BASELINE

Applied to **grade 1** students when they join the general education stage

More info

ADVANTAGE

Applied to students of grades **four, sixth, eighth, and tenth**

More info

ACHIEVE

Students of the **twelfth grade, scholarships, master** & **doctoral degrees,** & **job candidates**

More info

Assessment Description

EMSAT
اختبار الإمارات القياسي
The Emirates Standardized Test

A large-scale national assessment that measures Arabic language skills acquired in kindergarten for all native speakers of Arabic in public and private schools starting in the academic year 2024-2025 to provide data regarding the degree of mastering the abilities and skills to learn the language[1]. The assessment will be administered to first-grade students — or its equivalent in international programs — during their first eight weeks of school enrollment. The assessment comprises an observation form for each student, which the first-grade Arabic language teacher fills out, and two short electronic tests that first-grade students do under the supervision of a native Arabic speaking teacher.

Assessment purposes

The assessment primarily aims to evaluate the extent of kindergarten students' acquisition of Arabic language skills, and it contributes to:
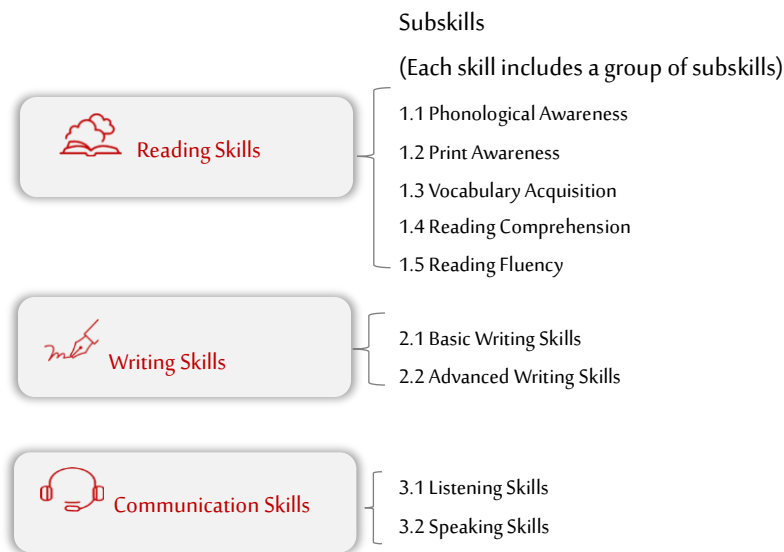
- Establishing a standardized benchmark regarding the extent of first-grade students' Arabic language skills acquisition, which should help in making comparisons and studying the impact of education in the future.

- Providing decision-makers with qualitative and quantitative data about first-grade students' Arabic language skills to help them make informed decision.

- Providing accurate data and benchmark comparisons for first-grade teachers to help them plan their teaching and develop appropriate remedial and enrichment plans.

- Providing parents with qualitative data about language skills their children had acquired before starting Grade one, which should help them support their children's learning, and actively participate in their academic progress.

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[1] While assessing first-grade students' Arabic language skills offers insights into their readiness and proficiency in Arabic communication and language acquisition, it's crucial to acknowledge other developmental aspects such as cognitive, emotional, physical, and social growth, which significantly influence their language development. Consequently, the outcomes of this assessment should be viewed in conjunction with the pace of development in these other areas among six-year-old children.

Assessment Standards

The assessment includes reading, writing, and communication skills along with any sub-skills they include. To evaluate students' skills, performance indicators have been carefully developed to ensure designing a comprehensive assessment that covers different Arabic language skills.

Subskills

(Each skill includes a group of subskills)

Reading Skills
- 1.1 Phonological Awareness
- 1.2 Print Awareness
- 1.3 Vocabulary Acquisition
- 1.4 Reading Comprehension
- 1.5 Reading Fluency

Writing Skills
- 2.1 Basic Writing Skills
- 2.2 Advanced Writing Skills

Communication Skills
- 3.1 Listening Skills
- 3.2 Speaking Skills

Performance Indicators   Each subskill includes a group of performance indicators which are measured either through a set of questions in the test or by the observation form that is completed by the teacher during the first eight weeks of the academic year. The following table illustrates the performance indicators of the subskills and their specifications:

1.1 Reading Skills – Phonological Awareness	
Indicator	**Indicator description**
1.1.1 Recognize the initial sound of a word when listening to it.	The student is able to recognize the first sound of a word consisting of three or more letters when listening to it whether it is a short or a long sound. Example: what is the first sound you hear in the word (جَزَر)? جَ - سَ- تَ Example: what is the first sound you hear in the word (دَجاجَة)? دَ – دا – دَجَ Example: what is the first sound you hear in the word (ثَمَرَة)? ثَ – ثُ – ثِ

