



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Sample Test Specifications

English Language

School-based Summative Assessment – Cycle 1

TERM 2
GRADES
1-4

Overview

The Cycle 1 English Language School-based Summative Assessment should be designed to reflect the Structured Literacy approach outlined in the curriculum, ensuring systematic coverage of Literacy Readiness, Reading and Writing. Assessments should provide students with clear opportunities to demonstrate phonological awareness, foundational decoding skills, and early vocabulary development, all of which are central to the progression of skilled reading.

In addition, the tasks should reflect the integrated nature of language learning in Cycle 1 by drawing on age-appropriate texts, meaningful contexts, and familiar classroom themes. This ensures that students are assessed on what they have been explicitly taught, while also allowing them to apply their emerging skills in authentic ways.

This document provides sample test specifications intended to support teachers in the design of Term 2 School-based Summative Assessments. The specifications are provided for guidance purposes only and are not mandatory. Teachers may adapt, amend, or replace the sample tasks as appropriate to meet the needs of their students. Teachers are free to select themes and contexts covered during Term 2, provided that all assessment tasks remain aligned with the relevant Student Learning Outcomes.

Structure

School-based – Grades 1 and 2

The suggested structure is as follows:

- **Part 1 – Literacy Readiness**
- **Part 2 – Speaking, Listening and Oral Communication**
- **Part 3 - Reading**
- **Part 4 - Writing**

School-based – Grades 3 and 4

The suggested structure is as follows:

- **Part 1 - Vocabulary:** Assesses skills at Mastery level
- **Part 2 - Reading:** Targets working towards Mastery and working at Mastery
- **Part 3 - Reading:** Targets working at Mastery and Mastery with Greater Depth
- **Part 4 - Writing:** Assesses student writing ability at Mastery level



Curriculum Alignment

The suggested specifications align with the curriculum, and teachers are encouraged to use the sample test specifications as a guide when selecting themes. The Cycle 1 English curriculum is built around age-appropriate, meaningful themes that help students understand themselves, their communities, and the wider world. Using the themes outlined in the sample specs ensures that assessments reflect these authentic contexts and support the intended development of reading and writing skills.

In Grade 1 Term 2, the units "*My Family*" and "*Life at Home*" introduce learners to language through familiar, personal contexts that support identity development, social interaction and foundational communication, laying the groundwork for lifelong learning and global engagement.

In Grade 2, Term 2, the units "*Fun with Food*", "*Amazing Animals*" and "*Our Environment*" introduce learners to language through meaningful, real-world contexts. Across these themes, students explore healthy habits, curiosity about the natural world, and simple ways to care for the environment.

In Grade 3 Term 2, the unit "*Nature All Around*" encourages students to explore the natural world and understand their connection to living things and the environment. Students strengthen their language and communication skills by describing, comparing, and explaining real-world phenomena. Through integrated reading, writing, listening, and speaking tasks, students expand vocabulary, practise grammatical patterns, and apply new language structures in meaningful contexts that promote awareness of environmental care, global diversity, and healthy living.

In Grade 4 Term 2, the theme "*World of Wonders*" is explored through eight connected sub-themes that invite learners to reflect on technology in the past, present and future. The topics encourage students to share personal experiences, consider different perspectives and develop vocabulary and grammar through purposeful communication.

Assessment Outline – Academic Year 2025/2026

Grades 1 and 2

Term 1		Term 2		Term 3	
School-based (formal)	School-based Summative Assessment	School-based (formal)	School-based Summative Assessment	School-based (formal)	School-based Summative Assessment

Grades 3 and 4

Term 1		Term 2		Term 3	
School-based (formal)	End-of-term (centralized exam)	School-based (formal)	School-based Summative Assessment	School-based (formal)	End-of-term (centralized exam)



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Cycle 1

English Language SSA

Sample Test Specifications

Grade 1

Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: Grade 1 – Sample Test Specifications

