



EmSAT Advantage English

Public Test Specifications – 2021-2022

I. Test Format and Scoring

The EmSAT Advantage English assesses the English proficiency level of students through their progression from Grades 4 through 10. Students in Grades 4, 6, 8 and 10 take a Reading Test which focuses on grammar, vocabulary, and reading comprehension skills. In addition to the Reading Test, Grades 8 and 10 also take a Writing Test where they have 30 minutes to write an extended response in response to a short prompt.

Exams are constructed using The Common European Framework of Reference for Languages (CEFR) as a basic conceptual framework. Test sections, questions, and options are randomized for most of the test. Sections and subsections of the test are timed by the computer. Test-takers can see how much time they have throughout the exam.

Reading Test (Grades 4, 6, 8, 10)

Test Duration:	50 minutes
Questions:	60-65 questions
Content Areas:	Vocabulary, Grammar, Reading Comprehension
Task Types:	Multiple Choice; Matching; Re-Ordering; Fill-in-the-Blank

Writing Test (Grades 8 and 10 only)

Test Duration:	50 minutes
Questions:	5 Paragraph Builder questions 1 Extended Answer Writing (30-minute time limit)
Content Areas:	Writing
Task Types:	Paragraph Builder, Extended Answer Writing



Scoring – Grade Achievement Levels

Grade Achievement Level	Meaning
Level 4	The student's ability in this subject is significantly above the expected level for her/his grade. The student likely has the ability to engage productively with higher level material.
Level 3	The student's ability in this subject is on-track for her/his grade level. If the student continues to keep pace with the rising performance expectations in subsequent grades, s/he is likely to achieve the target level of performance in Grade 12.
Level 2	The student's ability lags 1-2 grade levels behind the expectation for her/his grade. The student will need to improve her/his ability at an accelerated rate if s/he is to achieve the required level of performance by Grade 12.
Level 1	The student's ability is 3-4 grade levels behind the expectation for her/his grade. The student is very unlikely to achieve the required level of performance by Grade 12.

Grade Achievement Level by Grade

CEFR Language Level	Grade 04	Grade 06	Grade 08	Grade 10
B2	Level 4	Level 4	Level 4	Level 4
B1+				Level 3
B1			Level 3	
A2+		Level 3		Level 2
A2		Level 3		Level 2
A1+	Level 3	Level 2	Level 1	
A1	Level 2	Level 1		
Below A1	Level 1			



II. Content Areas Tested

Vocabulary

Vocabulary-focused items assess test-takers' ability to understand and correctly use the high-frequency words needed to function effectively in an English-medium environment. Vocabulary content is primarily based on the English Vocabulary Profile (www.englishprofile.org). The list has been screened to ensure that the words are culturally appropriate and useful in an academic context.

Vocabulary-focused item formats can include:

- Multiple Choice
- Matching
- Cloze Passage

Grammar

Grammar-focused items assess test-takers' ability to understand and form grammatically correct sentences using grammar structures of the appropriate CEFR level. Grammar content is primarily based on the English Grammar Profile (www.englishprofile.org).

Grammar-focused item formats can include:

- Multiple Choice
- Sentence Construction
- Cloze Passage

Reading Comprehension

Reading Comprehension items assess test takers' ability to read and understand grade-appropriate texts on familiar and academic topics. **Single Question Reading** items feature a very short passage with one comprehension question. **Extended Reading** items feature a longer passage with 5-7 comprehension questions.

