



T1 English Exams

2017-18

Support Materials

Grades 1- 5

T1 English Exams 2017-18 Support Materials

Grades: 1-5

English Reading (ER) and Writing (EW)

Both reading and writing are weighted equally. Speaking and Listening are not examined. The English exams link to Trimester 1 learning outcomes.

For more ER and EW exam specifications follow the ADEK portal pathway:

<https://portal.adek.abudhabi.ae/sites/CA/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2Fsites%2FCA%2FShared%20Documents%2FAssessment%20Development%20Section%2F2017%2D2018%2FTest%20Specification%20T1%202017%2D2018%2FEnglish%20G1%2D10&FolderCTID=0x01200041F95D0BEE6EDA44BA4110FD7F68D542&View=%7B735DA53D%2D6D3E%2D4489%2D8F0B%2D2C705A06C928%7D&InitialTabId=Ribbon%2EDocument&VisibilityContext=WSSTabPersistence>

Note:

- Trimester 1 exam support materials are exemplars and not grade specific. The exemplar texts are for illustration purposes only. These materials are designed to support teaching and learning
- For reading and writing, Grade 1-5 will be awarded a numerical value
- For ER, each item is equally weighted. Students are awarded 2 marks for a correct response
- Exam skills should be developed within the context of teaching and learning

English Reading

For ADEK exams, there are 4 text types: imaginative, information, procedural, persuasive. There are 4 item levels: retrieve, interpret, reflect and language*.

- language* items test language in context. *Refer to ADEK's exam specifications for English.*

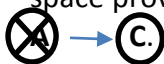
There is one item type:

- **MCQ:** multiple choice
- **CR:** constructed response

Exemplar ER instruction for questions:

Read Text A and answer questions A1-A5

For question A1-A4, choose one answer and circle it e.g. **A**. For A5, write your answer in the space provided. If you make a mistake, cross out the first answer and circle the correct one e.g.



Exemplar ER back page:

ER5		Mark Check Sheet	
Question/s	Maximum	Marker	Reviewer
A1 - A6	12		
B1 - B6	12		
C1 - C7	14		
D1 - D6	12		
TOTAL	50	50	50

Name of the Marker: _____ Signature: _____
Name of the Reviewer: _____ Signature: _____

Writing: EW G1-4

- There are letter, word, and sentence level writing tasks. The writing prompt includes visuals and key words

EW G5

- The writing prompt includes visuals and key words

Exemplar EW G1-5 back page:

Text type writing: EW5					
Task Completion <i>Personal recount</i>	Vocabulary	Grammar	Use verb tenses	Organisation	Total Mark
10	10	10	10	10	50
Name of the Marker: _____			Signature: _____		
Name of the Reviewer: _____			Signature: _____		

Refer to grade specific writing rubrics:

Grade 5 English – Writing Rubric						
<i>Please note that these rubrics have been adapted for the purpose of the exam marking. Rubrics need to be shared with the students in advance of the exam.</i>						
Learning Outcome Students will:	9-10 marks The student:	7-8 marks The student:	5-6 marks The student:	3-4 marks The student:	1-2 marks The student:	0 marks
Task Completion Produce a written personal recount text.	Writes an effective and cohesive text. — selects a variety of relevant ideas for purpose and audience — organizes ideas for purpose and audience — communicates ideas effectively for purpose and audience	Writes a text. — selects some relevant ideas for purpose and audience — organizes some ideas for purpose and audience — communicates ideas for purpose and audience	Attempts to write a text. — selects some ideas — organizes some ideas — communicates some ideas	- selects one relevant idea - organizes one idea - communicates one idea	- idea vaguely addresses the theme	Non Attempt/Off-point texts/Plagiarized texts
Vocabulary Use vocabulary to convey meaning related to the task.	Uses vocabulary effectively to convey meaning for task. — uses relevant vocabulary accurately in context — uses a range of vocabulary related to task — selects vocabulary that adds meaning or effect to the task	Uses vocabulary to convey meaning for task. — uses some relevant vocabulary in context — uses some vocabulary related to task	Attempts to use vocabulary to convey meaning for task. — uses some relevant vocabulary	- uses some simple vocabulary	- uses lists of words with little or confusing meaning	
Grammar Use grammar, spelling, and punctuation.	Use grammar, spelling and punctuation for clarity. — uses familiar and/or taught grammar structures correctly — spells familiar and/or taught words correctly — uses familiar and/or taught punctuation correctly	Use some grammar, spelling and punctuation for clarity. — uses some familiar and/or taught grammar structures correctly — spells some familiar and/or taught words correctly — uses some familiar and/or taught punctuation correctly	Attempt to use grammar, spelling and punctuation. — uses some grammar structures — spells some words correctly — uses some punctuation	— spelling sometimes interferes with meaning — uses capital letters and full stops sometimes	- spelling interferes with meaning - capital letters and full stops not used - lists of words	
Use verb tenses.	Uses a range of verb tenses and verbs accurately . — uses a variety of verb tenses correctly — uses a variety of verbs correctly	Uses some verb tenses and verbs accurately . — uses some verb tenses correctly — uses some verbs correctly	Attempts to use verb tenses and verbs. — attempts to use verbs — attempts to use verb tenses	- some error with subject/verb agreement	- attempts to use verbs	
Organisation Use simple sentences, connectors, compound and complex sentences. Uses paragraphing.	Uses a range of sentences accurately . — uses a variety of sentence structures and lengths — uses simple sentence structures effectively — uses more than one type of compound sentence — uses at least one type of complex sentence — uses clear and appropriate paragraphs	Uses some sentences accurately . — starts to use a variety of sentence structures and lengths — uses simple sentence structures including subject and verb or subject, verb and object — uses at least one type of compound sentence — uses paragraphs	Attempts to use sentences. — uses simple sentence structures including subject and verb or subject, verb and object — paragraphing is not clear	- uses simple sentence structures with some inaccuracies	- uses a list of words with confusing meaning	

