



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Sample Questions

School-based Summative Assessment

Term 3

Grade 4 General

School-based Summative Assessment Guidance

The sample questions have been provided to support teachers in developing the Term 3 School-based Summative Assessment. Samples are included for the Vocabulary, Reading and Writing sections.

The samples are intended to show how the requirements in the sample test specifications can be applied in practice. They demonstrate the expected level of demand, question style, text complexity and alignment with the relevant SSLOs.

The sample questions are illustrative only. They are not compulsory assessment materials, and teachers are not required to use them exactly as provided. Teachers may use the samples as models, adapt them where appropriate, or replace them with alternative materials that meet the same assessment requirements.

Purpose

The sample questions are designed to provide a shared reference point for teachers when selecting, adapting or creating assessment materials. They help demonstrate:

- appropriate CEFR level for the assessed section
- suitable text length and linguistic complexity
- alignment with Term 3 curriculum themes and content
- alignment with the relevant SSLOs
- appropriate question types for the assessed skills
- how the SLOs can be assessed through appropriate question types
- the expected standard for student-facing instructions

The samples should be used to guide teacher judgement. Any adapted or alternative materials should maintain the same level of challenge, skill focus and assessment purpose.

Using, Adapting or Replacing the Samples

Teachers may:

- use the sample questions as models
- adapt a sample text, question or prompt to suit their students
- select or create alternative texts, questions or prompts
- develop equivalent items that assess the same skill and level of demand

If teachers choose to adapt or replace any sample material, the alternative material should:

- match the CEFR level specified in the sample test specifications
- reflect a theme or language focus covered during Term 3
- use the same text type, where a text type is specified
- be comparable in length, complexity and level of challenge
- assess the same SSLO or skill focus
- use clear, age-appropriate language
- follow the same mark allocation and question format shown in the sample test specifications

Teachers should ensure that any changes do not make the task significantly easier or more difficult than the sample provided.

Developing Additional Questions

Teachers are responsible for developing any additional questions needed for their school-based assessment. When writing questions, teachers should ensure that each item clearly assesses the intended skill and remains within the scope of the Term 3 curriculum.

Questions should:

- be aligned with the relevant SSLO
- match the question type required in the sample test specifications
- use clear and age-appropriate wording
- be answerable from the text, image or prompt provided
- avoid relying on outside knowledge
- avoid giving clues through repeated wording or obvious distractors
- have one clearly correct answer, where applicable
- include suitable answer guidance for constructed response questions

01) Outcomes

- Each item must be clearly aligned with the learning outcomes, strands, and domains.
- Ensure that the item corresponds to the required level of thinking to be assessed.



02) Clarity

- Information included in the item must be accurate, academic, and reliable.
- There should only be one correct choice; with other choices demonstrably wrong – however, not obviously wrong (need to be plausible alternatives within the question context –whether MCQs or with a gap to fill)

03) Readability

- The stem should be written in a short, simple and clear manner, preferably in the form of a question. Avoid trick questions or using negative forms as this may be confusing.
- The vocabulary and expressions used in the options should be familiar to students.
- The item must include all necessary instructions and information required to answer. For extended questions, this includes some indication of how much to write (through points, word count, etc.)



04) Criteria

- The expected response time for the item should be realistic of student expectations.
- The assigned mark for the item should align with the weightings in the specification table.
- The expected difficulty level should be estimated based on cognitive depth and past experience with items.
- Variation of item types should be ensured where appropriate.

Example Questions

Learning Outcome	Example Question
Apply high frequency words correctly across different contexts and text types. Use new vocabulary accurately in a range of oral and written tasks.	A. whole B. people C. children D. half 1. Many students and teachers came to the school show. _____ 2. I ate all of my sandwich. _____
Answer literal and inferential questions using text details.	Why did Sara stay indoors after school? A. She felt tired B. It started to rain C. Her friends were busy How did Sara feel while baking cookies? A. angry B. bored C. happy
Identify main ideas and supporting details in informational texts.	What is the main idea of the text? A. How sea turtles find food B. Why sea turtles are important C. Where sea turtles lay their eggs
Make and justify predictions and inferences with supporting evidence.	What will probably happen next? A. The boy will look for his missing lunchbox. B. The boy will start drawing a picture. C. The boy will play football outside.
Determine the meaning of unfamiliar words using context, affixes and root words.	What does the word <i>found</i> mean in the text? A. lost something B. got something C. gave something away In the story, what does the word <i>gone</i> mean? A. Not there anymore B. Very far away C. Broken

