UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Academic Year

2025
26

English Language Sample Test Specifications

School-based Summative Assessment

TERM 3

GRADES

3-4

Overview

The Cycle 1 English Language School-based Summative Assessment should be designed to reflect the Structured Literacy approach outlined in the curriculum, ensuring systematic coverage of Literacy Readiness, Reading and Writing. Assessments should provide students with clear opportunities to demonstrate phonological awareness, foundational decoding skills, and early vocabulary development, all of which are central to the progression of skilled reading.

In addition, the tasks should reflect the integrated nature of language learning in Cycle 1 by drawing on age-appropriate texts, meaningful contexts, and familiar classroom themes. This ensures that students are assessed on what they have been explicitly taught, while also allowing them to apply their emerging skills in authentic ways.

This document provides sample test specifications intended to support teachers in the design of Term 3 School-based Summative Assessments. The specifications are provided for guidance purposes only and are not mandatory. Teachers may adapt, amend, or replace the sample tasks as appropriate to meet the needs of their students. Teachers are free to select themes and contexts covered during Term 3, provided that all assessment tasks remain aligned with the relevant Student Learning Outcomes.

Structure

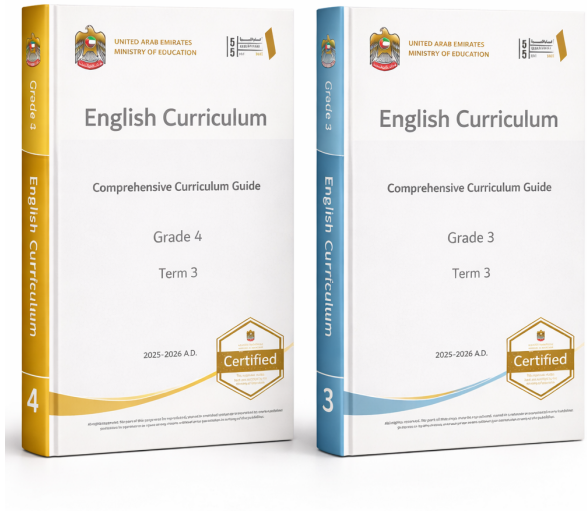
School-based – Grades 3 and 4

The suggested structure is as follows:

- **Part 1 - Vocabulary**: Assesses skills at Mastery level
- **Part 2A - Reading**: Targets working towards Mastery and working at Mastery
- **Part 2B - Reading**: Targets working at Mastery and Mastery with Greater Depth
- **Part 3 - Writing**: Assesses student writing ability at Mastery level

Curriculum Alignment

The suggested specifications align with the curriculum, and teachers are encouraged to use the sample test specifications as a guide when selecting themes. The Cycle 1 English curriculum is built around age-appropriate, meaningful themes that help students understand themselves, their communities, and the wider world. Using the themes outlined in the sample specs ensures that assessments reflect these authentic contexts and support the intended development of reading and writing skills.

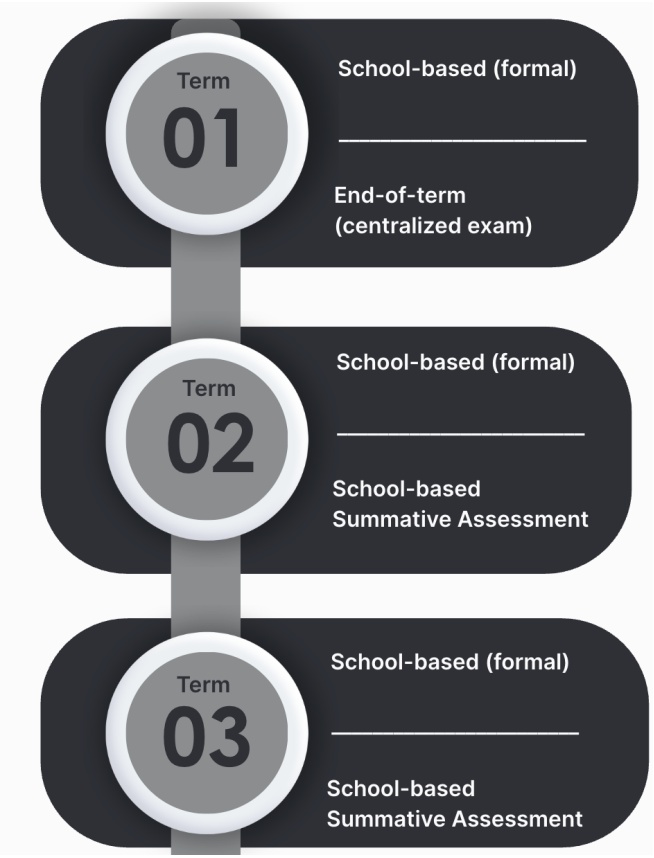


In Grade 3 Term 3, the units *"Time"* and "*Green Living*" guide learners to understand how daily choices shape their lives and their environment. Across eight sub-themes, students explore telling time, daily routines, hobbies, money, technology use, past experiences and environmental responsibility. Through these real-life contexts, learners strengthen their language skills by asking and answering questions, describing habits, explaining reasons and recounting events.