G1-5 Exam Administration:

ER:

- Teachers should read the exam instructions to students *once*
- Teachers can read the text and items to students *once*
- MCQ responses can be read to the students *once*. Then, students select the MCQ response, which they consider to be the correct choice, independently

EW:

- Teachers should read the exam instructions to students *once*
- Teachers can read the exam prompt and key words to the students *once*

Teacher Guide for Marking

For ER and EW, students will be awarded a numerical mark /100.

For ER, each question is equally weighted and awarded 2 marks. Incorrect responses will be awarded a 0 mark. How mark values are awarded is indicated on the back page of the reading exam. The total mark is /50.

For EW, marks are awarded according to the criteria outlined in the writing rubrics. How marks are awarded is indicated on the back page of the writing exam. The total mark is /50. Teachers assess across *all* writing tasks when awarding a mark. Students have multiple opportunities to access the writing rubric through completion of letter, word, and sentence level tasks.

ER and EW are added together to calculate the total mark /100 for the English examination.

Standardised Marking

The Trimester 1 Exam papers must only be marked by Grade 1 - 5 teachers, as they are familiar with assessing against the ADEK curriculum. Where there is more than one teacher teaching Grade 1 - 5 English at a school, it is appropriate for teachers to mark each other's classes or sit together to mark and make joint decisions in line with the mark scheme. The control room staff at each school should check the addition on the back page of the exams and ensure the final mark has been calculated correctly.

It is recommended that the HoF monitors the exam marking process to ensure consistency of standards.

Preparing Students for Trimester 1 Exams

Whole-class test practice

Whole class test practice can be useful for all students, especially for those who try hard but find higher level reading questions more challenging. To organize practice with such questions, select a particular type of question and guide the class through the stages of formulating an answer - model how this is done. Teachers can organise students into groups to devise answers that can be shared and compared. Working with targeted groups of students gives an insight into the working processes which might otherwise be difficult to recognize.

Feedback tutorial

After completing practice reading questions, students may be offered a feedback tutorial. This might involve:

- detailed feedback which identifies strengths and weaknesses in performance, and identifying critical next steps
- emphasizing where students gained marks and lost marks
- clarifying strategies for improving performance, for example eliminating multiple choice responses which you know are incorrect. Create a 'Top Tips' leaflet.
- suggesting checking strategies

Mini-marking

Students take part in a mini-marking or moderation activity. Ask students to mark their answers against clear assessment criteria. For constructed response answers, students could rank the order of the responses and identify what makes a successful answer. This activity allows students to see examples of well-formulated responses.