Reading Comprehension items are Multiple Choice and can include the following question types:

- Specific Detail
- Pronoun Reference
- Meaning of Unknown Word
- Inference
- Whole Meaning

**Writing Test (Grades 8 and 10 only)**

The Writing Test begins with 5 Paragraph Builder items in which test takers must construct a prose paragraph or dialogue by dragging 3-6 sentences into their correct locations. After completing these, the test taker moves on to the main section of the Writing Test, the Extended Answer Writing, in which students have 30 minutes to write an extended response to a short prompt. The required word count and possible prompt types depend on the Grade:

Grade	Target CEFR level	Minimum Required Word Count	Possible Prompt Types (each student receives only one prompt)
Grade 08	A2+	150 words	<ul style="list-style-type: none">• Descriptive• Opinion• Narrative
Grade 10	B1	200 words	<ul style="list-style-type: none">• Advantage / Disadvantage• Argument• Cause / Effect• Compare / Contrast• Descriptive• Opinion• Narrative• Problem / Solution



III. Test Sections and CEFR level breakdown

Reading Test Section	CEFR Level	Grade 04 items	Grade 06 items	Grade 08 items	Grade 10 items
Vocabulary Matching	A1	10	--	--	--
Vocabulary Matching	A2	10	--	--	--
Vocabulary MCQ	A1	4	10	5	--
Vocabulary MCQ	A2	4	10	10	6
Vocabulary MCQ	B1	--	--	5	12
Vocabulary MCQ	B2	--	--	--	2
Grammar MCQ	A1	5	6	3	--
Grammar MCQ	A2	5	6	7	3
Grammar MCQ	B1	--	--	3	7
Grammar MCQ	B2	--	--	--	3
Sentence Construction	A1	2	1	1	--
Sentence Construction	A2	2	2	3	1
Sentence Construction	B1	--	--	1	3
Sentence Construction	B2	--	--	--	1
Paragraph Builder	A1	1	1	--	--
Paragraph Builder	A2	1	2	--	--
Cloze passage (5 blanks)	A1	1x5	--	--	--
Cloze passage (5 blanks)	A2	1x5	2x5	1x5	--
Cloze passage (5 blanks)	B1	--	--	1x5	2x5
Cloze passage (5 blanks)	B2	--	--	--	--
Single Question Reading	A1	3	2	1	--
Single Question Reading	A2	2	3	3	1
Single Question Reading	B1	--	--	1	3
Single Question Reading	B2	--	--	--	1
Extended Reading (passage + items)	A1	1x5	--	--	--
Extended Reading (passage + items)	A2	--	1x7	1x7	--
Extended Reading (passage + items)	B1	--	--	--	1x7

Writing Test Section	CEFR Level	Grade 04 items	Grade 06 items	Grade 08 items	Grade 10 items
Paragraph Builder	A1	--	--	1	--
Paragraph Builder	A2	--	--	3	1
Paragraph Builder	B1	--	--	1	3
Paragraph Builder	B2	--	--	--	1
Extended Answer (30-minute writing)	A2+	--	--	1	--
Extended Answer (30-minute writing)	B1	--	--	--	1



IV. Item Type Examples

1. Vocabulary Matching

Match a word to the picture.



- ☐ Cake
- ☐ Boat
- ☐ Garden
- ☐ Cow
- ☐ Book

2. Vocabulary MCQ (Example CEFR: A1)

My _____ was born the same year as me.

- a. morning ☐
- b. father ☐
- c. wife ☐
- d. minute ☐



3. Grammar MCQ (Example CEFR: A1)

Mansour _____ from Abu Dhabi.

a. am

☐

b. be

☐

c. is

☐

d. are

☐

4. Sentence Construction (Example CEFR: A1)

Make a sentence with these words.

and I

.

I like

like my

my school

class



5. Paragraph Builder (Example CEFR: B1)

Make a paragraph by choosing the correct sentence for each space.

Dragons are very popular in TV programs and movies like the Harry Potter films; however, there are real life dragons called "Komodo dragons."

Komodo dragons are not really dragons. ▾

In fact, they are giant lizards and only live on some Indonesian islands. ▾

They are the largest lizards alive today and are 2 to 3 metres in length. ▾

One reason for their size is that they eat up to 80% of their own weight in meat at one time. ▾

6. Cloze Passage (Example CEFR: A1)

Choose the best word for each space.

