



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Sample Questions

School-based Summative Assessment

Term 3

Grade 3 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 SSLOs 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 context clues to determine the meaning of high frequency words in different texts.	My bag is full of books. 
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
Describe characters' motives and actions using details from the text.	Why did Mira move the stick? A. She wanted to help the bird. B. She wanted to play with the stick. C. She wanted to scare the bird. What did Mira do to help the bird? _____
Identify the lesson or moral in a story and explain it in a short sentence.	What is the lesson of the story? A. Winning is more important than being kind. B. It is better to be honest and fair. C. Puzzles are too hard to finish. What lesson does Omar learn? Explain it in one short sentence. _____
Summarise the main idea and key points of a text in a few sentences.	What is the text mostly about? A. Lina grows a plant from seeds. B. Lina buys a new flowerpot. C. Lina plays outside every morning. Write the main idea of the text in two sentences. _____ _____

Identify learned vocabulary in text and use new vocabulary in speaking and writing tasks.	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
Identify cause and effect relationships in texts.	Why did Tom smile at the end of the story? A. He went home B. He got his hat back C. He played with friends Why did Tom look on the bench and under the tree? A. He wanted to play B. He was looking for his hat C. He was meeting a friend

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, angled diagonally, with a long, flowing squiggle trailing behind it.

Vocabulary

Match the sentence to the correct picture. Each picture can only be used once. There are 5 pictures you do not need.

1.	Ali enjoys painting pictures using different colours.	
2.	It cannot fit through the door!	
3.	Reading is Omar's favourite thing to do.	
4.	I went shopping to buy one thing.	
5.	I jumped over and over again!	

	A
	B
	C
	D
	E
	F
	G
	H
	I
	J

Reading

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

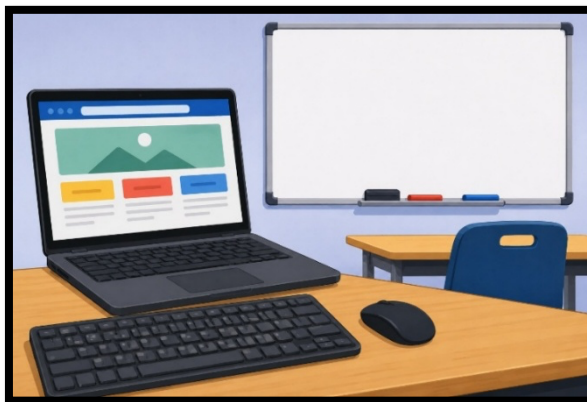
Planet Protectors

Hiba and her class want to protect the environment at school. Every day, they try to save energy by turning off lights and fans when nobody is using them. At lunch, students have water bottles in their lunch boxes. They use their water bottles more than once. They do not throw away many plastic cups. During free time, Hiba helps tidy the room. On Fridays, the class work together to put plastic and paper into the correct recycling boxes. Their teacher says little actions can make a big difference. Hiba likes helping the planet because she wants green parks, fresh air, clean water and healthy animals in the future. She also wants to teach people to reuse more things. She tells her family they can help the Earth at home too!

1.	What do students reuse during lunch? A. plastic cups B. lunch boxes C. drinking bottles	4.	Why does Hiba want to save the planet? A. Her goal is to reduce waste. B. Her plan is to have bigger parks. C. Her hope is to protect her family.
2.	At the end of the week, the students _____. A. clean their classroom B. work on class projects C. put items into the right bins	5.	What can we learn about Hiba from the text? A. She does not care about the environment. B. She enjoys helping others protect the Earth. C. She only recycles on the weekends.
3.	Hiba's teacher thinks that small actions _____. A. can help a lot B. are hard to do C. make little change		

Writing

Write about how you use technology for learning. Use the picture and the words in the box to help you. Write at least **4-5 complete sentences**.



laptop

keyboard

website

smartboard

password

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Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting	Total
/8	/8	/8	/8	/8	/40

Vocabulary

Part	Vocabulary	
SSLO	3.LR.HFW.3: Apply context clues to determine the meaning of high frequency words in different texts.	
1 - E	Ali enjoys painting pictures using different colours.	
2 - D	It cannot fit through the door!	
3 - A	Reading is Omar's favourite thing to do.	
4 - B	I went shopping to buy one thing.	
5 - I	I jumped over and over again!	

Part	Reading	
1	C – drinking bottles	3.R.RC.1: Answer literal and inferential questions using detail from the text.
2	C – put items into the right bins	3.R.RC.1: Answer literal and inferential questions using detail from the text.
3	A – can help a lot	3.R.RC.1: Answer literal and inferential questions using detail from the text.
4	A – Her goal is to reduce waste.	3.R.RC.1: Answer literal and inferential questions using detail from the text.
5	B – She enjoys helping others protect the Earth.	3.R.ERT.5: Identify the lesson or moral in a story and explain it in a short sentence

Part	Writing
SSLOs	3.W.WC.4: Capitalise proper nouns including titles, geographic names, and holidays. 3.W.WC.5: Maintain consistent use of punctuation throughout a paragraph. 3.W.SWU.4: Choose and use more specific nouns, verbs, and adjectives to make writing clearer and more interesting. 3.W.WPD.4: Write short texts in different forms (e.g., personal narrative, description, instructions) with guidance.

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 4–5 complete sentences about how they use technology for learning.
- Remind students to write about the picture and use the support words to help them develop their ideas.
- Support students in using the present tense when writing about regular actions or routines, such as use, type, open, learn, watch, read and practice.
- Encourage students to organize their ideas clearly, for example: what technology they use, what they use it for, and how it helps them learn.
- 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 use a laptop to learn English.
- Ideas that are connected to the topic of technology and learning.
- 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 how technology helps the student learn.

Examples of strong responses:

I use a laptop to learn at school. I type answers on the keyboard. I open a website to watch videos and practise English. I use a password to log in safely. The smartboard helps me see the lesson clearly.

I use technology to help me learn at school. I open a learning website on my laptop and type my answers on the keyboard. Sometimes I watch videos or complete activities to practise English. I use a password to log in safely. The smartboard helps my teacher show pictures, words and lessons clearly.

Acceptable variations

- Students may write about school, home, online lessons or classroom learning.
- Students may include other relevant technology, such as a tablet, computer, screen or educational app.
- Ideas do not need to match the picture exactly, if they are logical and relevant to the task.

Grade 3 Writing Rubric

Band	Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting
7-8	Writes 4–5 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 3–4 sentences, demonstrating the ability to address the task using short, 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 2–3 sentences, showing some ability to address the task using short, 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 short, simple 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				