English Assessment Planner

Bridge to Success 3 Level 2.1

شرح هيكل الصف الثالث -لغة انجليزية

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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
Bridge to Success 3	2.1	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**

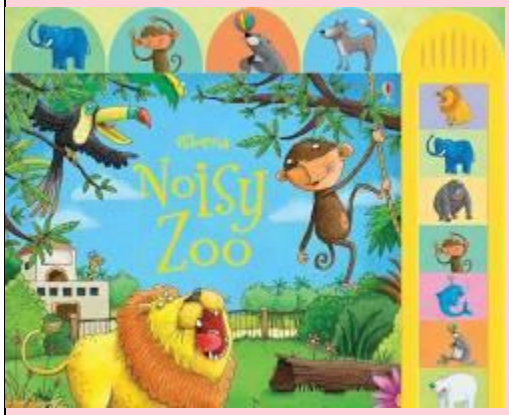
Coverage

Topic(s): Places, animals, community.		
ECFE Grammar	**GSE Grammar**	**Functional Language**
Adjectives: position	Can use the verb 'be' in the simple present with adjectives. (25)	Describing places Describing objects Asking for and giving directions
Prepositions: place	Can use basic prepositions of place with nouns and noun phrases. (26)	
Present time: present simple	Can use subject pronouns with the correct form of the verb 'be' in the simple present. (24)	

Instructions: Choose the correct adjective to describe each image.

1. **The zoo is _____. a) noisy b) fast c) green d) small**

noisy zoo



2. **The bird is _____. a) tall b) colorful c) quiet d) strong**

colorful bird

3. **The city is _____. a) friendly b) modern c) slow d) fluffy**

modern city

4. **The supermarket is _____. a) clean b) fast c) crowded d) green**

crowded supermarket

5. **The camel is _____. a) slow b) noisy c) small d) fast**

slow camel

6. **The town is _____. a) big b) quiet c) old d) small**

small town

7. **The shop is _____. a) busy b) bright c) strong d) green**

busy shop

8. The rabbit is _____. a) fluffy b) noisy c) slow d) peaceful
fluffy rabbit

9. The house is _____. a) small b) old c) tall d) colorful
old house

10. **The park is _____. a) green b) noisy c) fast d) slow green park**

11. **The frog is _____. a) strong b) green c) tall d) fluffy green frog**

12. The farm is _____. a) small b) quiet c) clean d) noisy
quiet farm

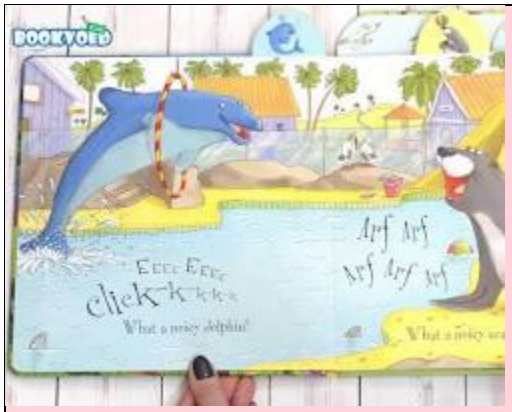
13. The library is _____. a) crowded b) peaceful c) busy d) fast
peaceful library

14. The bear is _____. a) friendly b) small c) strong d) slow

strong bear

15. The zoo is _____. a) modern b) noisy c) clean d) slow

noisy zoo



16. The bird is _____. a) fast b) colorful c) small d) old colorful bird

17. The city is _____. a) modern b) fluffy c) clean d) old modern city

18. The supermarket is _____. a) clean b) fast c) crowded d) green
crowded supermarket

19. The camel is _____. a) tall b) small c) old d) slow
slow camel

20. The town is _____. a) friendly b) small c) big d) noisy
small town

21. The shop is _____. a) bright b) clean c) strong d) small
bright shop

22. The rabbit is _____. a) tall b) fluffy c) noisy d) old

fluffy rabbit

23. The house is _____. a) big b) old c) small d) strong

old house

24. The park is _____. a) large b) noisy c) old d) crowded
large park

25. The frog is _____. a) small b) fast c) noisy d) clean
small frog

Instructions: Choose the correct preposition to complete each sentence.

