



مؤسسة الإمارات للتعليم المدرسي
EMIRATES SCHOOLS ESTABLISHMENT

English Assessment Planner

Bridge to Success 4

Level 2.2

Term 2

2023 – 2024

I. Overview

In this assessment planner, you will find all of the tools and 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 Language Curriculum Framework for Excellence (ECFE) Level, the Literacy Level, the CEFR Level, the Lexile Range, a list of National and International Assessments, and a list of assessed curriculum frameworks. The new English Language Continuum can also be used, this provides detailed learning pathways, so teachers are able to see how students will progress as they go through the school system.

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 slideshow 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 assessment information for the term including the end of term exam specifications, weights for the term and the academic year, pacing, release dates for supporting materials, and a brief description of each assessment.

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

Curriculum Frameworks Assessed:

- English Language Curriculum Framework for Excellence (ECFE)
- Literacy and Communication Framework
- English Language Continuum

Coverage

ECFE Grammar	Functional Language
G.17.1 Questions (yes/no questions)	FL.7 Describing objects FL.29 Talking about time periods
G.17.2 Questions (wh- questions)	
G.14.1 Past Time (past simple (including verb 'to be'))	
G.13.2 Present Time (present continuous)	

G.16.2 Pronouns: object pronouns	<p>FL.26 Comparing and contrasting</p> <p>FL.5 Describing people</p> <p>FL.11 Asking for and giving directions</p> <p>FL.3 Expressing likes and dislikes</p> <p>FL.1 Asking for and giving personal information</p> <p>FL.23 Making offers and requests</p> <p>FL.9_ Describing habits, routines, tasks, and jobs</p>
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Core Lexis

Dinosaurs	Puzzles and codes	Our amazing body
animals	next to	sleep
teeth	each other	vegetables
years	between	water
long	wrote	reading books
fast	travel	listen
old	visit	watch
hungry	expensive	ear
think	message	hand
thousand	ride	head
big	enjoying	doing karate
		playing tennis

Term 2 Assessments

Assessment	Type	Weighting	
		Term	Year
All Domains	Continuous	20%	50%
Reading and Writing End of Term Exam	Summative	10%	50%

Assessment	Description
Continuous Assessment	<p>Continuous Assessment this term is focusing on student improvement. Gaps in student learning should have been identified using the formal diagnostic assessment and any other diagnostic assessments (especially for writing and speaking) that the teacher carried out. The teacher can then tailor activities towards filling these gaps and monitor progress by building up a portfolio of work that provides evidence of student improvement. This can be supplemented by students carrying out self-reflection activities, such as learning journals and peer reviews as the processes involved in completing these tasks will improve meta cognition and help to create more independent learners. Here is the link to example activities on SharePoint.</p>
Reading End of Term Exam	<p>The reading exam comprises of 3 parts: It is a paper based exam.</p> <p>Part 1, which assesses pre-requisite skills below level and at level. It is made up of 2 sections. Section A comprises of matching images to sentences and questions to answers activities. Section B, which is set at level, comprises of a grammar MAZE.</p> <p>Part 2, which assesses skills below level and at level. It is made up of 3 sections. Section A comprises of selecting the correct word from the word box to match a description. Sections B and D have been combined as each text is used twice. There will be gap fill questions and MCQs that assess identifying familiar words and MCQs that assess overall meaning.</p> <p>Part 3, which assesses Higher order thinking skills, is set above level. It asks students to make evaluations about texts can be used and understanding main points.</p>
Writing End of Term Exam	<p>The writing exam will comprise of short answer questions (1 or 2 sentences) based around topics from the curriculum that elicit personal experiences and ideas. A supporting image and a vocabulary box will be provided to help scaffold student answers.</p>

Reading and Writing End of Term Exam Specifications

English Learning Continuum Phase 2 / ECCE Levels 2.1 and 2.2 Grades 3, 4 and 5					Domain: Reading	
Part	Section	Question Type	Assessment Focus	Number of Questions / Marks	Construct Limits	Coverage
1 Remember and Understand 40%	A Easy 20%	Matching Match the sentences to the pictures. There are 2 pictures you do not need.	3 x ENG.01.2.3.XX.001 Understand the overall meaning of very short, simple texts on familiar topics with the help of pictures.	3 questions and an example. 2 marks each.	3 short very simple texts 5 pictures (2 distractors)	Up to week 8
		Matching Match the questions to the answers. There are 2 answers you do not need.	3 x ENG.01.2.3.XX.051 Identify familiar words and set phrases in very short, simple texts on familiar topics with the help of pictures.	3 questions and an example. 2 marks each	3 questions with 5 answers (2 distractors)	Up to week 8
	B Medium 20%	Grammar MAZE Read the text and choose the correct word (s) to complete the sentences.	6 x ENG.01.2.3.XX.051 Identify familiar words and set phrases in short, simple texts on familiar topics.	6 grammar questions and an example. 2 marks each	1 MAZE 3 answer choices	Up to week 8

English Learning Continuum Phase 2 / ECFE Levels 2.1 and 2.2 Grades 3, 4 and 5					Domain: Reading	
Part	Section	Question Type	Assessment Focus	Number of Questions / Marks	Construct Limits	Coverage
2 Application and Analysis 50%	A Easy 20%	Choose the correct word for each sentence Choose the correct word that the sentence is about. There are 2 words you do not need.	6 x LL2.R.I.3 Identify simple definitions of words and phrases in simple texts.	6 questions and an example 2 marks each	6 sentences with 9 words in a word box. 1 word for the example and 2 words are not needed.	Up to week 8
	B Medium 20%	Gap fill questions Read the text and write your answer on the line to complete the sentence _____ Multiple choice questions. Read the texts and answer the questions. Choose the correct answer A, B or C	6 x ENG.02.2.3.XX.003 Identify familiar words and set phrases in very short, simple texts on familiar topics	6 questions and an example 2 marks each	6 texts (4-5 sentences each)	Up to week 8
	D Difficult 10%	Multiple choice questions. Choose the correct title for the text A, B or C .	3 x ENG.02.2.3.XX.002 Understand the overall meaning of short, simple texts on familiar topics.	3 questions 2 marks each		
3 Higher order 10%	C Difficult	Multiple choice questions	1 x LL2.R.M.3 Evaluate how effective a simple or complex, extended text is for a specific purpose.	3 questions 2 marks each	1 informative text with 3 numbered paragraphs in	Up to week 8

		Read the texts and answer the questions. Choose the correct answer A, B or C	2 x LL2.R.M.2 Identify the main idea of a section of simple texts when explicitly stated.		each text. (1,2,3) (4-6- sentences per paragraph)	
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English Learning Continuum Phase 2 / ECFE Levels 2.1 and 2.2 Grades 3, 4 and 5					Domain: Writing
Section	Question Type	Assessment Focus	Number of Questions / Marks	Construct Limits	Coverage
Writing	short-answer questions at level	ENG.02.4.3.XX.002 Write short, simple texts on familiar topics. ENG.02.4.2.XX.005 Write sentences using correct punctuation. ENG.02.4.2.XX.022 Apply spelling rules and conventions when writing.	G3/4 5 Short answer questions G5 4 short answer and 1 longer (3/4 sentences) answer questions 40 marks Marked as one using the writing rubric	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 12-15 words. These can be nouns, verbs, adjectives and be in present or past tense. The tense may be decided by the format of the questions. The questions should elicit personal experiences and ideas from the students.	Up to week 8