My name is Zahir, and my father works for the city police. He a nice car. The car is green and white, and it has red and blue lights on it. Sometimes, my dad during the day. Other times, he works at . He works very hard to keep people . He is very happy with his job. Last week, he was on . We went to Dubai. We swam in the sea and played on the beach. It was so much fun. I love my father.



7. Single Question Reading (Example CEFR: B1)

In English, people often use strange terms to replace the names of items they do not recognize or have briefly forgotten. The word 'gadget,' for example, was first used in the 1850s on ships to describe a small hook. The meaning changed to describe any machine that has a recognizable purpose. Other words like 'doohickey,' 'doodad,' or 'thingamajig' are now acceptable and frequently used to replace the names of unknown objects. The expression 'whatchamacallit' is a phrase that is a series of the words 'what you might call it' connected together and used when the exact name of something cannot be remembered.

Based on the reading, what is probably true about unusual words used in English?

- a. They developed from common words. ☐
- b. They are frequently used on ships. ☐
- c. They are not easily recognized. ☐
- d. They can replace any object. ☐

8. Extended Reading passage (Example CEFR: B1)

"I'm bored" is a common complaint from children. Children who say this often sound accusing, like they are blaming their parents. As a parent, it is easy to feel guilty when you hear this. But I believe that being bored is important. Why is it good to be bored? Well, when you are bored you have to invent, to be creative – you have to find something to do.

There was a time when children would say "I'm bored" and their parents would say, "Go and find something to do!" The children, doing what they were told, would go off and within a few minutes they would be playing an invented game, running races or making something out of old cardboard boxes and bits of string. But nowadays, they are not allowed to be bored. Before a child gets bored, he or she can just turn on a TV, a computer game or a mobile phone. Every moment is taken. How can you be bored when you have a laptop computer with games ready-made? How can children learn to find something to do for themselves when they can just turn on a television at any hour of day or night and find a cartoon channel to entertain them and stop them getting bored? They can't. So they never learn to be creative, to make a game from nothing, to sit and think, to draw, to play by themselves in the sand, to imagine themselves in a different place at a different time, to write a story; in short, they never learn to use their own resources.



Some of my happiest moments have been waiting around doing nothing. For example, I remember waiting for a bus for hours when I was a child, just watching the people go by. I can still remember every detail of that afternoon, almost thirty years later. If I had had a mobile phone, I would probably have spent the time playing games and wouldn't have seen or remembered anything.

Basically, people need to see boredom in a different light. Cambridge University professor W.R. Inge wrote "Nobody is bored when he is trying to make something that is beautiful or say something that is true". Finding the solution to being bored means thinking creatively, and in my opinion, creative thinking is good. So boredom is good, especially for children.

1. According to the reading, what did parents often do in the past?
 - A) say they were bored of their children
 - B) play games and run races with their children
 - C) tell their children to find something to do
 - D) turn on the TV or the computer for the children
2. According to the reading, children's lives are different these days because they _____.
 - A) have lots of things to stop boredom
 - B) can draw, play and write stories more
 - C) are more bored
 - D) are more independent
3. What are the resources the author refers to in paragraph 2?
 - A) oil and gas
 - B) imagination and creativity
 - C) books and magazines
 - D) laptops and televisions
4. What do the words my opinion (paragraph 4) refer to?
 - A) the writer's opinion
 - B) the reader's opinion
 - C) Professor Inge's opinion
 - D) a bored person's opinion
5. According to the writer, what are the benefits of being bored?
 - A) You can spend more time doing what your parents tell you.
 - B) You have the opportunity to play exciting computer games.
 - C) You have more time to watch different television channels.
 - D) You learn to be more independent and think more creatively.



6. The purpose of this reading is to _____.

- A) list different types of boredom
- B) describe the history of boredom
- C) give an opinion on boredom
- D) tell a story about boredom

9. Extended Answer Writing (Example CEFR: B1)

Write a response in English to the question below. Give reasons and examples to support your ideas.

You should write more than 200 words. You have 30 minutes to write.

WRITING PROMPT APPEARS HERE

Sans Serif B I U S A Normal

Students type their response here.

5 words