



وزارة التربية والتعليم
MINISTRY OF EDUCATION

English Assessment Planner

Level 3.1

Grade 6 General

Grade 5 Advanced

Term 1

2024 – 2025

Overview

In this assessment planner, you will find all of the tools and information you need to plan and implement Term 1 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.

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, the Global Scale of English level, a list of National and International Assessments, and a list of assessed curriculum frameworks.

Coverage, Prerequisite Grammar and Core Lexis

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 1 assessment topics, lexis, grammar and functional language found in **this** document. Coverage may differ from what is featured in the course books. In order to support learning, the grammar points that will be assessed in the at-level texts in the GSE grammar column have been augmented with the prerequisite grammar points – the language points that the student needs to understand before they can access the assessed grammar point. A teaching resource with examples of Term 1 grammatical points and functional language will be released to provide support for all Term 1 assessments. A list of some of the core lexis that will be included in the at-level texts and questions is provided in this document. We recommend using the information in the coverage details and core lexis to develop your own resources to provide additional exposure to assessed topics, language points and vocabulary throughout the term.

Term 1 Assessments

In Term 1 Assessments, you will find a list of all assessments for the term including the assessment type, weights for the term and the academic year, potential School-Based Assessment tasks, and a brief description of each End of Term assessment.

Specifications and Guidance

Guidance will be provided ahead of implementation and all specifications are included in the document. The specifications and guidance are similar to the documents released by the assessment team in previous years, with some updates to formatting and content for cohesion and to reflect changes to the assessment plan for the current academic year. Specifications and guidance are provided for the Reading and Writing Summative Assessments.

Level Alignments

| Curriculum | ECFE Level | Literacy Level | Phase | CEFR Level | Lexile Range | GSE Level | National and International Assessment |
|--|------------|----------------|-------|------------|--------------|-----------|--|
| Grade 6 General (Access Book 6) Grade 5 Advanced (BtS Book 5) | 3.1 | Level 3 | 3 | A1+ – A2 | 180L - 910L | 28 - 32 | EmSAT Advantage – Grade 6 EmSAT 400 - 550 |

Curriculum Frameworks Assessed:

- English Language Curriculum Framework for Excellence
- Literacy and Communication Framework
- English Language Learning Continuum

Coverage

| Topic(s): Food and drink, animals, sports and leisure activities. | | | |
|---|---|---|---|
| ECFE Grammar | Prerequisite Grammar | GSE Grammar | Functional Language |
| Present time: present simple | Can use the correct form of 'be' with singular and plural nouns. (24) | <p>Can make affirmative statements using the present simple without time reference. (26)</p> <p>Can use the present simple to refer to daily routines. (26)</p> <p>Can make negative statements using the present simple. (26)</p> <p>Can use the present simple to refer to likes, dislikes and opinions. (27)</p> | <p>Comparing and contrasting</p> <p>Expressing likes and dislikes</p> <p>Describing habits, routines, tasks and jobs.</p> |
| Comparatives | Can make basic statements with subject + verb + object. (24) | Can use short regular (-er) and irregular comparatives. | |
| Present time: present continuous | Can use subject pronouns with the correct form of the verb 'be' in the simple present. (24) | Can tell when to use the present simple and when to use the present continuous. (29) | |

Core Lexis

| Food and drink | Animals | Sports and leisure activities |
|----------------|----------|-------------------------------|
| healthy | chicken | camping |
| menu | fish | beach |
| dessert | wildlife | boat trip |
| lunch | fly | theatre |
| fruit | turtle | museum |
| vegetables | camel | football |
| sandwich | bird | swimming |
| | | hockey |

Term 1 Assessments

| Assessment | Weighting | |
|--|-----------|------|
| | Term | Year |
| School-based Assessment | 40% | 15% |
| Reading and Writing Summative Assessment | 60% | 20% |