Personal targets

As the exam approaches, it is appropriate to agree on personal targets with the students. For example:

- I will check for the three common errors I know I make
- I will read questions carefully, highlight the stem verbs, identify specific sections of the text where I will find the answer
- I will answer all of the questions and all sections of the paper
- I will finish on time and leave check time. I will identify questions which need more think time
- I will attempt to make a point and explain my point - for constructed response answers
- I will remember to use paragraphs
- I will plan an ending to my writing, so I know where I am going

ER Exam Materials
(Exemplars are not grade specific)

Text A: The Family

The Family



Teacher: "Look at text A and answer questions A1-A6. Choose one answer and circle it: e.g. (A). If you make a mistake, cross out the first answer and circle the correct one e.g. (A) → (X)"

A1. (retrieve) Where is the family? [2]

- A. at the mall
- B. at the park
- C. at school
- D. at home

A2. (retrieve) What are the family doing? [2]

- A. sitting
- B. driving
- C. walking
- D. shopping

A3. (retrieve) What is this? [2]

- A. milk
- B. juice
- C. water
- D. tea



A4. (retrieve) Which picture shows an orange? [2]



A.



B.

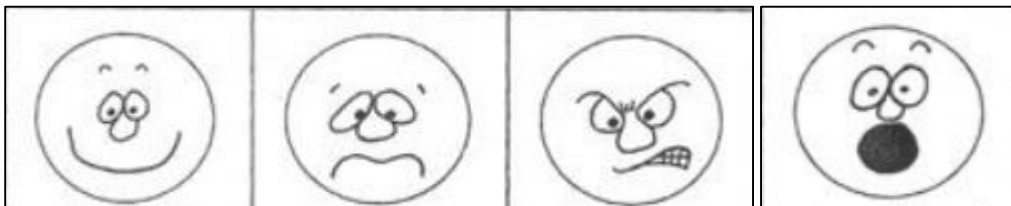


C.



D.

A5. (interpret) Look at the picture. How does the father feel? [2]



A.

B.

C.

D.

A6. (reflect) Look at the picture.

[2]

The family enjoys

- A. spending time together.
- B. watching movies.
- C. playing sports.
- D. shopping at the market.

Text B: Dinner for Mum

Dinner for Mum

My name is Maryam and I love to cook for my mum.

On Saturday my mum did not feel very well. I did not want her to worry, so I thought I would help her by making the dinner.

I decided I would make a baked chicken for my family. First I washed the chicken and put it in a pan. Next, I put the chicken in the oven to bake. Finally, I set the timer and waited for our delicious dinner.



After two hours, the oven timer rang. I opened the oven door. I discovered the chicken had not cooked. I had forgotten to turn on the oven.

I laughed and laughed.

I called for a pizza delivery instead. My mum enjoyed the pizza.

I said we could have baked chicken another night.

Look at text B and answer questions B1-B6. Choose one answer and circle it: e.g. **(A)**. If you make a mistake, cross out the first answer and circle the correct one e.g. ~~(A)~~ → **(C)**

B1. What does Maryam enjoy doing? [2]

- A. singing
- B. cooking
- C. playing
- D. shopping

B2. What was Maryam's problem? [2]

- Her mother was
- A. sick.
 - B. forgetful.
 - C. asleep.
 - D. at the mall.

B3. In the end, what did the family eat for dinner? [2]

- A. pasta
- B. pizza
- C. chicken
- D. biryani

B4. Look at paragraph 2. [2]

“...waited for our delicious dinner.”

What is the closest meaning to ‘delicious’?

- A. tasty
- B. baked
- C. beautiful
- D. terrible

B5. Why did Maryam laugh? [2]

- A. because she forgot to wash the chicken
- B. because she was happy with her family
- C. because she was nervous
- D. because she forgot to turn on the oven

B6. Look at paragraph 1. [2]

“I did not want her to worry...”

What does this suggest about Maryam?

- A. she is selfish
- B. she is sad
- C. she is caring
- D. she is dishonest


Text C: Students

Students

	
Abdulla	Age: 11
Lives in: Abu Dhabi	
Favourite foods: rice, chicken	
Favourite sport: football	
Favourite place to visit: Grandma's house	

	
Abdulrahman	Age: 10
Lives in: Sharjah	
Favourite foods: bananas, noodles	
Favourite sport: basketball	
Favourite place to visit: Burj Khalifa	

	
Aisha	Age: 12
Lives in: Dubai	
Favourite foods: harees, mangoes	
Favourite sport: Jiu-Jitsu	
Favourite place to visit: Ferrari World	