In Grade 4 Term 3, the theme *"Global Connections"* explores how people, cultures and ideas are linked across the world through six connected sub-themes that invite learners to compare traditions, describe experiences and express opinions. The topics encourage students to communicate confidently, think critically and reflect on their role in an interconnected global community.

Assessment Outline – Academic Year 2025/2026

Grades 3 and 4



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Cycle 1

English Language SSA

Sample Test Specifications

Grade 3

Academic Year 2025-2026: End of Term 3 School-Based Summative Assessment: **Grade 3 – Sample Test Specifications**

Grade	Grade 3	CEFR	A1
Class	3 General		

Language Domains	Literacy Readiness, Reading and Writing	Total Marks	Reading: 60	Writing: 40

Part	Level	Theme	Vocabulary		
Part 1: Vocabulary	**Working at Mastery**: Uses sentence-level context to determine the meaning of familiar high frequency words in guided reading tasks.	**Free Time Fun**	High frequency words: giant, find, laughed, again, friends, jumped, different, stopped Vocabulary: go swimming, reading, painting, playing computer games, watching movies, go camping, go hiking		
		Money Matters	High frequency words: Thought, through, narrator, once, air Vocabulary: buy, sell, money, price, cheap, expensive, cost		
		Task Description	**Achievement Objectives**	**Specific Student Learning Outcomes (SSLOs)**	**Construct Limits**
		Matching (sentence–image) _____ Match the sentence to the correct picture. Each picture can only be used once. There are 5 pictures do you not need.	The student can independently apply context clues to determine the meaning of high frequency and irregular words while reading.	**High Frequency Words** 3.LR.HFW.3: Apply context clues to determine the meaning of high frequency words in different texts.	▪ 5 sentences, 10 pictures ▪ 4 marks each (total: 20)

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus	
Part 2A: Reading	**Working Toward Mastery** **Working at Mastery**	**Planet Protectors**	Vocabulary: protect the environment, save energy. reduce waste, recycle plastic, reuse	Present Modals (can) Quantifiers (too much, less) Dependent Prepositions (by, on) Yes/No Questions [Do you use_____?] Compound Nouns Prepositions (movement) + Imperatives	
		Task Description	**Achievement Objectives**	**Specific Student Learning Outcomes (SSLOs)**	**Construct Limits**
		Multiple-Choice Questions Read the text and choose the correct answer. Choose A, B or C.	Demonstrate comprehension of grade-level texts by identifying key ideas, summarising information, making inferences, and supporting answers with evidence.	**Reading Comprehension** 3.R.RC.1: Answer literal and inferential questions using details from the text.	▪ 1 descriptive text of 100-120 words (10% either way) ▪ 5 questions with 3 options (4 marks each, total: 20)

Part	Level	Theme	Vocabulary	Language Structures / Grammar Focus
Part 2B: Reading	**Working at Mastery** **Mastery with Greater Depth**	**Free Time Fun**	<u>High frequency words:</u> giant, find, laughed, again, friends, jumped, different, stopped <u>Vocabulary:</u> go swimming, reading, painting, playing computer games, watching movies, go camping, go hiking	Quantifiers (too much, less) Dependent Prepositions (by, on) Present Modals (can) Compound Nouns

Task Description	Specific Student Learning Outcomes (SSLOs)	Construct Limits
Multiple-Choice Questions Read the text and choose the correct answer. Choose A, B or C.	3.R.RC.1: Answer literal and inferential questions using text details. 3.R.ERT.4: Describe characters' motives and actions using details from the text. 3.R.ERT.5: Identify the lesson or moral in a story and explain it in a short sentence. 3.R.RC.2: Summarise the main idea and key points of a text in a few sentences.	▪ 1 descriptive text of 110-130 words (10% either way) ▪ 5 questions with 3 options (4 marks each, total: 20)

<table>
<tr><th>Part</th><th>Level</th><th>Theme</th><th>Vocabulary</th><th>Language Structures / Grammar Focus</th><th>Functional Language</th></tr>
<tr><td rowspan="3">Part 3: Writing</td><td rowspan="3">Working at Mastery</td><td>Technology Today</td><td><u>Vocabulary:</u>
headphones, keyboard, smartphone, smartwatch, whiteboard, laptop, website password, touchscreen</td><td>Yes/No Questions [Do you use_____?]
Compound Nouns
Possessive Adjectives [my, your, his, her]
Wh- questions (Why do you like</td><td>FL.3 Expressing likes and dislikes

FL.9 Describing habits, routines, tasks, and jobs</td></tr>
<tr><th>Task Description</th><th colspan="2">Specific Student Learning Outcomes (SSLOs)</th><th>Construct Limits</th></tr>
<tr><td>Guided constructed response
———————————
Write about the picture.
Use the words to help you.
Write at least 4-5 complete sentences.</td><td colspan="2">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.</td><td>▪ 1 image
▪ 1 word bank with 5 words
▪ 40 marks, based on rubric</td></tr>
</table>