Checklist

General	Proofer 1	Proofer 2
The assessment follows the test specifications.		
The assessment reflects Term 3 curriculum themes and content.		
The assessment is free of any typos and grammar errors.		
Vocab		
The target words are listed in the CCG.		
The sentence length is appropriate for the grade level.		
The distractors are plausible and visually or semantically related.		
The image, where used, is clear and age and culturally appropriate.		
Reading		
The reading text matches the CEFR level stated in the test specifications.		
The text type matches the required text type.		
The text word count matches the test specs.		
The topic is linked to Term 3 themes or familiar contexts.		
Each question is aligned with the intended SSLO.		
Each MCQ has one clearly correct answer.		
All questions avoid word-spotting		
Constructed Response / Writing		
Questions clearly tell students what to answer and are manageable for the grade level.		
Support such as pictures, word banks or guiding points helps students without giving full sentences to copy.		
The task allows students to produce their own writing and demonstrate vocabulary, sentence control and writing conventions.		
Review		
The Answer Key has been checked, and each item has only one correct answer.		
Marks, numbering and formatting are accurate and consistent across the assessment.		
Images, layout, spacing and font size are clear and accessible for students.		



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SAMPLE *Questions*

A simple line drawing of a pen, tilted diagonally, with a squiggle drawn from its tip.

Vocabulary

Match the sentence to the correct word. There are five words you do not need. Each word may only be used ONCE.

1.	The sky was full of bright, loud colours.	
2.	Dad used most of it to buy food and clothes.	
3.	After school, I ate, exercised, showered and still had homework.	
4.	It's 8 pm, so there's one left before bedtime at 9.	
5.	Every costume looked like the one next to it.	

hour	A
fireworks	B
festival	C
gifts	D
both	E
money	F
only	G
busy	H
similar	I
celebration	J

Reading

Read the text and choose the correct answer. Choose **A**, **B** or **C**.

Cooking with Friends

On Saturday morning, Hind invited her friends Sara and Maya to cook a meal at her house. They followed a recipe that used only a few ingredients. First, they washed their hands and changed into clean clothes. Then, Hind showed everyone how to cut safely with a small knife. They each used a different knife to chop a different vegetable, and no one was hurt. After that, Maya carefully poured water into a pot to boil pasta. Sara added the pasta. While they waited, they mixed sauce in a bowl and thought about adding more ingredients. They added some ingredients in the wrong order. So, they laughed and corrected their mistake by stirring the sauce carefully. Slowly, the kitchen smelled good. At the end, they sat down and enjoyed the delicious meal. It was so tasty that they gave a lot to Hind's mum. She thanked them. They felt happy with what they had made as a team.

1.	What did the friends do before cooking? A. cleaned their hands B. washed dirty clothes C. shopped for ingredients
2.	Why did Hind show everyone how to cut? A. She wanted cooking to be quicker. B. She knew cutting could be dangerous. C. She had only one knife for the kitchen.
3.	What did the girls do when they used ingredients out of order? A. They used a different recipe. B. They poured out the sauce. C. They fixed their mistake.

4.	The girls shared their food with Hind's mum because they ____. A. cooked too much food for themselves B. were proud of the meal they made C. wanted her thoughts on the meal
5.	What is the main idea of this text? A. It is better to work together than alone. B. Only one person should cook at a time. C. Hind teaches her friends how to cook.

Writing

Write about what you will be when you grow up. Use the picture and the words in the box to help you. Write **at least 6-8 complete sentences** in paragraphs.



grow up

one day

plan

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Vocabulary

Part	Vocabulary
SSLO	4.LR.HFW.2: Apply high frequency words correctly across different contexts and text types. 4.R.VD.4: Use new vocabulary accurately in a range of oral and written tasks.
1	B - fireworks
2	F - money
3	H - busy
4	A - hour
5	I - similar

Part	Reading	
1	A – cleaned their hands	4.R.RC.1: Answer literal, inferential, and evaluative questions using text evidence.
2	B – She knew cutting could be dangerous.	4.R.RC.1: Answer literal, inferential, and evaluative questions using text evidence.
3	C – They fixed their mistake.	4.R.RC.1: Answer literal, inferential, and evaluative questions using text evidence.
4	B – were proud of the meal	4.R.RC.4: Make and justify predictions and inferences with supporting evidence.
5	A – It is better to work together than alone.	4.R.UTSF.4: Identify main ideas and supporting details in informational texts.