1. **The cat is _____ the table. a) in b) on c) under d) between**

cat on a table

2. **The book is _____ the shelf. a) on b) in c) under d) next to**

book on a shelf

3. **The dog is sitting _____ the sofa. a) on b) in c) behind d) between**

dog sitting behind a sofa

4. **The shoes are _____ the bed. a) in b) on c) under d) next to**

shoes under a bed

5. **The lamp is _____ the desk. a) on b) under c) behind d) next to**

lamp on a desk

6. **The pencil is _____ the box. a) in b) on c) under d) behind**

pencil in a box

7. The children are playing _____ the park. a) on b) at c) in d) under
children playing in a park

8. The restaurant is _____ the cinema. a) in front of b) next to c) behind d) under
restaurant in front of a cinema

9. The bank is _____ the corner. a) behind b) in front of c) at d) on
bank at a corner

10. The car is parked _____ the house. a) on b) behind c) in d) next to
car parked behind a house

11. The cat is hiding _____ the chair. a) on b) under c) behind d) between
cat hiding under a chair

12. The museum is _____ the bridge. a) on b) next to c) behind d) in front of
museum next to a bridge

13. The books are _____ the table. a) under b) next to c) on d) in front of
books on a table

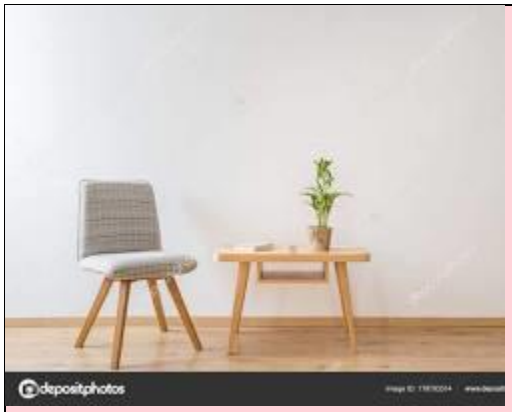
14. The flowers are _____ the window. a) under b) in c) on d) behind
flowers on a windowsill

15. The restaurant is _____ the street. a) in b) on c) next to d) at
restaurant on a street

16. The car is parked _____ the tree. a) in front of b) behind c) next to d) on
car parked in front of a tree

17. The toy is _____ the shelf. a) under b) on c) in d) behind
toy on a shelf

18. The chair is _____ the desk. a) next to b) behind c) in front of d) on
chair next to a desk



19. The paintings are _____ the wall. a) on b) in c) under d) behind
paintings on a wall

20. The children are sitting _____ the teacher. a) in front of b) behind c) next to d) on
children sitting in front of a teacher

Sure! Here’s a multiple-choice test focused on using subject pronouns with the correct form of the verb "be" in the present simple tense.

1. I _____ a student.
a) am
b) is
c) are
d) be

2. She _____ a teacher.
a) am
b) is
c) are
d) be

3. We _____ friends.
a) am
b) is
c) are
d) be

4. They _____ at the park.
a) am

b) is
c) are
d) be

5. He _____ very tall.
a) am
b) is
c) are
d) be

6. It _____ a beautiful day.
a) am
b) is
c) are
d) be

7. You _____ very kind.
a) am
b) is
c) are
d) be

8. She _____ from Spain.
a) am
b) is
c) are
d) be

9. I _____ happy to be here.
a) am
b) is
c) are
d) be

10. We _____ in the classroom.

a) am
b) is
c) are
d) be

11. They _____ my neighbors.
a) am
b) is
c) are
d) be

12. He _____ not at home right now.
a) am
b) is
c) are
d) be

13. You _____ my best friend.
a) am
b) is
c) are
d) be

14. I _____ very tired today.
a) am
b) is
c) are
d) be

15. We _____ excited about the trip.
a) am
b) is
c) are
d) be

16. She _____ at work today.
a) am
b) is
c) are
d) be

17. They _____ in the same class.
a) am
b) is
c) are
d) be

18. It _____ a good idea.
a) am
b) is
c) are
d) be

19. You _____ always so busy.
a) am
b) is
c) are
d) be

20. He _____ my cousin.
a) am
b) is
c) are
d) be

21. We _____ on vacation next week.
a) am
b) is
c) are
d) be

22. I _____ not ready yet.
a) am
b) is
c) are
d) be

23. It _____ raining right now.
a) am
b) is
c) are
d) be

24. They _____ always so helpful.
a) am
b) is
c) are
d) be

Answer Key:

1. **a) am**
2. **b) is**
3. **c) are**
4. **c) are**
5. **b) is**
6. **b) is**
7. **c) are**
8. **b) is**
9. **a) am**
10. **c) are**
11. **c) are**
12. **b) is**
13. **c) are**
14. **a) am**
15. **c) are**

16. **b) is**
17. **c) are**
18. **b) is**
19. **c) are**
20. **b) is**
21. **c) are**
22. **a) am**
23. **b) is**
24. **c) are**

Core Lexis

Places	Animals	Community
zoo	bird	city
supermarket	camel	town
shop	rabbit	house
park	frog	farm
library	bear	

English	Arabic	Image
Places		
zoo	حديقة حيوان	

supermarket	سوبر ماركت		
shop	متجر		
park	منتزه		

library	مكتبة		
city	مدينة		
town	بلدة		

house	منزل		
farm	مزرعة		
Animals			
bird	طائر		

camel	جمل		
rabbit	أرنب		
frog	ضفدع		

bear	دب		
Community			
city	مدينة		
town	بلدة		

house	منزل		
farm	مزرعة		
community	مجتمع		

Term 1 Assessments

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

Assessment	Description
School-Based Assessment	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.
Reading End of Term Summative Assessment	**The reading exam has three parts: It is a paper-based exam.** 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. 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. 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.

Writing End of Term Summative Assessment	**The writing exam will consist of short answer questions (1 or 2 sentences) on 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.**

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 2.1 Grade 3					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 lexical / grammatical items in word bank (including 2 distractors)
3		MCQs about two paragraph- level texts, presented together. Above level	LL2.R.C.2 Compare and contrast information within or across simple texts. LL2.R.P.2 Consider how information from simple texts can be used after reading or listening. ENG.02.2.3.XX.002 Read and understand the overall meaning of short, simple texts on familiar topics.	4 questions 3 marks each	2 informative texts 4-6 sentences per text

English Learning Continuum Phase 2 / ECFE Level 2.1 Grade 3					Domain: Writing
Part	**Section**	**Question Type and instruction**	**Outcomes Assessed**	**Number of Questions / Marks**	**Constructs**
Writing		Short-answer questions. At level Look at the picture. Answer the questions by writing complete sentences. Use the words in the box to help you.	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.	5 short answer questions 40 marks Marked using the writing rubric	One Image and questions about a topic from the curriculum. Word box vocabulary is 12-15 words from the IP. The questions elicit personal experiences and ideas from the students.

Test Form: Matching Words to Pictures
Instructions: Match the word to the correct picture.

Question	Word	Picture	
1	**camel**		

2	**park**		
3	**frog**		
4	**library**		
5	**house**		
6	**zoo**		

Text:
There is a _____ in the middle of the city where many families go on weekends. They can see a lot of different animals, including a _____ that is very tall and a _____ that loves to jump around. People also visit the _____ to buy food and groceries, but it can be very crowded on Saturdays. The _____ is quiet and peaceful, a great place for reading. Near the _____ is a small park where children can play.

Complete the sentences:

1. There is a _____ in the middle of the city where many families go on weekends.
   a) zoo
   b) supermarket

c) shop

2. They can see a lot of different animals, including a _____ that is very tall.
   a) camel
   b) rabbit
   c) frog
3. And a _____ that loves to jump around.
   a) bear
   b) frog
   c) bird
4. People also visit the _____ to buy food and groceries.
   a) zoo
   b) library
   c) supermarket
5. The _____ is quiet and peaceful, a great place for reading.
   a) park
   b) library
   c) farm
6. Near the _____ is a small park where children can play.
   a) zoo
   b) house
   c) library

Answer Key:

1. a) zoo
2. a) camel
3. b) frog
4. c) supermarket
5. b) library
6. c) library

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.

Example:

Text: I am a small, green animal. I live in a pond and can jump very high.
Title:
A) A Frog
B) A Dog
Answer: A) A Frog

Texts:
Text 1:
I am a tall animal. I live in Africa. I have a very long neck and like to eat leaves from tall trees.
Text 2:
I live in the city. I am very fast and love to run around. I have a tail and like to chase balls.
Text 3:
I am a quiet, big animal. I live on a farm. I give people milk, and I eat grass.
Text 4:
I live in a big house. I like to sit on chairs and sleep a lot. I like to chase mice.