	
Fatima	Age: 9
Lives in: Abu Dhabi	
Favourite food: pizza, hamburgers	
Favourite sport: tennis	
Favourite place to visit: the mall	

Teacher: "Look at text C and answer questions C1-C5. Choose one answer and circle it: e.g. **A**. If you make a mistake, cross out the first answer and circle the correct one e.g. ~~**A**~~ → **C**"

C1. What is this person's name? [2]

- A. Abdulla
- B. Aisha
- C. Fatima
- D. Abdulrahman



C2. How old is Abdulrahman? [2]

- A. 9
- B. 10
- C. 11
- D. 12

C3. What does Aisha like to play? [2]

- A. tennis
- B. football
- C. basketball
- D. Jiu-Jitsu

C4. Who lives in Abu Dhabi? [2]

1. _____

2. _____

C5. Who likes to visit their grandma? [2]

- A. Abdulla
- B. Abdulrahman
- C. Aisha
- D. Fatima

Text D: Desert Camping

Desert Camping



D1. (retrieve) What is the title of the text?

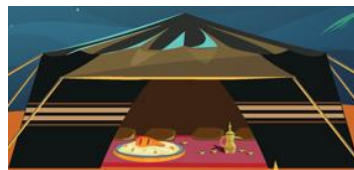
[2]

- A. Outdoor Adventure
- B. Desert Camping
- C. UAE Eating
- D. Emirati Traditions

D2. (retrieve) What is this?

[2]

- A. a tent
- B. a tree
- C. the sky
- D. a star



D3. (interpret) What time of day is it?

[2]

- A. morning
- B. night
- C. afternoon
- D. noon

D4. (interpret) What is this?

- A. the earth
- B. the moon
- C. the sun
- D. the sea



[2]

D5. (interpret) Which picture shows a fire?

[2]



A.

B.

C.

D.

D6. (interpret) Look at the picture.

Where is a good place to go camping?

- A. at school
- B. in the desert
- C. at the mall
- D. in the city

[2]

Text E: Critical Response

Coming to Cartoon World
in May 2018

Meet Mansour
at Al Barsha Mall
6th June - 7th July, 2018

Run Mansour!

Mansour Cartoon
Season Two
Announced

adapted from *cartoon network*

Text E: Critical Response
Exemplar questions

Retrieve:

- E1.** When is Mansour coming to Cartoon World? [2]
- A. July 2018
 - B. Last year
 - C. Season Two
 - D. May 2018

Retrieve:

- E2.** Where can you meet Mansour? [2]
- A. Al Wahda Mall
 - B. Al Barsha Mall
 - C. Abu Dhabi Mall
 - D. Marina Mall

Language:

- E3.** ‘Season Two Announced’ [2]
What is the closest meaning to the word ‘**Announced**’?
- A. hidden
 - B. released
 - C. told
 - D. said

Interpret:

- E4.** What is the main reason the writer uses this image of Mansour? [2]
- A. so the cartoon looks lively and fun
 - B. because Mansour is solving a problem
 - C. because Mansour is not well known
 - D. so the cartoon is interesting to scientists



Reflect:

- E5.** What is the main purpose of this text? [2]
- A. to advise
 - B. to describe
 - C. to persuade
 - D. to discuss

Text F: Imaginative

The Snail and the Whale

This is the bell on the school in the bay,
Ringing the children in from their play.
This is the teacher, holding her chalk,
Telling the class, "Sit straight! Don't talk!"
This is the board, as black as soot...
And this is the snail with the itchy foot!
"A snail! A snail"



The teacher turns pale.

"Look!" say the children.

"It's leaving a trail."

This is the trail

Of the tiny snail,

A silvery trail saying... 'SAVE THE WHALE...'

These are the children, running from school,
Fetching the firemen, digging a pool,
Squirting and spraying to keep the whale cool.
This is the tide coming into the bay,
And these are the villagers shouting, "Hurray!"
As the whale and the snail travel safely away...



Exemplar questions for text F: Narrative

Retrieve:

[2]

F1. What is the title of the text?

- A. The teacher turns pale
- B. These are the children
- C. 'A snail! A snail.'
- D. The Snail and the Whale

Language:

F2. 'The teacher turns pale.'

[2]

Which of these words is an adjective?

- A. The
- B. teacher
- C. turns
- D. pale

Interpret:

F3. 'This is the bell on the school in the **bay**. Ringing the children in from their **play**.'" [2]

'**bay**' and '**play**' are an example of which poetic feature?