Part	Writing
SSLOs	4.W.WC.3: Apply commas in compound sentences and after introductory phrases. 4.W.SWU.3: Write grade-level academic vocabulary accurately across different subject areas. 4.W.WPD.1: Compose structured texts with clear beginning, middle, and end. 4.W.WPD.3: Write opinion texts that include a clear statement and at least two supporting reasons or examples.

Writing Grading Guidelines / موجبات التصحيح

1. Task Completion (8 marks)

- Award full marks (7–8) if all parts of the prompt are addressed clearly and appropriately using short, simple sentences.
- Deduct marks for incomplete responses, missing parts of the question, or unclear meaning.
- Responses showing understanding but omitting minor details should still receive marks within Band 5–6.
- Minimal or irrelevant attempts belong in Band 1–2.

2. Use of Vocabulary (8 marks)

- Accept all accurate high-frequency and topic-related vocabulary, even if phrased differently from model responses.
- Give full marks if the student uses varied and relevant words appropriately in context.
- If vocabulary is repetitive or limited but understandable, Band 3–4 may apply.
- If errors prevent understanding or vocabulary is off-topic, mark in Band 1–2.

3. Punctuation (8 marks)

- Full marks require correct use of full stops, capital letters, and spacing throughout.
- Occasional slips that do not affect readability (e.g., a missing full stop) should not heavily reduce marks.
- If errors frequently disrupt the flow or clarity, mark in Band 3–4.
- Frequent absence or misuse of punctuation belongs in Band 1–2.

4. Spelling (8 marks)

- Minor errors in high-frequency words that do not obscure meaning are acceptable in Band 7–8.
- Common phonetic spellings or topic-related attempts may fall in Band 5–6 if meaning is still clear.
- If spelling errors make words unrecognisable or distort meaning, Band 3–4 or lower should be applied.
- Consistent illegibility or random letter strings merit Band 1–2.

5. Handwriting (8 marks)

- Full marks require legible, neat handwriting where most words are correctly formed.
- Slight inconsistencies or uneven sizing that do not affect readability can still earn Band 5–6.
- If writing is generally readable but with frequent letter formation issues, use Band 3–4.
- If the response is extremely hard to read, illegible, or inconsistent, use Band 1–2.

Teacher Guidance

- Encourage students to write at least 6-8 complete sentences about what they will be when they grow up.
- Remind students to use the picture and the words in the box to help them develop their ideas.
- Support students in writing about a future job or role, such as doctor, teacher, engineer, vet, astronaut or firefighter.
- Encourage students to use future forms, such as I will be, I want to be, I hope to be, I plan to and one day.
- Allow students to use simple vocabulary and sentence patterns appropriate for their level.
- Accept logical answers that may differ from the sample response if they are connected to the picture and task.
- Minor spelling and grammar mistakes are acceptable if the meaning is clear.

What to expect in a strong response

- Clear and simple sentences, for example I want to be a doctor when I grow up.
- Ideas that are connected to future jobs, hopes, plans or helping others.
- Use of at least some support words, but not necessarily all.
- Meaning is easy to understand, even if there are minor errors.
- A clear explanation of what the student wants to be and why.

Examples of strong responses:

When I grow up, I want to be a doctor. I want to help sick people. I will work in a hospital. I will give medicine to people who need it.

I will be kind to everyone. I will help children and old people. I think being a doctor is a good job.

When I grow up, I want to be a teacher. I like helping my friends in class. I want to help children read and write. I will make my classroom nice.

I will use books, pictures and games. I will be kind to my students. I think teaching is a fun job.

Acceptable variations

- Students may write about any suitable future job or role.
- Students may choose a job shown in the picture or another relevant job.
- Ideas do not need to match the picture exactly, if they are logical and relevant to the task.

Grade 4 Writing Rubric

Band	Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting
7-8	Writes 7–8 clear, relevant sentences, demonstrating the ability to fully address the task, with 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	Writes 5–6 sentences, demonstrating the ability to address the task using mostly clear, 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	Writes 3–4 sentences, showing some ability to address the task using simple sentences, with some 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 task relevantly and little to no ability to write clear sentences, producing one or very limited 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				