Indicator	Indicator description
1.1.2 Recognize the medial sound of a word when listening to it.	The student is able to recognize the middle sound of any three-letter word when listening to it, whether it is a short or a long sound. Example: what is the middle sound you hear in the word (أَسَد)؟ سَ - ثَ – زَ Example: what is the middle sound you hear in the word (قَلَم)؟ لَ- لم- لام Example: what is the middle sound you hear in the word (نَمِر)؟ مِ - مُ - مَ
1.1.3 Recognize the final sound of a word when listening to it.	The student is able to recognize the last sound of a word consisting of three or more letters when listening to it. Example: what is the last sound you hear in the word (عُصْفورُ)؟ رُ – بُ – لُ Example: what is the last sound you hear in the word (قَفَصُ)؟ صُو – سو - ثُ Example: what is the last sound you hear in the word (غَزالُ)؟ لُ – لِ – لَ
1.1.4 Recognize the shared sound in different words when listening to it.	The student is able to recognize the shared long or short sound when listening to a group of words consisting of three or more letters. Example: what is the shared sound you hear in the following words: (أسد) أرنب- أفعى –؟ أ – غَ – هَ Example: what is the shared sound you hear in the following words: (نَهْرُ – بَدْرُ – قَمَرُ)؟ رُ – رو – لُ Example: what is the shared sound you hear in the following words: (سَلامُ- هِلالُ- بَلاغُ)؟ لا – مو - لو
1.1.5 Recognize the odd initial sound within a group of words when listening to it.	When listening to a group of words consisting of three or more letters, the student is able to recognize the odd sound at the beginning of the word whether that sound is long or short. Example: what is the odd sound you hear at the beginning of the following words: (مَوْز - مانْجو- مازِن)؟ مَ - ما – مَوْ

	Example: what is the odd sound you hear at the beginning of the following words:
	(سَمَك- جَمَل- جَرادَة)؟
	سَ- جَ- صَ
	Example: what is the odd sound you hear at the beginning of the following words:
	(سور- حور- حوت)؟
	سو – حو- ثو
1.1.6 Recognize the odd final sound in a word within a group of words when listening to it.	When listening to a group of words consisting of three or more letters, the student is able to recognize the odd sound at the end of the word whether that sound is long or short.
	Example: what is the odd sound you hear at the end of the following words:
	(مُتْحَفُ - مِفْتاحُ - تُفّاحُ)؟
	فُ- تُ - حُ
	Example: what is the odd sound you hear at the end of the following words:
	(بابا- ماما - راما)؟
	با- يا- را
1.1.7 Recognize the odd medial sound within a group of words when listening to it.	When listening to a group of words consisting of **three** letters, the student is able to recognize the odd middle sound.
	Example: what is the odd sound you hear in the middle of the following words:
	(رَفَعَ - قَعَدَ - صَعَدَ)؟
	فَ- عَ- دَ
	Example: what is the odd sound you hear in the middle of the following words:
	(لَعِبَ- شَرِبَ - طَرَحَ)؟
	عِ- رِ- حَ
	Example: what is the odd sound you hear in the middle of the following words:
	(وَجَدَ- رَكَلَ- أَكَلَ)؟
	جَ- جا- كا
1.1.8 Recognize long syllables when listening to them.	When listening to a word consisting of three or more letters, the student is able to recognize long syllables.
	Example: Choose the long syllable in the word (تلاميذ):

	Example: Choose any long syllable in the word (تلاميذ):
	(لا/ مي) - (تَلَ/ يَذَ)؟
	Example: Choose the long syllable in the word (رامي):
	Example: Choose any long syllable in the word (رامي):
	(را/ مي) - (رَ/مِ)
1.1.9 Recognize short syllables when listening to them.	When listening to a word consisting of three or more letters, the student is able to recognize short syllables.
	Example: Choose the short syllable in the word (بُرْتُقالُ):
	Example: Choose any short syllable in the word (بُرْتُقالُ):
	(تُ/ لُ) – (بُرْ/ قا)؟
	Example: Choose the short syllable in the word (ذُبابُ):
	Example: Choose any short syllable in the word (ذُبابُ):
	(غِ/ بُ) – (يَ/ بو)
1.1.10 Differentiate between long and short syllables when listening to them.	When listening to a word consisting of three or more letters, the student is able to differentiate between long and short syllables within a group of words.
	Example: Choose the group of words which contain short syllables:
	(ثَمَرَةُ- شَجَرَةُ - قَمَرُ) – (بابُ- نورُ- تينُ)
	Example: Choose the group of words which contain long syllables:
	(سَماءُ- بوقُ- بَريدُ) - (جَمَلُ- بَقَرَةُ- نَمِرُ)
1.1.11 Divide two-syllable words into syllables when listening to them.	When listening to two-syllable words, the student is able to divide them into syllables.
	Example: what is the correct division of the words (بابُ)?
	(با/ بُ) – (ب/ ا/ بُ)
	Example: what is the correct division of the words (عَيْنُ)?
	(عَيْ/ نُ) – (ع/َيْ/نُ)
1.1.12 Divide three-syllable words into syllables when listening to them.	When listening to three-syllable words, the student is able to divide them into syllables.
	Example: what is the correct division of the words (مَسَحَ)?
	(مَ/سَ/حَ) – (مَس/حَ)
	Example: what is the correct division of the words (شِراعُ)?
	(شِ/ را/عُ) – (شِرَ/ اعُ)
1.1.13 Blend syllables when listening to them to form two-syllable words.	When listening to any long and short syllables, the student is able to form a correct word.
	Example: Blend the syllables (دي/كُ) to form a correct word:
	(ديكُ) - (دِكُ)
	Example: Blend the syllables (رَأ/سُ) to form a correct word:

	(رَأْسُ)- (رَسُ)
1.1.14 Blend syllables when listening to them to form three-syllable words.	When listening to any long and short syllables, the student is able to form a correct word. Example: Blend the syllables (يَلْ / عَ / بُ) to form a correct word: (يَلْعَبُ)- (يالْعابُ) Example: Blend the syllables (جَ/ مي / لُ) to form a correct word: (جَميلُ)- (جاميلُ)
1.1.15 Determine the number of syllables when listening to two-syllable words.	When listening to a word consisting of three or more letters, the student is able to determine the number of short and long syllables they contain. Example: how many syllables are there in the word (كَلْبُ)? (1) - (2) – (3) Example: how many syllables are there in the word (سامي)? (1) - (2) – (3)
1.1.16 Determine the number of syllables when listening to three-syllable words.	When listening to a word consisting of three or more letters, the student is able to determine the number of short and long syllables they contain. Example: how many syllables are there in the word (ثَعْلَبُ)? (1) - (2) – (3) Example: how many syllables are there in the word (عَلَمُ)? (1) - (2) – (3)
1.1.17 Create sound patterns after successfully recognizing one.	When listening to a sound pattern, the student is able to recreate that pattern. Example: Which of the following words is similar to the word (سور)? نورُ دارُ بَحْرُ Or/ Choose a word that has a similar sound to the word (قامَ): نامَ سادَ فاحَ Or/ mention a word that is similar in sound to the word (باب): Expected answers: (ناب- غاب- عاب- تاب- هاب- شاب- جاب).
1.1.18 Replace the first or last sounds to form new words.	The student is able to replace the first or last sounds to form new words. **Words formed by the student might be meaningless.** Example: replace the first letter in the word (بناء) to form new words. Expected answers: (سناء_ هناء_ فناء- ثناء-إناء- غناء). Example: replace the last letter in the word (قام) to form new words. Expected answers: (قال- قاس- قاد- قاظ). Example: replace the last letter in the word (قرأ) to form new words.

	Expected answers: (قرع- قرس- قرش- قرظ- قرض- قرط- قرن- قرص).
1.1.19 Pronounce the alphabet letters clearly according to their place of articulation after listening to them.	After listening to the alphabet letters, the student is able to pronounce them clearly according to their place of articulation. Students should not focus on the name of the letter, but on the sound it represents.
1.1.20 Establish a connection between a picture and the sound it starts with.	When listening to a word, the student is able to establish a connection between its first sound and the corresponding picture. Example: Choose the picture that starts with the sound the letter (ب) represents: صورة بَطَّة صورة دُبّ صورة زَرافَة Example: Choose the picture that starts with the sound the letter (سا) represents: صورة ساعة صورة سلحفاة صورة سُلَّم
1.1.21 Establish a connection between a picture and the sound it ends with.	When listening to a word, the student is able to establish a connection between its last sound and the corresponding picture. Example: Choose the picture that ends with the sound the letter (ر) represents: صورة شجر صورة شمس صورة جبل Example: Choose the picture that ends with the sound the letter (ب) represents: صورة عنب صورة موز صورة فراولة
1.1.22 Establish a connection between a picture and its middle sound.	When listening to a word, the student is able to establish a connection between its middle sound and the corresponding picture. Example: Choose the picture that is pronounced with the sound of the letter (ق) in the middle: صورة بقر صورة سمك صورة أسد Example: Choose the picture that is pronounced with the sound of the letter (از) in the middle:

	صورة غزال
	صورة خروف
	صورة حصان
1.1.23 Form words that have similar rhythms.	The student is able to form words that have similar rhythms to other words he listens to.
	Example: Choose the word that has a similar rhythm to the word (مَوْز):
	لَوْز
	توت
	خَوْخ
	Example: Form a word that has a similar rhythm to the word (سَعيد):
	Expected answers: (بريد- ثريد- جديد- بعيد- مديد- حديد-سديد- شديد- صديد- قديد).
	Words formed by the student might be meaningless.
1.1.24 Determine the number of words uttered in a sentence.	When listening to a sentence consisting of two or more words, the student is able to determine how many words are uttered.
	Example: how many words are there in the sentence you hear (لَعِبَ أَحْمَدُ الْكُرَةَ)?
	(1) - (3) — (4)
	Example: how many words are there in the sentence you hear (أَشْرَقَتِ الشَّمْسُ)?
	(2) - (3) — (4)