| Assessment | Description |
|----------------------------------|---|
| School-based Assessment | In Term 1, school-based assessment is written by teachers based on the individual needs of their students. A school-based assessment guide and materials are available on the English assessment SharePoint and on LMS. Teachers are encouraged to develop their own school-based assessment program tailored to the gaps identified by the diagnostic and summative assessments and also formative assessment conducted during usual classroom practice. A bank of teacher-created resources is available on the English assessment SharePoint. |
| Paper Summative Assessment | As the culmination of the term's work, students are asked to demonstrate their accomplishments in reading and writing. Students will be asked to respond to an informative writing prompt with three bullet points that corresponds to the topics in the assessment coverage. They will first be asked for their opinion about the essay topic. They will then produce a plan for how they will answer the essay prompt. Both the initial opinion response and plan will be marked by the teacher using holistic rubrics. Students will then produce an extended response, the expected length of which is detailed in the specifications below. The extended response will be marked against an emerging, developing and mastery rubric to generate useful data that can be used formatively. They will then be presented with an extended text and will answer a free-response reading question by inferring information that is not explicitly mentioned in the text. They will justify their answer to that question by drawing on relevant evidence from the text in their explanations. The free-response questions will be marked using rubrics. The writing assessment and inference section will constitute 40% of the summative assessment marks for this term. |
| SwiftAssess Summative Assessment | In the first part, students will be presented with a MAZE text with five gaps that will assess the prerequisite language needed to access the level. They will select the option that represents the correct grammatical, functional language or vocabulary point to fill the gaps. The next part is a MAZE with ten gaps that will assess the level's coverage. Students will then answer multiple-choice questions about a below-level reading text that will assess prerequisite reading comprehension skills. Next, students will answer multiple-choice reading comprehension questions about two at-level texts, one narrative and one informative. This assessment will constitute 60% of the summative assessment marks for this term. |

School-based Assessment

Suggested School-based Assessment for Term 1. These are not mandatory. Select tasks appropriate to your students' needs.

| Task | Outcomes assessed | Task description |
|----------------------|---|---|
| Process writing | <p>ENG.03.4.3.XX.004 Plan ideas before writing.</p> <p>ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing.</p> <p>ENG.03.4.3.XX.010 Use basic language structures in writing.</p> | <p>Students are given an essay topic related to the coverage topics. They produce a plan before writing the essay.</p> <p>Potential for peer review and further drafts produced based on teacher / peer comments.</p> <p>Potential to reinforce learning of language structures or vocabulary by requiring their inclusion in the essay.</p> |
| Project presentation | <p>ENG.03.2.3.XX.004 Read and understand the overall meaning of simple texts on familiar and concrete topics.</p> <p>ENG.03.2.3.XX.005 Read and identify specific information in simple texts on familiar and concrete topics.</p> <p>ENG.03.2.3.XX.006 Read and understand some details in short texts on familiar and concrete topics.</p> <p>LL3.R.M.2 Identify the main idea of a section of simple and some complex, extended text when explicitly stated.</p> <p>ENG.03.4.3.XX.004 Plan ideas before writing.</p> <p>ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing.</p> <p>ENG.03.4.3.XX.010 Use basic language structures in writing.</p> <p>ENG.03.4.3.XX.025 Write short, simple texts on familiar topics.</p> | <p>Students are given a topic that aligns with the coverage topics. They research and write a presentation on the topic, either individually, in pairs or as a group. They present to the class.</p> <p>Potential to reinforce learning of language structures or vocabulary by requiring their inclusion in the presentation.</p> <p>Potential to assess speaking and listening outcomes if a question and answer session forms part of the presentation to the class.</p> <p>Potential for peer assessment.</p> |

| | | |
|-----------------------------|--|--|
| <p>Task-based activity</p> | <p>Dependent on task chosen. A wide range of outcomes can be assessed from each domain.</p> | <p>Students are given an activity in groups. Suggested tasks include:</p> <p style="text-align: center;">Designing and making a game, including rules. Writing and performing a play. Researching and writing a newsletter article. Participating in a debate about a topic students have researched. Identifying and providing solutions for an issue (at school or in the wider world).</p> <p style="text-align: center;">Potential for peer assessment.</p> <p>Potential for post-task reflection activities to assess higher-order thinking skills.</p> |
| <p>Quizzes</p> | <p>Dependent on quiz content.</p> | <p>Quizzes could have a grammar focus and assess students' knowledge of grammar points either pre or post teaching.</p> <p>They could also have a lexical focus and assess students' vocabulary.</p> <p>Short texts can be presented to students with reading comprehension questions or recorded and used to assess listening.</p> |
| <p>Reading journal</p> | <p>ENG.03.2.3.XX.004 Read and understand the overall meaning of simple texts on familiar and concrete topics.</p> <p>ENG.03.2.3.XX.005 Read and identify specific information in simple texts on familiar and concrete topics.</p> <p>ENG.03.2.3.XX.006 Read and understand some details in short texts on familiar and concrete topics.</p> <p>LL3.R.M.2 Identify the main idea of a section of simple and some complex, extended text when explicitly stated.</p> <p>LL3.R.P.2 Consider how information from simple and some complex, extended texts can be used after reading or listening.</p> | <p>Students are either set a text to read or are directed to choose a text or book to read. This could be linked to Literature Lessons from the coursebook, if available.</p> <p>Students either produce a general report on what they have read that summarises the main points (writing outcomes could also be assessed here). They could reflect in basic terms about what they have read. Alternatively, a series of questions could be posed that lead them to provide a detailed report. Questions could involve students describing characters, settings, events, or listing new vocabulary or language structures they have encountered by reading. Students could also present their reports to the class and discussions around the themes raised could provide opportunities to assess speaking outcomes.</p> |
| <p>Portfolio evaluation</p> | <p>Dependent on task chosen. A wide range of outcomes can be assessed from each domain.</p> | <p>Students select pieces of work they have completed for inclusion in their portfolio. Students complete a reflection task where they could explain why they have chosen the pieces of work, what they learned when doing them and what they could do to improve their work for next time.</p> <p style="text-align: center;">Potential for peer assessment.</p> |

