



وزارة التربية والتعليم
MINISTRY OF EDUCATION

English Assessment Planner

Grade 5 General

Access Book 5

Level 2.2

Term 1

2024 – 2025

Overview

In this assessment planner, you will find 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

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, lexis, grammar, high frequency words, phonics and functional language. The English Language 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 1 Assessments

In Term 1 Assessments, you will find assessment information for the term including the end of term exam specifications, weights for the term and the academic year, release dates for supporting materials, and a brief description of each assessment.

Specifications and Guidance

The end of term assessment specifications are in this document, and a supporting PowerPoint presentation will be released approximately two weeks before the date of the exam.

Level Alignments

Curriculum	ECFE Level	Literacy Level	Phase	CEFR Level	Lexile Range	GSE Level	National and International Assessment
Access Book 5	2.2	2	2	A1	Below 0L – 620L	24-25	None

Curriculum Frameworks Assessed:

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

Coverage

Topic(s): Animals, family, places.			
ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional Language
Present time: present simple	Can make basic statements with subject + verb + object. (24)	Can use the present simple to refer to daily routines. (26)	Expressing likes and dislikes Describing people Describing habits, routines, tasks and jobs
Questions: wh-questions	Can ask basic questions using 'What's your ...?' (24)	Can form questions with 'what' and 'who' and answer them. (25)	
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) Can use the present continuous to refer to events at the time of speaking. (30)	

Core Lexis

Animals	Family	Places
farm	children	town
horse	parents	park
zoo	son	beach
rabbit	daughter	school
elephant	breakfast	village

Term 1 Assessments

Assessment	Weighting	
	Term	Year
School-Based Assessment	33%	15%
Reading and Writing Summative Assessment	66%	20%

Assessment	Description
School-Based Assessment	<p>School-Based Assessment focusses on student growth. Gaps in student learning can be identified using the central diagnostic assessment (including writing and speaking) that were carried out. The teacher can then tailor classroom activities towards filling these gaps and monitor progress by building up a portfolio of work that provides evidence of student growth. This can be supplemented by students carrying out self-reflection activities, such as learning journals and peer reviews. The processes involved in completing these tasks will improve meta cognition and help to develop the learners' independence. Here is the link to example activities on SharePoint.</p>
Reading End of Term Summative Assessment	<p>The reading exam has three parts: It is a paper-based exam.</p> <p>Part 1, which assesses pre-requisite skills below and at level, has two sections. Section A consists of matching images to lexis. Section B, which is at level, comprises a grammar MAZE.</p> <p>Part 2 is also made up of two sections. In section A, students will select the correct title to match a short text. In section B, students will read a text and complete sentences about the text by selecting words from a word bank. there will be gap fill questions and MCQs where students will identify familiar words and MCQs that assess overall meaning.</p> <p>Part 3 has two short texts and asks students to make evaluations about how texts can be used, to understand the main point of the texts and to make a connection between the texts.</p>
Writing End of Term Summative Assessment	<p>The writing exam will consist of four short answer questions (1 or 2 sentences) on topics from the curriculum that elicit personal experiences and ideas. There will also be a similar longer answer question that will elicit 3 to 4 sentences. A supporting image and a vocabulary box will be provided to help scaffold student answers.</p>

Summative Assessment Weighting

Bloom's	Part	Section	Activity	Weighting
Remember and Understand	1	A	Matching high frequency words to pictures.	12%
		B	MAZE	12%
Apply and Analyse	2	A	Matching very short, simple texts with very simple titles.	12%
		B	Completing sentences about a short text by choosing words from a word bank.	12%
Evaluate and Create	3		MCQs about two paragraph-level texts, presented together.	12%
Remember and Understand Apply and Analyse Evaluate and Create	Writing		Answering questions with full sentences using vocabulary from a word bank.	40%

Reading and Writing Summative Assessment Specifications

English Learning Continuum Phase 2 / ECFE Level 2.2 Grade 5 General					Domain: Reading
Part	Section	Question Type and instruction	Outcomes Assessed	Number of Questions / Marks	Constructs
1	A	Match high frequency words to pictures. Below level Draw a line from the word to the correct picture. Each picture can only be used once. There is one example.	ENG.01.2.2.XX.002 Read and identify familiar words and set phrases in very short, simple texts on familiar topics with the help of pictures.	6 questions and an example 2 marks each.	6 lexis items 6 pictures
	B	MAZE At level Read the text and choose the correct word(s) to complete the sentences.	ENG.02.2.3.XX.003 Read and identify familiar words and set phrases in short, simple texts on familiar topics.	6 gaps to fill and an example 2 marks each	A MAZE with 6 gaps 3 answer choices per gap
2	A	Match very short, simple texts with very simple titles. Below level Match the texts to the titles. Write the title letter that matches the text in the box. Each title can only be used once. There are two titles you do not need. There is one example.	ENG.01.2.3.XX.001 Read and understand the overall meaning of very short, simple texts with the help of pictures.	4 questions and an example 3 marks each	4 texts, 6 titles (including 2 distractors)
	B	Complete sentences about a short text by choosing words from a word bank. At level	ENG.02.2.3.XX.003 Read and identify familiar words and set phrases in short, simple texts on familiar topics.	4 questions and an example 3 marks each	6 key lexis items in word bank (including 2 distractors)

3		<p>MCQs about two paragraph-level texts, presented together.</p> <p>Above level</p>	<p>LL2.R.C.2 Compare and contrast information within or across simple texts.</p> <p>LL2.R.P.2 Consider how information from simple texts can be used after reading or listening.</p> <p>ENG.02.2.3.XX.002 Read and understand the overall meaning of short, simple texts on familiar topics.</p>	<p>4 questions</p> <p>3 marks each</p>	<p>2 informative texts</p> <p>4-6 sentences per text</p>
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English Learning Continuum Phase 2 / ECCE Level 2.2 Grade 5 General					Domain: Writing
Part	Section	Question Type and instruction	Outcomes Assessed	Number of Questions / Marks	Constructs
Writing		<p>Short-answer questions.</p> <p>At level</p> <p>Look at the picture. Answer the questions by writing complete sentences. Use the words in the box to help you.</p>	<p>ENG.02.4.3.XX.002 Write short, simple texts on familiar topics.</p> <p>ENG.02.4.2.XX.005 Write sentences using correct punctuation.</p> <p>ENG.02.4.2.XX.022 Apply spelling rules and conventions when writing.</p>	<p>4 short answer questions and 1 longer (3/4 sentences) answer question</p> <p>40 marks</p> <p>Marked using the writing rubric</p>	<p>One Image and questions about a topic from the curriculum.</p> <p>Word box vocabulary is 12-15 words from the IP.</p> <p>The questions elicit personal experiences and ideas from the students.</p>