Grade	Grade 1	CEFR	Pre-A1
Class	1 General		
Language Domains	Literacy Readiness, Speaking, Listening and Oral Communication, Reading and Writing	Total Marks	20 x 5 = 100

Part	Level	Theme	Vocabulary	
Part 1: Literacy Readiness	Working at Mastery	Choose a theme covered during Term 2.	Choose HFWs and vocabulary covered during term 2.	
	Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
	Assess through oral activities like “say a rhyme for _____” or matching rhyming word cards.	The student can independently produce and recognise rhyming words orally in familiar contexts (e.g. poems, chants, games).	1.LR.PA.1: Recognise and produce rhyming words in spoken language.	1 mark
	Assess during phonics mini lessons or decodable reading: ask students to “say the sounds and read the word”.	The student can independently blend and segment sounds in CVC words during oral and written literacy activities.	1.LR.P.2: Blend and segment sounds in simple CVC words.	1 mark
	Assess during guided reading, sentence building and independent writing tasks for fluency recognition.	The student can read a range of high frequency words taught in class automatically and apply them in reading and writing contexts.	1.LR.HFW.1: Identify and read basic high frequency words by sight.	1 mark
Assess through interactive writing and labelling tasks.	The student can spell a range of high frequency words correctly in context.	1.LR.SP.2: Spell some common high frequency words correctly.	2 marks	
Part 2: Speaking, Listening and Oral Communication	Assess through modelling question-answer patterns and encourage complete sentence responses when ready.	The student can independently and consistently answer simple who, what and where questions about stories heard using appropriate vocabulary and complete thoughts.	1.SLOC.LC.3: Answer simple who, what and where questions about stories heard.	1 mark
	Assess with high-frequency vocabulary from the student’s immediate environment.	The student can independently name and provide simple descriptions of familiar objects, people, and events using appropriate everyday vocabulary.	1.SLOC.OLD.1: Name and describe familiar objects, people and events using everyday vocabulary.	1 mark
	Assess using concrete, literal questions about familiar topics. Use picture supports to help students formulate responses.	The student can provide relevant responses to simple questions during group discussion without requiring prompting.	1.SLOC.D.CC3: Respond to simple questions during discussions.	1 mark
	Use guided talk routines with visual aids. Model and scaffold presentation language (This is my..., I chose this because...)	The student presents clear, simple information to a group using visual support confidently and with appropriate structure.	1.SLOC.PP.4: Present simple information with visual support	2 marks

Part	Level	Theme	Vocabulary	
Part 3: Reading	Working at Mastery / Mastery with Greater Depth	Choose a theme covered during Term 2.	Choose high frequency words and vocabulary covered during term 2.	
	Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
	Assess using texts with pictures to ask guided questions. Use WH-questions: Who is this? What is happening here?	The student accurately identifies and describes details in pictures to answer teacher-provided questions using appropriate vocabulary and understanding.	1.R.UTSF.3: Find specific information in pictures to answer teacher provided questions.	1 mark
	Assess through texts with illustrations that clearly foreshow upcoming events.	The student can independently make logical predictions about story events using information from illustrations.	1.R.RC.4: Use picture clues to predict what might happen next.	1 mark
	Assess using concrete, literal questions about familiar topics. Use picture supports to help students formulate responses.	The student can independently answer simple, literal questions about texts using information directly stated or clearly shown.	1.R.RC.1: Answer simple questions about a text.	3 marks
Part 4: Writing	Assess using sentence frames that match students' oral language patterns with word banks that are made up of familiar, high-frequency vocabulary.	The student can independently use provided sentence frames and word banks to create complete sentences about familiar topics.	1.W.WPD.2: Use sentence frames and word banks to express complete thoughts about familiar topics	5 marks
	Assess using pictures, sentence frames and word banks.	The student can create simple sentences about chosen topics when provided with appropriate visual supports and teacher guidance.	1.W.WP.2: Create simple sentences about a topic with visuals and teacher support.	

Grade 2



Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: Grade 2 – Sample Test Specifications

Grade	Grade 1	CEFR	Pre-A1-A1
Class	2 General		
Language Domains	Literacy Readiness, Speaking, Listening and Oral Communication, Reading and Writing	Total Marks	20 x 5 = 100

Part	Level	Theme	Vocabulary	
Part 1: Literacy Readiness	Working at Mastery	Choose a theme covered during Term 2.	Choose HFWs and vocabulary covered during term 2.	
	Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
	Assess through blend/digraph cards and visuals.	The student can read and spell words containing common consonant blends and digraphs accurately in context.	2.LR.P.4: Read and spell words with initial and final consonant blends and digraphs.	1 mark
	Assess using writing frames and words banks.	The student can independently write grade-level high frequency words correctly and apply them accurately in various writing tasks.	2.LR.HFW.2: Write grade-level high frequency words accurately in independent writing tasks.	2 marks
	Assess through spelling tasks.	The student can read and spell two-syllable words using awareness of syllables and basic syllable division.	2.LR.P.3: Use syllable awareness to read and spell simple two-syllable words.	2 marks
Part 2: Speaking, Listening and Oral Communication	Assess with think-pair-share activities.	The student independently makes personal comments that clearly connect to ideas previously shared by other speakers.	2.SLOC.DCC.2: Connect personal comments to ideas shared by other speakers in conversations.	1 mark
	Assess with formal presentations.	The student can independently present organised information about familiar topics using simple sentences and appropriate visual support.	2.SLOC.PP.1: Present information about a familiar topic using simple sentences and visual support.	1 mark
	Assess through individual speaking task based on person experience, using visuals to support student if needed.	The student can independently recount personal experiences using logical sequence and appropriate details that help others understand what happened.	2.SLOC.OLD.3: Recount personal experiences with appropriate sequence and details.	1 mark
	Assess through a structured speaking activity where students talk about past, present, and future events.	The student consistently uses appropriate verb tenses when speaking about events that happened in the past, are happening now, or will happen in the future.	2.SLOC.OLD.4: Use tenses correctly in speech.	2 marks

Part	Level	Theme	Vocabulary	
Part 3: Reading	Working at Mastery / Mastery with Greater Depth	Choose a theme covered during Term 2.	Choose high frequency words and vocabulary covered during term 2.	
	Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
	Assess using fiction and non-fiction texts.	The student can independently answer questions that are directly stated in text as well as simple questions that require connecting information.	2.R.RC.1: Answer literal and basic inferential questions about a text.	2 marks
	Assess using paragraphs and short texts with clear, obvious main ideas.	The student can independently identify what a paragraph or short text is mainly about and find important supporting details.	2.R.RC.2: Identify the main idea and key details in a paragraph or short text.	1 mark
	Assess using stories with clear, single problems and obvious solutions and ask "What is the character's main problem? And "How is it solved?"	The student can independently identify the main problem faced by characters and how that problem is resolved in stories.	2.R.RC.5: Identify the problem and solution in a simple story.	2 marks
Part 4: Writing	Assess with concrete and complex reading lists.	The student consistently uses commas to separate items in a series in independent writing.	2.W.WC.3: Apply comma rules correctly when writing items in a series.	5 marks
	Assess with sentence combining activities.	The student independently combines simple ideas using coordinating conjunctions (and, but, or) to create more complex sentences.	2.W.WPD.2: Combine simple ideas using conjunctions.	
	Assess through writing activities in various contexts and subjects.	The student consistently spells grade-level high frequency words correctly during independent writing across various contexts.	2.W.SWU.1: Write grade-level high frequency words accurately in independent writing.	
	Assess through independent writing activities.	The student consistently writes complete sentences using correct subject-verb agreement (he runs, they run) in present tense during independent writing.	2.W.WPD.1: Write complete sentences with correct subject-verb agreement in present tense.	

Grade 3



Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: Grade 3 – Sample Test Specifications

Grade	Grade 3	CEFR	A1
Class	3 General		
Language Domains	Literacy Readiness, Reading and Writing	Total Marks	Reading: 60 Writing: 40

Part	Level	Theme	Vocabulary		
Part 1: Vocabulary	Working at Mastery: Uses sentence-level context to determine the meaning of familiar high frequency words in guided reading tasks.	Nature All Around Wild Animals, Animal Habitats	<u>Vocabulary:</u> dolphin, penguin, eagle, cheetah, gorilla, bear, wolf, lion, hippo, jungle, mountains, river, sea, desert, arctic		
		Nature All Around Plant Life Cycles	<u>High Frequency Words:</u> first, over, take, place <u>Vocabulary:</u> Plant, grow, seed, roots, leaf, flower, water, sunlight, soil		
		Task Description	Achievement Objectives	Specific Student Learning Outcomes (SSLOs)	Construct Limits
		Matching (sentence-image) <hr/> Match the sentence to the correct picture. There is one example.	The student can independently apply context clues to determine the meaning of high frequency and irregular words while reading.	High Frequency Words 3.LR.HFW.3: Apply context clues to determine the meaning of high frequency words in different texts.	<ul style="list-style-type: none"> ▪ 10 sentences, 10 pictures ▪ 2 marks each (total: 20) ▪ 1 example

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	
Part 2: Reading	Working Toward Mastery	Nature All Around Food Around the World	<p><u>High frequency words:</u> before, girls, birds, most</p> <p><u>Vocabulary:</u> pasta, sushi, noodles, tacos, curry, burgers, harees, shwarma</p>	<p>Present Simple Proper Nouns [Italy, Japan, China, Mexico, India, the USA, the UAE]</p>	
				<p>What do people eat in _____? In _____ people eat _____</p> <p>Examples: What do people eat in the USA? In Italy, people eat pasta.</p>	
	Working at Mastery	<p>Task Description</p> <p>Multiple-Choice Questions</p> <hr/> <p>Read the text and choose the correct answer. Choose A, B or C. There is one example.</p>	<p>Achievement Objectives</p> <p>Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence.</p>	<p>Specific Student Learning Outcomes (SSLOs)</p> <p>Reading Comprehension 3.R.RC.1: Answer literal and inferential questions using details from the text.</p>	<p>Construct Limits</p> <ul style="list-style-type: none"> ▪ 1 descriptive text of 100 words (10% either way) ▪ 5 questions with 3 options (4 marks each, total: 20) ▪ 1 example

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	
Part 3: Reading	Working at Mastery	Nature All Around Protecting Habitats, Weather in the UAE	<p><u>High frequency words:</u> need, keep, snow, grow, three, tree, trees, green</p> <p><u>Vocabulary:</u> protect, save, nature, keep clean, litter, wildlife, danger, hot, cold, rainy, sunny, windy, cloudy, stormy, foggy</p>	<p>Present Modals (should/must) Imperatives</p> <p><u>Language Structure:</u> We should protect ____. We shouldn't ____. We must save ____. We musn't ____.</p> <p>Examples: We should protect animals. We shouldn't leave litter. We must keep animal habitats clean. We mustn't hurt wildlife.</p>	<p>Present Simple Dummy Subject (it) Adverbs of Time [in summer, in winter]</p> <p><u>Language Structure:</u> What's the weather like in ____? It's ____ It feels ____</p> <p>Examples: What's the weather like in summer/winter in the UAE? It's hot. It's stormy. It feels cold.</p>
				Task Description	Specific Student Learning Outcomes (SSLOs)
	Mastery with Greater Depth	<p>Multiple-Choice Questions</p> <hr/> <p>Read the text and choose the correct answer. Choose A, B or C. There is one example.</p>	<p>Reading Comprehension</p> <p>2 x 3.R.RC.1: Answer literal and inferential questions using text details.</p> <p>2 x 3.R.VD.4: Identify learned vocabulary in text and use new vocabulary in speaking and writing tasks.</p> <p>1 x 3.R.RC.3: Identify cause and effect relationships in texts.</p>	<ul style="list-style-type: none"> ▪ 1 descriptive text of 100-120 words (10% either way) ▪ 5 questions with 3 options (4 marks each, total: 20) ▪ 1 example 	

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	Functional Language
Part 4: Writing	Working at Mastery	Nature All Around Healthy Eating	<u>High frequency words:</u> sea, tea, eat, these <u>Vocabulary:</u> sugar, milk, eggs, nuts, chocolate, oats, fish, oil, bread	Countable/Uncountable Nouns [How much/How many?] Quantifiers [some, a few, a lot of] <u>Language Structures:</u> How much _____ do you eat/drink every day? How many _____ do you eat/drink every day? I drink/eat _____ every day.	FL.7 Describing objects
		Task Description	Specific Student Learning Outcomes (SSLOs)		Construct Limits
		Guided constructed response <hr/> Write a complete sentence for the picture. Use the words in the circle to help you.	Writing Production: 3.W.WPD.1 Write grammatically correct simple and compound sentences using varied subjects and verb forms. 3.W.WPD.2 Join ideas using coordinating conjunctions (e.g., "and," "but," "so") and begin using subordinating conjunctions (e.g., "because," "when").		<ul style="list-style-type: none"> ▪ 3 constructed responses ▪ 1 image per response ▪ 1 word bank with 3 words per response ▪ 40 marks, based on rubric

Grade 4



Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: Grade 4 – Sample Test Specifications

Grade	Grade 4	CEFR	A1-A2
Class	4 General		
Language Domains	Literacy Readiness, Reading and Writing	Total Marks	Reading: 60 Writing: 40

Part	Level	Theme	Vocabulary		
Part 1: Vocabulary	Working at Mastery: Correctly recognises and uses high frequency words with multiple meanings (e.g., “bat,” “watch”) in varied sentences, showing understanding of context.	World of Wonders Our Beautiful Planet, Exploring Space	<u>High frequency words:</u> like, by, my, I, too, very, have, when, about <u>Vocabulary:</u> mountain, river, waterfall, ocean, island, cave, valley, lake, Earth, planet, space, star, moon, sun, astronaut, rocket		
		World of Wonders Machines: Then and Now	<u>Vocabulary:</u> robot, computer, smartphone, camera, drone, tablet, smartwatch		
		Task Description	Achievement Objectives	Learning Outcomes	Construct Limits
		Matching (sentence–image) <hr style="width: 20%; margin: 0 auto;"/> Match the sentence to the correct picture. There is one example. Skills Assessed: The student can independently recognise and apply high frequency words with multiple meanings in contextually appropriate ways across a range of oral and written tasks.	Read, spell, and use high frequency and academic vocabulary words fluently in diverse contexts, including formal and creative writing tasks.	High Frequency Words 4.LR.HFW.3: Recognise and use high frequency words with multiple meanings.	<ul style="list-style-type: none"> ▪ 5 sentences, 5 pictures ▪ 4 marks each (Total: 20) ▪ 1 example

