدمة | جسم
الموضوع | الخاتمة

قواعد اللغة: استخدام
الزمن الصحيح

المفردات: استخدام
مفردات متنوعة

التهجئة الصحيحة
للمفردات واستخدام أدوات
الترقيم بشكل صحيح

Task completion	Structure	Grammar	Vocabulary	Spelling and punctuation
5 Student writes an extended response, obviously reaching or exceeding the expected length, which covers all aspects of the prompt.	Response is clearly structured appropriately in paragraphs (or at least one paragraph for levels 3 - 4) with evident attempt at an opening and closing.	Response uses a range of simple and possibly some complex grammatical structures appropriate to the prompt/questions. Grammatical errors are infrequent and do not affect readability.	Response uses a few examples of more uncommon or sophisticated vocabulary for the specific topic of the task	There are examples of accuracy in even higher-level spelling and punctuation. There may be multiple errors, but they mostly don't affect readability.
4 Student writes an adequately extended response, approximating the word count, with most aspects covered (no more than one area of the prompt missed).	Levels 3 - 4: Response is structured so as to clearly resemble a paragraph. Levels 5 - 6: Response is written using a paragraph or more which contain a main theme 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 difficult words.
3 Student expresses several ideas which cover more than one aspect of the prompt, although more than one area is missed or not covered in sufficient detail.	Response contains clearly connected text, sentences and ideas. Sentences may be disconnected and not structured into paragraphs.	Response uses basic grammar appropriate to the prompt / questions. Grammatical errors may be frequent.	Vocabulary range is clearly limited, but just about sufficient to cover some topics in the prompt.	There are examples of accurate spelling and punctuation throughout, but also frequent errors.
2 Student expresses an idea that covers at least one aspect of the prompt.	Response contains a clear attempt at sentence structure in responding to prompt.	Response shows some attempt at the most basic grammatical structures (e.g. subject-verb use) but there are frequent errors.	A few examples of basic, high frequency words are used which relate to the topic and task.	There is some attempt at punctuation. Spelling shows some signs of phonemic awareness, but many errors found.
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 no punctuation and/or almost every word is spelt so as to be barely decipherable.
0	No response, or entirety of response plagiarised.			

Domain: Writing
Construct Limits
<p>مواضيع الامتحان الكتابي: <u>الإجازات</u> <u>(السفر الأماكن)</u></p> <p>Topics: Holidays (travel, places)</p> <p>Expected text length: 25 words عدد الكلمات المتوقعة من الطالبة:</p> <p><u>25 كلمة</u> بحد أدنى</p>

بعض المواضيع المحتملة Some possible paragraphs

Write a paragraph about your dream holiday.

My dream holiday

My dream holiday would be perfect.

I would like to go to ^{china} ~~china~~.
I would love to see ~~different~~ ^{different} food and ~~new~~ new places. I would like to ~~learn~~ ^{learn} a new language.

It would ^{be a} perfect dream holiday.

Awesome job

Write a paragraph about your next holiday.

My Next holiday

Next holiday is going to be awesome.

I am going to Turkey. I am going to explore

the famous places there and see the

historical areas. I am also going to eat

some traditional food and try the popular

Turkish coffee.

I wish to have a fantastic holiday.

Write a paragraph about your last holiday.

Last Holiday

Last Holiday was so nice.

First I travelled to Egypt with my family. Then

We went to a hotel. The room was so good.

After that we went to a restaurant.

We ate delicious food. Next we went to a

mall for shopping. ~~Later~~ and we went to

a swimming pool and I learnt a new

hobby. Finally we came back from Egypt.

~~travelling~~ It was so nice. And I had fun.

Write a paragraph about a place that you think is special.

February 28th, 2023

Tuesday

My special place

My special place is the Global village in Dubai.

I went to Global Village with my family last week. I bought some clothes from the Chinese village. I felt tired from walking however I had fun.

Global village is a wonderful place.