Titles:
A) A Giraffe
B) A Rabbit
C) A Cat
D) A Dog
E) A Cow
F) A Bird

Answer Key:

- **Text 1:** A) A Giraffe
- **Text 2:** D) A Dog
- **Text 3:** E) A Cow
- **Text 4:** C) A Cat

Complete the sentences about a short text by choosing words from the word bank.
Example:
Text:

John is a teacher. He works at a school. Every day, he teaches students in his classroom.

Word Bank:

- teacher
- car
- cat
- school
- dog
- books

Sentence:

John works at a _____.

Answer: school

Text:

Sarah is a student. She goes to a large school near her house. Every morning, she takes the bus to school. In the afternoon, she studies math and English. After school, Sarah goes to the park with her friends.

Word Bank:

- bus
- teacher
- school
- park
- friends
- math

Complete the sentences:

1. Sarah is a _____.
   a) teacher
   b) student
   c) doctor
2. She goes to a large _____ near her house.
   a) supermarket
   b) park

c) school

3. Every morning, Sarah takes the _____ to school.
   a) bus
   b) car
   c) train
4. After school, Sarah goes to the _____ with her friends.
   a) zoo
   b) park
   c) library

Answer Key:

1. b) student
2. c) school
3. a) bus
4. b) park

Read the two texts below. Then, answer the questions that follow.

Text 1:

Sarah is a teacher at a primary school. She loves teaching children and enjoys helping them learn new things every day. Sarah teaches math and science to her students. In her free time, she enjoys reading books and going for walks in the park. She believes that exercise is important for a healthy lifestyle.

Text 2:

John works as a doctor at a hospital. He helps patients with medical problems and enjoys making them feel better. John spends most of his day in the hospital, but he likes to relax by watching movies on weekends. He also enjoys playing sports, especially soccer, with his friends. John believes that staying active is key to staying healthy.

Answer the questions below:

1. **Which of the following is true about Sarah and John?** a) They both work in schools.
   b) They both enjoy reading books.
   c) They both believe exercise is important for health.
   d) They both like to play sports on weekends.
2. **What is the main difference between Sarah's job and John's job?** a) Sarah works in a hospital, and John works in a school.

b) Sarah teaches children, and John helps patients at a hospital.
c) Sarah works with sports, and John works with science.
d) Sarah works with adults, and John works with children.

3. **Which activity do both Sarah and John enjoy doing in their free time?** a) Playing soccer.
   b) Going for walks in the park.
   c) Watching movies.
   d) Reading books.
4. **Which statement best describes Sarah's opinion on health?** a) She believes that staying active is important.
   b) She believes that eating healthy food is the key to good health.
   c) She prefers to stay active by playing sports.
   d) She believes that exercise is important for a healthy lifestyle.

Answer Key:

1. **c) They both believe exercise is important for health.**
   - **Explanation:** Both Sarah and John mention the importance of exercise for health in their respective texts.
2. **b) Sarah teaches children, and John helps patients at a hospital.**
   - **Explanation:** Sarah is a teacher at a school, and John is a doctor at a hospital, so their jobs are different in terms of what they do.
3. **c) Watching movies.**
   - **Explanation:** John enjoys watching movies on weekends, and Sarah enjoys reading books and going for walks, but both do these activities in their free time.
4. **d) She believes that exercise is important for a healthy lifestyle.**
   - **Explanation:** Sarah mentions that she believes exercise is important for a healthy lifestyle, similar to John's opinion.

Writing
Short Answer Questions

child playing in a park with a dog

Word Box: child, dog, park, happy, play, run, big, small, green, fun, friend, ball

1. What is the child doing?
2. Is the dog big or small?
3. Where is the child playing?
4. How does the child feel?
5. What is the child playing with?

cat sitting on a windowsill, looking outside

Word Box: cat, window, outside, sun, bird, tree, happy, look, sit

Questions:

1. What is the cat doing?
2. Where is the cat sitting?
3. What is the cat looking at?
4. How does the cat feel?

family having a picnic in a park

Word Box: family, park, picnic, food, drink, blanket, happy, eat, talk

Questions:

1. What is the family doing?
2. Where is the family having a picnic?
3. What do you see on the blanket?
4. How do you think the family feels?

child riding a bicycle

Word Box: child, bicycle, helmet, road, park, ride, fast, slow, fun

Questions:

1. What is the child doing?
2. What is the child wearing on his/her head?
3. Where is the child riding the bicycle?
4. How does the child feel?