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	
Part 2: Reading	Working Toward Mastery: _____	World of Wonders Incredible Inventions	<u>High frequency words:</u> way, say, may, away <u>Vocabulary:</u> Invention, computer, phone, machine, electricity, scientist	Present Simple Verb Forms (verb + object + infinitive) <u>Language Structure:</u> _____ help us _____ and _____. _____ help people _____. _____ help us _____.	
				Examples: Computers help us play games and do homework. Phones help people call their friends. Cars help us travel from place to place. Lights help people see at night.	
	Working at Mastery:	Task Description	Specific Student Learning Outcomes (SSLOs)		Construct Limits
		Multiple-Choice Questions _____	4.R.RC.1: Answer literal, inferential and evaluative questions using text evidence. 4.R.UTSF.4: Identify main ideas and supporting details in informational texts. 4.R.VD.1: Determine the meaning of unfamiliar words using context, affixes and root words.		<ul style="list-style-type: none"> ▪ 1 descriptive text of 100-120 words (10% either way) ▪ 5 questions (2 Working Toward Mastery, 3 Working at Mastery) with 3 options (4 marks each, total: 20) ▪ 1 example

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	
Part 3: Reading	Working at Mastery Mastery with Greater Depth	World of Wonders Amazing Structures	Vocabulary: tower, skyscraper, pyramids, design, build, metal, glass, stone	Past Simple (reg and intro. to irregular) [built, made] <u>Language Structure:</u> People _____ the _____ in _____ They used _____ to build _____ They made the _____ with _____.	
				Examples: People built the Burj Khalifa in Dubai. Engineers designed the Eiffel Tower in France. They used strong metal and glass to build the Museum of the Future. Workers worked for many years to finish the Great Wall of China. People made the pyramids with big stones.	
				Task Description	Specific Student Learning Outcomes (SSLOs)
		Multiple-Choice Questions <hr/> Read the text and choose the correct answer. Choose A, B or C. There is one example.	4.R.RC.1: Answer literal, inferential and evaluative questions using text evidence. 4.R.UTSF.4: Identify main ideas and supporting details in informational texts. 4.R.VD.1: Determine the meaning of unfamiliar words using context, affixes and root words.	<ul style="list-style-type: none"> ▪ 1 descriptive text of 110-130 words (10% either way) 5 questions (3 working at Mastery, 2 Mastery with Greater Depth) with 3 options (4 marks each, total: 20) 	

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	
Part 4: Writing	Working at Mastery	World of Wonders Amazing People	<u>High frequency words:</u> great, find, kind, behind <u>Vocabulary:</u> invent, inventor, science, scientist, explore, explorer, discover	Wh- Questions (past simple) [Who invented the lightbulb? Who studied science to help sick people? Who explored space to learn about Mars?] <u>Language Structure:</u> Who invented/discovered/explored _____? _____ invented/discovered/explored _____ to _____. Examples: Who invented the lightbulb? Who explored space to learn about Mars? Ahmed bin Majid travelled across the ocean to discover new places. Marie Curie studied science because she wanted to help sick people.	
				Task Description	Specific Student Learning Outcomes (SSLOs)
		Guided constructed response <hr/> Write at least two complete sentences for the picture. Use the words in the circle to help you.	4.W.WPD.4: Develop informative texts using facts and explanations related to familiar topics. 4.W.WPD.2: Use simple and compound sentences with consistent subject-verb agreement and varied sentence openers. 4.W.SWU.1: Spell multisyllabic words using knowledge of common prefixes, roots, and suffixes.	<ul style="list-style-type: none"> ▪ 3 constructed responses ▪ 1 image per response ▪ 1 word bank with 2 words per response ▪ 40 marks, based on rubric 	

Grade 3 Writing Rubric

Band	Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting
7-8	Completes all questions, with a short, simple sentence - 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 obscuring meaning.	Uses clear and accurate handwriting throughout, with words and letters consistently formed accurately.
5-6	Completes 2 or 3 questions, using a short, simple sentence 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.
3-4	Completes 1 or 2 questions – using a short, simple sentence 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.
1-2	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				

Grade 4 Writing Rubric

Band	Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting
7-8	Completes all questions, with at least 2 complete, 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 obscuring meaning.	Uses clear and accurate handwriting throughout, with words and letters consistently formed accurately.
5-6	Completes 2 or 3 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.
3-4	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.
1-2	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				