Summative Assessment Weighting

| Paper exam: 40% of summative assessment term grade | | | | SwiftAssess exam: 60% of summative assessment term grade | | | |
|--|------|------------------------|-----------|--|---------------------------------|------------------------------------|-----------|
| Bloom's | Part | Activity | Weighting | Bloom's | Part | Activity | Weighting |
| Remember and Understand Application and analysis Higher-order thinking | 1 | Opinion | 5% | Remember and Understand (c.25%) | 5 | Below-level MAZE | 13.33% |
| | 2 | Plan | 5% | | 6 | At-level MAZE | 13.33% |
| Remember and Understand Application and analysis Higher-order thinking | 3 | Essay | 25% | Application and analysis (c.35%) | 7 | Below-level reading text questions | 13.33% |
| | | | | | 8 | At-level reading text questions | 2.5% |
| | | | | | 9 | At-level reading text questions | 12% |
| Higher-order thinking (5%) | 4 | Inference question | 2% | 10 | At-level reading text questions | 5.5% | |
| | | Justification question | 3% | | | | |

Reading and Writing Summative Assessment Specifications

Paper exam

| ECFE Alignment: Level 3.1 | | | Term Weighting: 40% | Domain: Reading and Writing |
|---------------------------|---|---|--|--|
| Sections | Question Type and Instruction | Outcomes Assessed | Number of Questions and Question Description | Constructs |
| Part 1 | <p>Writing task</p> <hr/> <p>Free-response opinion question</p> | <p>ENG.03.4.3.XX.004 Plan ideas before writing.</p> <p>ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing.</p> <p>ENG.03.4.3.XX.010 Use basic language structures in writing.</p> | <p>5 marks, marked using a rubric</p> <p>Students are asked to produce at least one sentence that contains their opinion about the topic of an essay prompt.</p> | <p>Remember and Understand</p> <p>Application and Analysis</p> <p>Higher-order thinking</p> <p>A: Foundational proficiency B: Grade-level mastery C: Advanced application</p> <p>Phase 3</p> <p>A1+ - A2</p> |
| Part 2 | <p>Writing task</p> <hr/> <p>Free-response plan</p> | <p>ENG.03.4.3.XX.004 Plan ideas before writing.</p> <p>ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing.</p> <p>ENG.03.4.3.XX.010 Use basic language structures in writing.</p> <p>ENG.03.4.3.XX.025 Write short, simple texts on familiar topics.</p> | <p>5 marks, marked using a rubric</p> <p>Students are asked to produce a plan to answer an essay prompt.</p> | <p>Remember and Understand</p> <p>Application and Analysis</p> <p>Higher-order thinking</p> <p>A: Foundational proficiency B: Grade-level mastery C: Advanced application</p> <p>Phase 3</p> <p>A1+ - A2</p> |