Grade 4

Academic Year 2025-2026: End of Term 2 School-Based Summative Assessment: Grade 4 – Sample Test Specifications

Grade	Grade 4	CEFR	A1-A2
Class	4 General		

Language Domains	Literacy Readiness, Reading and Writing	Total Marks	Reading: 60	Writing: 40

Part	Level	Theme	Vocabulary			
Part 1: Vocabulary	**Working at Mastery**	**Festivals of the World**	High frequency words: most, both, only, every, everybody Vocabulary: celebration, traditional, festival, holiday, party, costumes, decorations, fireworks			
		Exploring Cultures	High frequency words: busy, money, hour Vocabulary: custom, tradition, culture, different, similar, bow, gifts			
		Task Description	**Achievement Objectives**	**Learning Outcomes**	**Construct Limits**	
		Matching (sentence–word) _____ Match the sentence to the correct word. There are five words you do not need. Each word may only be used ONCE.	Read, spell, and use high frequency and academic vocabulary words fluently in diverse contexts, including formal and creative writing tasks.	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.	▪ 5 sentences, 10 words ▪ 4 marks each (Total: 20)	

<table>
<tr><th>Part</th><th>Level</th><th>Theme</th><th>Vocabulary</th><th colspan="2">Language Structures / Grammar Focus</th></tr>
<tr><td rowspan="4">Part 2A: Reading</td><td rowspan="4">Working Toward Mastery:

Working at Mastery:</td><td>Stories from Around the World</td><td><u>High frequency words:</u>
bath, path, father, plant, half

<u>Vocabulary:</u>
once upon a time, a long time ago, lived happily ever after, character, place hero</td><td colspan="2">Adverbs of time and place
Adverbs of frequency
Quantifiers
Coordinating Conjunctions
Past Simple
Phrasal Verbs</td></tr>
<tr><th>Task Description</th><th colspan="2">Specific Student Learning Outcomes (SSLOs)</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice Questions

Read the text and choose the correct answer.
Choose A, B or C.</td><td colspan="2">4.R.RC.1: Answer literal, inferential and evaluative questions using text evidence.

4.R.UTSF.4: Identify main ideas and supporting details in informational texts.

4.R.VD.1: Determine the meaning of unfamiliar words using context, affixes and root words.</td><td>▪ 1 informational text of 110-130 words (10% either way)
▪ 5 questions (2 Working Toward Mastery, 3 Working at Mastery) with 3 options (4 marks each, total: 20)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th>Theme</th><th>Vocabulary</th><th colspan="2">Language Structures / Grammar Focus</th></tr>
<tr><td rowspan="3">Part 2B: Reading</td><td rowspan="3">Working at Mastery

Mastery with Greater Depth</td><td>Cooking with Friends</td><td><u>High frequency words:</u>
even, people, whole, clothes, thought

<u>Vocabulary:</u>
recipe, ingredients, mix, stir, add, chop, cut, pour, boil</td><td colspan="2">Quantifiers
Adverbs of Sequencing
Subordinating Conjunctions
Verb Forms</td></tr>
<tr><th>Task Description</th><th colspan="2">Specific Student Learning Outcomes (SSLOs)</th><th>Construct Limits</th></tr>
<tr><td>Multiple-Choice Questions

Read the text and choose the correct answer. Choose A, B or C.</td><td colspan="2">4.R.RC.1: Answer literal, inferential and evaluative questions using text evidence.

4.R.RC.4: Make and justify predictions and inferences with supporting evidence.

4.R.UTSF.4: Identify main ideas and supporting details in informational texts.</td><td>▪ 1 narrative text of 120-140 words (10% either way)
5 questions (3 working at Mastery, 2 Mastery with Greater Depth) with 3 options (4 marks each, total: 20)</td></tr>
</table>

<table>
<tr><th>Part</th><th>Level</th><th>Theme</th><th>Vocabulary</th><th colspan="2">Language Structures / Grammar Focus</th></tr>
<tr><td rowspan="3">Part 4: Writing</td><td rowspan="3">Working at Mastery</td><td>Looking to the Future</td><td>In the future, plan, hop, want, next year, grow up, one day</td><td colspan="2">First Conditional (Developing)
Wh-questions
Subordinating conjunctions (when)</td></tr>
<tr><th>Task Description</th><th colspan="2">Specific Student Learning Outcomes (SSLOs)</th><th>Construct Limits</th></tr>
<tr><td>Guided constructed response

Write about the picture.
Use the words to help you.
Write at least 6-7 complete sentences in paragraphs.</td><td colspan="2">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.</td><td>▪ 1 image
▪ 1 word bank with 5 words
▪ 40 marks, based on rubric</td></tr>
</table>

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				

Grade 4 Writing Rubric

Band	Task Completion	Use of Vocabulary	Punctuation	Spelling	Handwriting
7-8	Writes 6–7 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 4–5 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 2–3 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				