- A. repetition
- B. metaphor
- C. simile
- D. rhyme

Interpret:

F4. 'This is the teacher, holding her chalk,'

[2]

Why does the writer say this?

- A. to start the story
- B. to introduce a new paragraph
- C. to introduce a new character
- D. to conclude the story

Reflect:

F5. How do the pictures mainly help you understand the text?

[2]

- A. they help you understand what is happening in the story
- B. they show you what firemen in a red lorry look like
- C. they use bright colours for characters
- D. they make the story funny

How to Study Guide

Want to Study Better at Home?

Follow these 5 easy steps:

Step 1: Set Up a Homework Friendly Area

Set up a well lit space for kids in the home to complete homework. Keep supplies within reach – for example, paper, pens, glue and scissors.

Step 2: Avoid Distractions

Make sure the homework space is quiet and free from distractions. Make sure there are no conversations, no television, music or phone calls.

Step 3: Make a Study Plan

Schedule regular study time. Kids often work better in the afternoon after having a snack. Break up the work into chunks and have short but regular break times. Stand up and stretch.

Step 4: Ask for Help *Only* When you Need It

Kids learn through their mistakes, so try to think for yourself. Parents can make suggestions and help but it's the kid's job to do the learning.

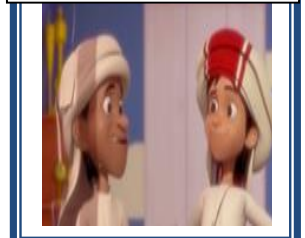
Step 5: Speak to Your Teachers

Ask your teacher if you need to know more about quizzes, assignments and tests. Ask your teachers to check completed homework for you and to give you feedback.

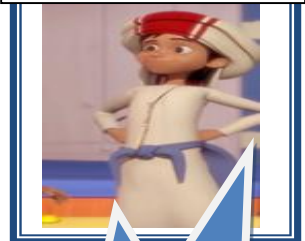
Set up a study space



Avoid distractions



Have regular breaks



**IT'S A FACT:
HOMEWORK
IMPROVES A
CHILD'S
THINKING
SKILLS AND
MEMORY**

Text G: Procedure

Exemplar questions

Retrieve:

- G1.** What is the title of the text? [2]
- A. How to Study Guide
 - B. Avoid distractions
 - C. Set up a study space
 - D. Speak to your teachers

Retrieve:

- G2.** How many easy steps are there? [2]
- A. 1
 - B. 3
 - C. 4
 - D. 5

Language:

- G3.** In the text, what is the meaning of 'Avoid'? [2]
- A. stay away from
 - B. encourage
 - C. support
 - D. pass up

Interpret:

- G4.** In the text, what does homework help a child improve? [2]
- A. thinking and memory
 - B. music and television
 - C. in the afternoon after a snack
 - D. quizzes, assignments and tests

Interpret:

- G5.** '**Want to Study Better at Home?**' [2]
- Why does the writer use a question?
- A. to make the reader listen
 - B. to make the reader think
 - C. to help the reader
 - D. to help the reader study

Reflect:

G6. What is the purpose of the text?

[2]

- A.** to inform adults how to improve their study habits
- B.** to show children how to set up a study space
- C.** to show adults how to support their children
- D.** to inform children how to improve their homework skills

Exemplar Coding

Text E: Mansour

MCQ:

E1: D	E2: B	E3: B	E4: A	E5: C
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Text F: The Snail and the Whale

MCQ:

F1: D	F2: D	F3: D	F4: C	F5: A
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Text G: How to Study Guide

MCQ:


G1: A	G2: D	G3: A	G4: A	G5: B	G6: D
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EW: Exemplar writing prompts
(Writing Prompts Are Not Grade Specific)


EW: Part 1

Look at the pictures, write the missing letters.

<p>__at</p>	
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<p>sn_____</p>	
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<p>eleph_____</p>	
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<p>st_____</p>	
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EW: Part 2

Complete the sentence by writing the missing word.

Use these words.

truck	park	flags	tree
friend	father	outside	car

<p>I see a _____.</p>	
<p>We go to the _____.</p>	
<p>I walk on the grass with my _____.</p>	
<p>I like to play with my _____ at the weekend.</p>	

EW: Part 3

'My Favorite Place'

Look at the pictures.

Write about your favorite place.



You can use these words in writing:

go	fun	visit	family
animals	people	celebrate	games

Start writing here:
