Sample Test Specifications
English Language
School-based Summative Assessment –
Cycle 2

TERM 2

GRADES

5-8

Overview

The Cycle 2 English Language School-based Summative assessments should be designed to reflect the curriculum, ensuring systematic coverage of Reading and Viewing, and Writing and Representing. The assessments should focus on reading fluency, comprehension, grammar and vocabulary development, while also assessing students' ability to produce structured, coherent writing across a range of text types. Grammar and Functional Language should be embedded within reading tasks to evaluate how well students apply language structures in context rather than in isolation. By aligning with the grade-level learning outcomes, the assessments should provide teachers with reliable evidence of students' strengths and areas for support, helping to inform instruction and guide learning in subsequent terms.

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

The suggested structure is as follows:

- **Part 1 - Grammar**: Assesses skills at Grade Level Goal
- **Part 2 - Reading**: Targets working towards Grade Level Goal and At Grade Level Goal
- **Part 3 - Reading**: Targets working at Grade Level Goal and Beyond Grade Level Goal
- **Part 4 - Writing**: Assesses student writing ability at Grade Level Goal

Curriculum Alignment

For Term 2, schools are required to design and administer their own English Language Summative Assessments. These assessments should be informed by the Cycle 2 English Language framework, which is fully aligned with the curriculum and structured around the core domains of Reading and Viewing and Writing and Representing.

Grammar, Functional Language, and Vocabulary are integrated across both domains to support progression and to reflect authentic, real-world communication. Assessment tasks should be mapped to CEFR proficiency levels, reinforcing the curriculum's emphasis on inclusion, differentiation, and learner autonomy within a clearly defined learning continuum.

Assessment Outline – Academic Year 2025/2026

Grades 5-8

Term 1	
School-based (formal)	End-of-Term (Centralized Exam)
10%	25%

Term 2		
School-based (formal)	PBLA	School-based Summative Assessment
10%	10%	10%

Term 3	
School-based (formal)	End-of-Term (Centralized Exam)
10%	25%

Cycle 2

English Language SSA

Sample Test Specifications

Stage 1

Grade 5 General

Grade	Grade 5 – Stage 1	CEFR	A1.2-A2.1
Class	5 General		

Language Domains	Reading and Writing	Total Marks	Reading: 60	Writing: 40

Part	Level	Theme	Vocabulary	GRAMMAR
Part 1: Grammar	**Working at Grade Level Goal**	Treasure, Telling a story	treasure, lazy, strong, son, farm, grow, drive, camp, noise, sand dune, hear	G.4.3 Imperatives G.15.2 Future time (going to) G.12.1 prepositions of place G.13.1 present simple

	Task Description	Learning Outcomes (LOs)	Construct Limits
	Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences	ENG.01.RV.S.2.1: Apply basic reading strategies, using visuals, context, first language, culture and experiences to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.	▪ 1 descriptive text of 80 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ 4 marks each (total 20)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	**At Grade Level Goal** ——————————— **Working at Grade Level Goal**	Road safety / Let's go on a Trip	traffic light, zebra, crossing, road, stop, cross the road, little brother, leave, trip, invite, reply, email, flight	G.4.3 Imperatives, G.8.1 present modal (would you like?)

Task Description	Learning Outcomes (LOs)	Construct Limits
Multiple-Choice Questions ——————————— Read the text and choose the correct answer. Choose A, B or C. There is one example.	1 x ENG.01.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. 2 x ENG.01.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. 1 x ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. 1 x ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.	▪ 1 descriptive text of 120-150 words (10% either way) ▪ 5 questions with 3 options (4 marks each, total: 20) ▪ 1 example

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	**Working at Grade Level Goal** ————————————— **Working Beyond Grade Level Goal**	A day in Dubai / School holidays	busy, excited, kind, funny, drums, hug, lost, shout, long, short, summer, camp, back to school, bored, boring, end	G.14.1 past simple (including the verb 'to be'), G.6.2 subordinating conjunctions (because)
		Task Description	**Learning Outcomes (LOs)**	**Construct Limits**
		Multiple-Choice Questions ————————————— Read the text and choose the correct answer. Choose A, B or C. There is one example.	1 x ENG.01.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. 2 x ENG.01.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. 1 x ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. 1 x ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.	▪ 1 descriptive text of 120-150 words (10% either way) ▪ 5 questions with 3 options (4 marks each, total: 20) ▪ 1 example

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	**Working at GLG**	Out and about	stadium, palace, lake, forest, diary, gold, plane, fly, today, yesterday, last week	**G.14.1 past simple (including the verb 'to be')**	FL.2.2 Sequencing Adverbs
		Task Description	**Learning Outcomes (LOs)**		**Construct Limits**
		Guided constructed response ——————— Look at the picture. Answer the questions by writing complete sentences. Write at least 60 words.	ENG.01.WR.S.3.1 Write sentences using capital letters, full stops, question marks and commas correctly, and apostrophes, quotation marks and hyphens with emerging control. ENG.01.WR.P.3.1 Recount stories, past experiences and events in writing. ENG.01.WR.S.5.1 Use basic conjunctions and sequencers to connect ideas in written or multimodal texts with developing coherence. ENG.01.WR.P.2.1 Express simple ideas and information with developing coherence in writing. ENG.01.WR.S.2.2 Spell a wide range of words using regular spelling patterns and a limited range of words with irregular spellings.		▪ One image and one question with three prompts to elicit a personal narrative. ▪ Word count: 60 words ▪ 40 marks (based on rubric)

Stage 2

Grade 5 Advanced

Grade 6 General

Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: Grade 5 Advanced– Sample Test Specifications

Grade	Grade 5 – Stage 2	CEFR	A2.1
Class	5 Advanced		

Language Domains	Reading and Writing	Total Marks	Reading: 60	Writing: 40

Part	Level	Theme	Vocabulary	GRAMMAR
Part 1: Grammar	**Working at Grade Level Goal**	Treasure, Telling a story	treasure, lazy, strong, son, farm, grow, drive, camp, noise, sand dune, hear	G.4.3 Imperatives G.15.2 Future time (going to) G.12.1 prepositions of place G.13.1 present simple

	Task Description	Learning Outcomes (LOs)	Construct Limits
	Multiple-Choice Gap-Fill ——————— Read the text and choose the correct word(s) to complete the sentences.	ENG.02.RV.S.3.3: Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language.	▪ 1 descriptive text of 100 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ 4 marks each (total 20)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	**At Grade Level Goal** ──────────────── **Working at Grade Level Goal**	Road safety / Let's go on a Trip	zebra crossing, cross, pavement, road safety, family, friend, trip, leave, stay, visit, dates, bring	G.5.1 Zero conditionals, G.6.2 subordinating conjunctions (because)

	Task Description	Learning Outcomes (LOs)	Construct Limits
	Multiple-Choice Questions ──────────────── Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.02.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar topics that are clearly structured and use simple language. 2 x ENG.02.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language. 1 x ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. 1 x ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.	▪ 1 descriptive text of 150-170 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	**Working at Grade Level Goal** _____ **Working Beyond Grade Level Goal**	A day in Dubai / School holidays	busy, excited, kind, funny, drums, hug, lost, shout, long, short, summer, camp, back to school, bored, boring, end	G.14.1 past simple (including the verb 'to be'), G.6.2 subordinating conjunctions (because)

	Task Description	Learning Outcomes (LOs)	Construct Limits
	Multiple-Choice Questions _____ Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.02.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar topics that are clearly structured and use simple language. 2 x ENG.02.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language. 1 x ENG.01.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. 1 x ENG.01.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.	▪ 1 descriptive text of 150-170 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	**Working at GLG**	Out and about	stadium, palace, lake, forest, diary, gold, plane, fly, today, yesterday, last week	**G.14.1 past simple (including the verb 'to be')**	FL.2.2 Sequencing Adverbs

	Task Description	Learning Outcomes (LOs)	Construct Limits
	Constructed Writing Response ——————————— Question 3 Writing prompts Write at least 80 words.	ENG.02.WR.P.2.1 Express simple ideas, information and opinions with developing coherence in writing. ENG.02.WR.P.3.1 Recount stories, past experiences and events in writing. ENG.02.WR.S.3.1 Write sentences using capital letters, full stops, commas and question marks correctly, and apostrophes and other punctuation with increasing control. ENG.02.WR.S.5.1 Use a range of basic conjunctions and sequencers to connect ideas in written or multimodal texts with developing coherence. ENG.02.WR.S.2.2 Spell a wide range of words using regular spelling patterns and an increasing range of words with irregular spellings.	▪ One question with three prompts to elicit a personal narrative. ▪ Word count: 80 words ▪ 40 marks (based on rubric)

Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: Grade 6 General– Sample Test Specifications

Grade	Grade 6 – Stage 2	CEFR	A2.1
Class	6 General		

Language Domains	Reading and Writing	Total Marks	Reading: 60	Writing: 40

Part	Level	Theme	Vocabulary	GRAMMAR
Part 1: Grammar	**Working at Grade Level Goal**	Describing and Talking About Old and New Gadgets	channel, long, tall, yesterday – past time expressions and descriptive nouns for contrasting past and present, screen, keyboard, light, heavy, thick, thin – comparative adjectives for describing physical features of gadgets	**G.6.1 – Coordinating conjunctions (and, but, so, or)** **G.13.2 Present time (present continuous)** **G.8.3 Modals (Passive)** **G.10.1 – Present simple passive (is/are found, is used)** **G.2.2 – Sequencing adverbs**

		Task Description	Learning Outcomes (LOs)	Construct Limits
		Multiple-Choice Gap-Fill ——————————— Read the text and choose the correct word(s) to complete the sentences.	ENG.02.RV.S.3.3: Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand simple written or multimodal texts on familiar topics that are clearly structured and use simple language.	▪ 1 descriptive text of 100 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ 4 marks each (total 20)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	**At Grade Level Goal** ——————————— **Working at Grade Level Goal**	How does it work? Inventions That Changed the World	mechanism, control, circuit, button, power, function, design, purpose, invent, create, change, improve, communicate, electricity, design, innovation, process	**G.10.1 Passives (present simple passive)** **G.8.1 – Past simple vs. present perfect (invented, have changed)**

Task Description	Learning Outcomes (LOs)	Construct Limits
Multiple-Choice Questions ——————————— Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.02.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar topics that are clearly structured and use simple language. 2 x ENG.02.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language. 1 x ENG.02.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. 1 x ENG.02.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.	▪ 1 descriptive text of 150-170 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	**Working at Grade Level Goal** ——————————— **Working Beyond Grade Level Goal**	Global Green Heroes, Reducing Waste in Our School	hero, protect, forest, recycle, clean, action, community, project, leader, change, reduce, reuse, recycle, waste, bin, plastic, water, save, paper, electricity.	G.17.1 – Past simple for completed actions (worked, planted, founded, helped). G.6.1 – Coordinating conjunctions (and, but, so, or)

	Task Description	Learning Outcomes (LOs)	Construct Limits
	Multiple-Choice Questions ——————————— Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.02.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar topics that are clearly structured and use simple language. 2 x ENG.02.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar topics that are clearly structured and use simple language. 1 x ENG.02.RV.CS.4.1: Infer the meaning of unknown words for a concrete action or object when reading simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support. 1 x ENG.02.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar topics that are clearly structured and use simple language, especially if they have visual support.	▪ 1 descriptive text of 150-170 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	**Working at GLG**	Reflecting on Exploration	reflection, journey, explore, learn, improve, teamwork, discovery, challenge, change	**G.15.1 – Review of past tenses (was/were, had, explored, discovered).** **G.3.1 – Past simple regular and irregular verbs (travelled, discovered, found, built)** **G.14.1 – Sequencing connectors (first, next, then, finally).**	**FL.20 – Talking about past events** **FL.25 – Expressing opinions and reflections**

Task Description	Learning Outcomes (LOs)	Construct Limits
Constructed Writing Response ——————— Question 3 Writing prompts Write at least 80 words.	ENG.02.WR.P.3.1 Recount stories, past experiences and events in writing. ENG.02.WR.S.5.1 - Use a range of basic conjunctions and sequencers to connect ideas in written or multimodal texts with developing coherence. ENG.02..WR.P.2.1 Express simple ideas and information with developing coherence in writing. ENG.02.WR.S.2.2 - Spell a wide range of words using regular spelling patterns and an increasing range of words with irregular spellings.	▪ One question with three prompts to elicit a personal narrative. ▪ Word count: 80 words ▪ 40 marks (based on rubric)

Stage 3

Grade 6 Advanced

Grade 7 General

Grade	Grade 6 – Stage 3	CEFR	A2.1-A2.2
Class	6 Advanced		

Language Domains	Reading and Writing	Total Marks	Reading: 60	Writing: 40

Part	Level	Theme	Vocabulary	GRAMMAR	
Part 1: Grammar	**Working at Grade Level Goal**	Where Do Diamonds Come From? What Can You Do Under the Streets?	found, diamond, stone, shiny, underground, press, heat building, underground, competition, stadium, theatre, market, field, tourist	G.12.2 Prepositions (time) G.2.3 Adverbs (frequency) G.1.1 Adjectives (position) G.14.3 Past Time (past continuous)	
		Task Description	**Learning Outcomes (LOs)**		**Construct Limits**
		Multiple-Choice Gap-Fill ———————— Read the text and choose the correct word(s) to complete the sentences.	ENG.03.RV.S.3.3: Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand texts.		▪ 1 descriptive text of 120 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ 4 marks each (total 20)

Part	Level	Theme	Vocabulary	Grammar
		How Do Animals Use Sand?, How Can Sand Be Art?	trunk, bugs, healthy, roll around, throw, artist, desert, paint, statue, photo	G.13.2 Present Time (present continuous)
Part 2: Reading	**At Grade Level Goal** ———————————— **Working at Grade Level Goal**	**Task Description**	**Learning Outcomes (LOs)**	**Construct Limits**
		Multiple-Choice Questions ———————————— Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.03.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. 2 x ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference 1 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. 1 x ENG.03.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.	▪ 1 narrative text of 170-200 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	**Working at Grade Level Goal** ———————— **Working Beyond Grade Level Goal**	What Do Colours Mean in Different Cultures	brave, peaceful, sad, culture, opinion, lucky, angry, afraid	G.14.3 Past Time (past continuous) G.14.1 Past Time (past simple (including verb 'to be'))
		Task Description	**Learning Outcomes (LOs)**	**Construct Limits**
		Multiple-Choice Questions ———————— Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.03.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. 2 x ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference 1 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. 1 x ENG.03.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.	▪ 1 descriptive text of 170-200 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	**Working at GLG**	Where Is the Largest Underwater Lake in the World?	largest, lake, cave, clear, deep	G.14.3 Past Time (past continuous)	FL.5 Describing people FL.6 Describing places

		Task Description	Learning Outcomes (LOs)		Construct Limits
		Constructed Writing Response ——————————— Question 3 Writing prompts Write at least 100 words.	ENG.03.WR.S.5.1 Use a range of basic cohesive devices to connect ideas in written or multimodal texts with developing coherence. ENG.03.WR.S.3.1: Write sentences using a wide range of punctuation with a high level of control. ENG.03.WR.P.1.1: Produce simple written or multimodal texts on familiar and concrete topics, expressing simple comparisons and justifications where appropriate in a simple list of points and linked sentences with an increasing ability to convey meaning, although there may be inaccuracies and repetition of vocabulary and structures. ENG.03.WR.P.2.1: Express simple ideas, information, opinions, feelings and emotions on familiar and concrete topics using an increasing range of familiar phrases and expressions in simple written or multimodal texts with developing coherence, although there may be inaccuracies and repetition of vocabulary and structures.		▪ One question with three prompts to elicit an expository text. ▪ Word count: 100 words ▪ 40 marks (based on rubric)

Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: **Grade 7 General– Sample Test Specifications**

Grade	Grade 7 – Stage 3	CEFR	A2.1-A2.2
Class	7 General		

Language Domains	Reading and Writing	**Total Marks**	Reading: 60	Writing: 40

Part	Level	Theme	Vocabulary	GRAMMAR
Part 1: Grammar	**Working at Grade Level Goal**	Animals, Looking after our wildlife	scales, fur, feathers, fin, gills, bird, reptile, fish, mammal rubbish, plastic, bin, top, bottom, to look after, to float, to throw away	G.1.2 Adjectives (comparatives) G.11.1 Phrasal Verbs (non- separable) G.4.1 Clauses and phrases (defining relative clauses) G.8.2 Modals (past) G.14.1 Past Time (past simple (including verb 'to be')

		Task Description	Learning Outcomes (LOs)	Construct Limits
		Multiple-Choice Gap-Fill ——— Read the text and choose the correct word(s) to complete the sentences.	ENG.03.RV.S.3.3: Apply a range of basic reading strategies, including, using visuals, context, first language, culture, experiences, developing oral language, text format and appearance, numbers, dates and proper nouns to understand texts.	▪ 1 descriptive text of 120 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ 4 marks each (total 20)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	**At Grade Level Goal** ――――――――――― **Working at Grade Level Goal**	Types of Transport, In The Street	bus, taxi, train, metro, boat, ticket, free, station, to take the bus/train/tram, one-way street, traffic light, speed limit, crossing, parking, sign	G.16.1 Pronouns (personal/subject) G.8.1 Modals (present)

		Task Description	Learning Outcomes (LOs)	Construct Limits
		Multiple-Choice Questions ――――――――――― Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.03.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. 2 x ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference 1 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. 1 x ENG.03.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.	▪ 1 narrative text of 170-200 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	**Working at Grade Level Goal** ———————— **Working Beyond Grade Level Goal**	Taking the metro, Going on tour, Interesting Animals	map, to stop, to cross, change to the green line; coming into Union Station, tour, guide, to pick up, to get to, to go by, skin, wings, tail, neck, bright, colourful	G.12.1 Prepositions (place) G.8.1 Modals (present) G.1.2 Adjectives (comparatives)
		Task Description	**Learning Outcomes (LOs)**	**Construct Limits**
		Multiple-Choice Questions ———————— Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.03.RV.CS.2.1: Read and identify specific information in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. 2 x ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference 1 x ENG.03.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. 1 x ENG.03.RV.CS.1.1: Read and identify the overall meaning of simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language.	▪ 1 descriptive text of 170-200 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)

School-based Summative Assessment – Term 2 - Sample Test Specifications Cycle 2 — 2025-2026

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	**Working at GLG**	Favourite Places, Around Town	favourite, alone, to love, film-maker, film, cinema, shopping mall, future, post office, metro station, police station, car park, museum, cinema, library	Intensifiers G.9.7 Nouns (compound nouns) G.12.1 Prepositions (place)	FL.6 Describing places
		Task Description	**Learning Outcomes (LOs)**		**Construct Limits**
		Constructed Writing Response ———————— Question 3 Writing prompts Write at least 100 words.	ENG.03.WR.S.5.1 Use a range of basic cohesive devices to connect ideas in written or multimodal texts with developing coherence. ENG.03.WR.P.1.1 Write short, simple texts about familiar topics, using linked sentences and basic comparisons or reasons, even if there are some mistakes or repetition. ENG.03.WR.P.1.1: Produce simple written or multimodal texts on familiar and concrete topics, expressing simple comparisons and justifications where appropriate in a simple list of points and linked sentences with an increasing ability to convey meaning, although there may be inaccuracies and repetition of vocabulary and structures. ENG.03.WR.P.2.1: Express simple ideas, information, opinions, feelings and emotions on familiar and concrete topics using an increasing range of familiar phrases and expressions in simple written or multimodal texts with developing coherence, although there may be inaccuracies and repetition of vocabulary and structures. ENG.03.WR.S.4.1 Use simple linking words to connect ideas in short pieces of writing on familiar topics, showing growing control, even if some mistakes or repetition occur.		▪ One question with three prompts to elicit a narrative text. ▪ Word count: 100 words ▪ 40 marks (based on rubric)

Stage 4

Grade 7 Advanced

Grade 8 General

Grade	Grade 7 – Stage 4	CEFR	A2.2-B1.1
Class	7 Advanced		

Language Domains	Reading and Writing	Total Marks	Reading: 60	Writing: 40

Part	Level	Theme	Vocabulary	GRAMMAR
Part 1: Grammar	**Working at Grade Level Goal**	Where do we get news from?	smartphone, computer, radio, newspaper, website, television, social media, news, e-mails	G.15.1 Future Time (simple future (will and shall)) G.15.2 Future Time (going to) G.1.2 Adjectives (comparatives) G.1.3 Adjectives (superlatives) G.5.2 Conditionals (First) G.6.2 Conjunctions (subordinating)

		Task Description	Learning Outcomes (LOs)	Construct Limits
		Multiple-Choice Gap-Fill ———————— Read the text and choose the correct word(s) to complete the sentences.	ENG.04.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	▪ 1 descriptive text of 130 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ 4 marks each (total 20)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	**At Grade Level Goal** ──────────── **Working at Grade Level Goal**	What historical buildings are there in the UAE? , What can old things tell us?	perfume, museum, traditional, natural, tools, fort, defense, exhibition, heritage, landmark, object, smartphone, smartwatch, arrow, cannon, heavy, sharp, trade, protect, brave	G.5.2 Conditionals (First) G.6.1 Conjunctions (coordinating) G.6.2 Conjunctions (subordinating) G.2.2 Adverbs (sequencing)
		Task Description	**Learning Outcomes (LOs)**	**Construct Limits**
		Multiple-Choice Questions ────────────── Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.04.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. 2 x ENG.04.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. 1 x ENG.04.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. 1 x ENG.04.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	▪ 1 expository text of 200-230 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	**Working at Grade Level Goal** ——————————— **Working Beyond Grade Level Goal**	How will they make buildings in the future?, Why do we need parks and trees?	office, building, architect, structure, underground, skyscraper, underwater, environment, century, especially, park, benefits, heat, pollution, air quality, reduce, green spaces, community, neighbourhood, nature	G.8.1 Modals (present) G.1.2 Adjectives (comparatives) G.1.3 Adjectives (superlatives)

Task Description	Learning Outcomes (LOs)	Construct Limits
Multiple-Choice Questions ——————————— Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.04.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. 2x ENG.04.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. 2 x ENG.04.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context when reading simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured. 1 x ENG.04.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	▪ 1 descriptive text of 200-230 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	**Working at GLG**	How do you tell a story well? / Why do we tell stories?	introduction, climax, rising action, falling action, conclusion, surprise, describe, audience, phrase, turning point, appearance, eldest, equal, gentle, illness, patient, scars, trick, forever, fisherman	G.14.1 Past Time (past simple (including verb 'to be')) G.14.3 Past Time (past continuous)	Stage 4 FL

Task Description	Learning Outcomes (LOs)	Construct Limits
Constructed Writing Response ——————— Question 3 Writing prompts Write at least 110 words.	ENG.04.WR.P.4.1 Produce written or multimodal texts with paragraphs that may contain a topic sentence and some supporting details where appropriate. ENG.04.WR.P.1.1Produce simple and some extended written or multimodal texts, expressing comparisons and justifications where appropriate. ENG.04.WR.S.2.2SSpell many challenging words with accuracy. ENG.04.WR.P.2.1Express simple ideas, information, opinions, feelings, emotions and personal perspectives in writing. ENG.04.WR.P.3.1 Recount detailed stories, past experiences and events that are sequenced, expressing feelings and reasons for those feelings in response to the event or experience in writing.	▪ One question with three prompts to elicit a descriptive text. ▪ Word count: 110 words ▪ 40 marks (based on rubric)

Grade	Grade 8 – Stage 4	CEFR	A2.2-B1.1
Class	8 General		

Language Domains	Reading and Writing	Total Marks	Reading: 60	Writing: 40

Part	Level	Theme	Vocabulary	GRAMMAR
		In the kitchen, Rooms at home	dishwasher, washing machine, oven, fridge, toaster, coffee machine, microwave, balcony, colourful, simple, bright, clean, helpful, garden, to get up, hotel, colourful, to visit, to tidy, to study	G.9.4 Nouns (possessive 's') G.10.1 Passives (present simple passive) G.11.1 Phrasal Verbs (non- separable) G.11.3 Phrasal Verbs (three-part phrasal verbs) G.1.2 Adjectives (comparatives) G.5.1 Conditionals (Zero)

		Task Description	Learning Outcomes (LOs)	Construct Limits
Part 1: Grammar	**Working at Grade Level Goal**	Multiple-Choice Gap-Fill Read the text and choose the correct word(s) to complete the sentences.	**ENG.04.RV.S.3.3**: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	▪ 1 descriptive text of 130 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ 4 marks each (total 20)