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|---------------|---|---|--|--|
| <p>Part 3</p> | <p>Writing Task</p> <hr/> <p>Extended response</p> | <p>ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing.</p> <p>ENG.03.4.3.XX.010 Use basic language structures in writing.</p> <p>ENG.03.4.3.XX.025 Write short, simple texts on familiar topics.</p> | <p>25 marks, marked using a rubric</p> <p>Students are asked to produce an extended text in response to a prompt and three bullet points.</p> | <p>Remember and Understand</p> <p>Application and Analysis</p> <p>Higher-order thinking</p> <p>A: Foundational proficiency B: Grade-level mastery C: Advanced application</p> <p>Topics: Food and drink, animals, sports and leisure activities.</p> <p>Expected text length: 30 words</p> |
| <p>Part 4</p> | <p>Free-response question</p> <hr/> <p>Read the text and answer the question. Use full sentences.</p> | <p>LL4.R.In.1 Infer complex information needed for comprehension when it is not directly stated in complex, extended texts.</p> <p>LL4.R.P.2 Consider how information from extended texts can be used after reading or listening.</p> | <p>Inference - 2 marks, marked using a rubric</p> <p>A free-response inference question that tests deep understanding of the text.</p> <p>Justification – 3 marks, marked using a rubric</p> <p>A free-response justification of the student’s answer to the inference question.</p> | <p>Higher-order thinking</p> <p>C: Advanced application</p> <p>Phase 4</p> <p>A2+ – B1</p> <p>Text: - extended - concrete and abstract topics - informative</p> <p>Text length: 240 words</p> |

SwiftAssess exam (on paper for 5 Adv)

| ECFE Alignment: Level 3.1 | | | Term Weighting: 60% | Domain: Reading |
|---------------------------|---|---|--|--|
| Sections | Question Type and Instruction | Outcomes Assessed | Number of Questions and Question Description | Constructs |
| Part 5 | <p>MAZE task multiple-choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p> | ENG.02.2.3.XX.002 Read and identify familiar words and set phrases in short, simple texts on familiar topics. | <p>5 questions</p> <p>Gap-fill sentences within a MAZE text that test students' awareness of basic grammar and sentence phrasing.</p> | <p>Remember and Understand</p> <p>A: Foundational proficiency</p> <p>Phase 2</p> <p>A1 – A1+</p> <ul style="list-style-type: none"> - simple - familiar - informative <p>Text length: 80 words</p> |
| Part 6 | <p>MAZE task multiple-choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p> | ENG.03.2.2.XX.030 Recognise key features of text organisation. | <p>9 questions</p> <p>Gap-fill sentences within a MAZE text that test students' awareness of at-level grammar and sentence phrasing.</p> | <p>Remember and Understand</p> <p>B: Grade-level mastery</p> <p>Phase 3</p> <p>A2 – A2+</p> <ul style="list-style-type: none"> - simple - familiar topics - informative <p>Text length: 200 words</p> |

| | | | | |
|---------------|---|---|---|--|
| <p>Part 7</p> | <p>Multiple-choice questions <hr/> Read the text and answer a, b or c.</p> | <p>LL1.R.1.2 Identify specific ideas or pieces of information in short, simple texts.</p> | <p>6 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly stated.</p> | <p>Application and Analysis</p> <p>A: Foundational proficiency</p> <p>Phase 2</p> <p>A1 – A1+</p> <p>Text: - simple - informative</p> <p>Text length: 170 words</p> |
| <p>Part 8</p> | <p>Multiple choice questions <hr/> Read the text and answer a, b or c.</p> | <p>ENG.03.2.3.XX.004 Read and understand the overall meaning of simple texts on familiar and concrete topics.</p> | <p>1 question</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly stated.</p> | <p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 3</p> <p>A2 – A2+</p> <p>- simple - familiar topics - narrative</p> <p>Text length: 150 words</p> |

| | | | | |
|----------------|---|--|--|---|
| <p>Part 9</p> | <p>Multiple choice questions _____</p> <p>Read the text and answer a, b or c.</p> | <p>ENG.03.2.3.XX.005 Read and identify specific information in simple texts on familiar and concrete topics.</p> <p>ENG.03.2.3.XX.006 Read and understand some details in short texts on familiar and concrete topics.</p> | <p>6 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly and implicitly stated.</p> | <p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 3</p> <p>A2 – A2+</p> <ul style="list-style-type: none"> - simple - familiar topics - informative <p>Text length: 250 words</p> |
| <p>Part 10</p> | <p>Multiple choice questions _____</p> <p>Read the text and answer a, b or c.</p> | <p>LL3.R.M.2 Identify the main idea of a section of simple and some complex, extended text when explicitly stated.</p> | <p>3 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers implicitly stated.</p> | <p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 3</p> <p>A2 – A2+</p> <ul style="list-style-type: none"> - simple - familiar topics - informative <p>Text length: 250 words</p> |