Part	Level	Theme	Vocabulary	Grammar
Part 2: Reading	**At Grade Level Goal** ─────────────── **Working at Grade Level Goal**	In the room, Daily routines	furniture, book shelf, pillow, duvet, wardrobe, messy, tidy, to get up, hotel, colourful, to visit, to tidy, to study, at the weekend, everyday, sometimes, to wake up, always	G.5.2 Conditionals (First) G.6.1 Conjunctions (coordinating) G.6.2 Conjunctions (subordinating) G.2.2 Adverbs (sequencing)
		Task Description	**Learning Outcomes (LOs)**	**Construct Limits**
		Multiple-Choice Questions ────────────── Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.04.RV.CS.4.2 Read and identify specific information. 2 x ENG.03.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference 1 x ENG.04.L.CS.4.1 Infer the meaning of unknown words and expressions from the context when listening. 1 x ENG.04.RV.CS.1.1 Read and identify the overall meaning.	▪ 1 narrative text of 200-230 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading	**Working at Grade Level Goal** ———————————— **Working Beyond Grade Level Goal**	Amazing places, The food chain, Amazing animals	place, scenery, wonderful, visitor, picnic, mountain, herbivores, carnivores, predators, prey, forest, problem, gorilla, elephant, lion, oryx, flamingo, baby	G.1.2 Adjectives (comparatives)
		Task Description	**Learning Outcomes (LOs)**	**Construct Limits**
		Multiple-Choice Questions ———————————— Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.04.RV.CS.4.2 Read and identify specific information. 1 x ENG.04.RV.CS.5.1: Read and identify some details in simple written or multimodal texts on familiar and concrete topics that are clearly structured and use simple language. Inference 1 x ENG.04.RV.CS.4.2 Make basic inferences or predictions about text content, line of argumentation and sequence of events in a narrative, using text features and basic connectors when reading. 1 x ENG.04.L.CS.4.1 Infer the meaning of unknown words and expressions from the context when listening. 1 x ENG.04.RV.CS.1.1 Read and identify the overall meaning.	▪ 1 expository text of 200-230 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	**Working at GLG**	Global Languages / Social Media and Online Safety	global, Arabic, Chinese, Spanish, Hindi, social media, English speaking country, million, use an app, free, language learner, to make a noise, grammar	G.5.5 Mixed Conditionals G.1.2 Adjectives (comparatives) Stage 4 Grammar	Stage 4 FL FL.8 Expressing preference FL.16 Expressing opinion
		Task Description	**Learning Outcomes (LOs)**		**Construct Limits**
		Constructed Writing Response ——————— Question 3 Writing prompts Write at least 110 words.	ENG.04.WR.P.4.1 Produce written or multimodal texts with paragraphs that may contain a topic sentence and some supporting details where appropriate. ENG.04.WR.P.1.1Produce simple and some extended written or multimodal texts, expressing comparisons and justifications where appropriate. ENG.04.WR.S.2.2SSpell many challenging words with accuracy. ENG.04.WR.P.2.1Express simple ideas, information, opinions, feelings, emotions and personal perspectives in writing. ENG.04.WR.P.3.1 Recount detailed stories, past experiences and events that are sequenced, expressing feelings and reasons for those feelings in response to the event or experience in writing.		▪ One question with three prompts to elicit a descriptive text. ▪ Word count: 110 words ▪ 40 marks (based on rubric)

Stage 5

Grade 8 Advanced

Grade	Grade 8 – Stage 5	CEFR	B1.1
Class	8 Advanced		

Language Domains	Reading and Writing	Total Marks	Reading: 60	Writing: 40

Part	Level	Theme	Vocabulary	GRAMMAR
Part 1: Grammar	**Working at Grade Level Goal**	What have you done to help your community?	contribution, donate, fast, food parcels, generosity, project, charities, reflection, attention, volunteers, manage, locations, refill, several, feed, participate, provide	G.13.3 Present Time (present perfect simple) G.18.1/2/3 Reported Speech G.5.2 Conditionals (First) G.8.1 Modals (present) G.10.2 Passives (past simple passive)

		Task Description	Learning Outcomes (LOs)	Construct Limits
		Multiple-Choice Gap-Fill ──────── Read the text and choose the correct word(s) to complete the sentences.	ENG.05.RV.S.3.3: Apply a wide range of reading strategies, including, using context, first language, culture, experiences, the main message, headings and connectors, adjusting reading rate, skimming, scanning and reading on to understand and interpret simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.	▪ 1 descriptive text of 150 words (10% either way) with 5 gaps ▪ 3 options, one of which is the correct answer ▪ 4 marks each (total 20)

Part	Level	Theme	Vocabulary	Grammar
		Why do fireflies use light in the dark?, Which animals hunt in the dark?, How does darkness affect the way plants grow?	fireflies, safe, pet, scare off, predators, nearby, confused, tasty, interesting, hunt, owl, cat, bat, expert, nocturnal, parents, teacher, sister, nature expert, doctor, soil, seed, pots, sunlight, sprout, photosynthesis, process, chloroplast, oxygen, carbon dioxide, survive, cacti, aloes, store, shade	G.18.1/2/3 Reported Speech G.13.1 Present Time (present simple (including verb 'to be')) Cause and effect

Part	Level	Task Description	Learning Outcomes (LOs)	Construct Limits
Part 2: Reading	**At Grade Level Goal** ——————————— **Working at Grade Level Goal**	Multiple-Choice Questions ——————————— Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.05.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured. 2 x ENG.05.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured. 1 x ENG.05.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured. 1 x ENG.05.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.	▪ 1 expository text of 230-250 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)

Part	Level	Theme	Vocabulary	Grammar
Part 3: Reading		How important is your method in achieving a team goal?, Why is the team leader so important?	task, tower, objective, challenge, discuss, role, method, results, important, guides, decisions, succeed, imagine, confident, unite, leader, knowledge, vision, qualities, achieve, debate, interview, care, values	G.14.1 Past Time (past simple (including verb 'to be')) G.5.3 Conditionals (Second)
		Task Description	**Learning Outcomes (LOs)**	**Construct Limits**
	Working at Grade Level Goal ——————————— **Working Beyond Grade Level Goal**	Multiple-Choice Questions ——————————— Read the text and choose the correct answer. Choose A, B or C.	1 x ENG.05.RV.CS.2.1: Read and identify specific information in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured. 1 x ENG.05.RV.CS.5.1: Read and identify details in simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured. 1 x ENG.05.RV.CS.4.1: Infer the meaning of unknown words and expressions from the context and knowledge of word parts (prefixes, suffixes, etc.) when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured. 1 x ENG.05.RV.CS.4.2: Make inferences or predictions about text content, line of argumentation and sequence of events in a narrative, using text features and basic connectors when reading simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured. 1 x ENG.05.RV.CS.1.1: Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and some unfamiliar concrete topics that are clearly expressed and structured.	▪ 1 expository text of 230-250 words (10% either way) ▪ 5 questions with 3 options, one of which is the correct answer (4 marks each, total: 20)

Part	Level	Theme	Vocabulary	Grammar	Functional Language
Part 4: Writing	**Working at GLG**	Video Games	compare, creator, special effects, graphics, chess pieces, respond, author, admire, digital models, exhibition, steady, development, arguments, conclusion, imagination, forms, competition	Elicit Stage 5 Grammar	Stage 5 FL
		Task Description	**Learning Outcomes (LOs)**		**Construct Limits**
		Constructed Writing Response ──────── Question 3 Writing prompts Write at least 120 words.	ENG.05.WR.P.4.1 Produce written or multimodal texts that show awareness of the conventional features of text organisation and structure appropriate to the task and contain paragraphs with topic sentences and some supporting details. ENG.05.WR.P.2.1 Express ideas, information, opinions, feelings, emotions and personal perspectives, giving some simple reasons and explanations in writing. ENG.05.WR.S.5.1 Use a range of cohesive devices, and referencing or substitution to connect ideas in written or multimodal texts that are generally coherent.		▪ One question with three prompts to elicit an expository text. ▪ Word count: 120 words ▪ 40 marks (based on rubric)