1.2 Reading Skills — Print Awareness	
Indicator	**Indicator description**
1.2.1 Identify where the title of a book or a story is.	When looking at a book or a story, , the student is able to identify the title by pointing at it. The student knows that every book or story has a title, and this title is usually the biggest and most obvious, and in bold.
1.2.2 Identify where the name of the author of a book or a story is.	When looking at a book or a story, , the student is able to identify the name of the author by pointing at it. Through practice, the student knows that every book or story has an author who has written it. The author's name is mentioned on the cover page and is usually placed under the title in a smaller font.
1.2.3 Hold stories and comic books in the right direction.	The student holds the book or the story in the correct direction of the Arabic language. Through practice, the student learns that holding the book in the right position leads to turning the pages correctly, and that they can track the written material in the right direction according to the Arabic language (from right to left and from the top to the bottom).
1.2.4 Turn the pages to the right.	The student is able to turn the pages of a book in the correct direction of the Arabic language.
1.2.5 Track the written material according to the right direction (right to left).	The student is able to track the written material according to the correct direction of the Arabic language (right to left) when holding a book or a story.
1.2.6 Track the written material according to the right direction (top to bottom).	The student is able to track written material according to the correct direction of the Arabic language (top to bottom) when holding a book or a story.
1.2.7 Match spoken words with their written forms.	When listening to a particular word, the student is able to match its spoken form with the written form they see. Example: Choose the suitable word for what you hear: (عِنَبُ). The student listens to the word (عِنَبُ). After that, a group of words are presented for the student to choose the correct answer from: The word 'عنب' is written. The word 'رطب'is written. The word 'جزر'is written. Words may be presented using flashcards or any other way. Example: Choose the suitable word for what you hear: (عُصْفورُ).

	The word 'عصفور' is written. The word 'هدهد' is written. The word 'إوَزَّة' is written.
1.2.8 Read his/her name, his/her father's, and the family's.	The student is able to correctly read their names, their father's, and their family's when presented to them.
1.2.9 Read common words.	The student is able to correctly read common words when they are presented. Common words are the frequently used words that students recognize as soon as they look at them without hesitation or further analysis of their symbols. They are read as a whole unit. Common words include words related to: Verbs: sit, stand, come, go, say, play, and read. Family: father, mother, brother, and sister. Colors: red, white, and black. Garden: flower, and rose. Occupations: teacher, doctor, and policeman. Animals: lion, duck, fox, camel, horse, sheep, bird, and elephant. Street: road, traffic light, and stop sign. Food: apples, food, water, and bananas. School: students, lesson, pen, and book. Clothes: dress, shoes, ring, and bracelet. House: door, room, bathroom, house, bed, and chair. Transportation: car, plane, and train.
1.2.10 Recognize the shape of the letters at the beginning of words.	The student is able to recognize the shape of the letters at the beginning of words consisting of three or more letters. Example: Choose the correct shape of the letter (الفاء) in the word (أر...): (صورة فأر) (ف - ـفـ - ف) Example: Choose the correct shape of the letter (الميم) in the word (... ظلة): (صورة مظلة) (مـ - ـمـ - م) Any letter may be used in this indicator.
1.2.11 Recognize the shape of the letters at the end of words.	The student is able to recognize the shape of the letters at the end of words consisting of three or more letters. Example: Choose the correct shape of the letter (الشين) in the word (قِزْ...): (صورة قِزْش) (ش - ـشـ - ش)

	Example: Choose the correct shape of the letter (النون) in the word (رُمَا...): (ن- نـ- ـن) Any letter may be used in this indicator.
1.2.12 Recognize the shape of the letters in the middle of words.	The student is able to recognize the shape of the letters in the middle of words consisting of three or more letters. Example: Choose the correct shape of the letter (القاف) in the word: (ص__ر) (صورة صقر) (ـق- ـقـ- ق) Example: Choose the correct shape of the letter (الخاء) in the word: (صُ___ور) (خـ- ـخـ- خ) Any letter may be used in this indicator.
1.2.13 Divide two-syllable words in writing.	The student is able to divide two-syllable words in writing. Example: divide the word (بَدُرُ) into syllables: Correct answer: (بَدُ/ رُ)
1.2.14 Form new two-syllable words in writing.	The student is able to form new two-syllable correct words. Example: combine any of the following syllables to form a correct word: (فو-ق- سو- ر- ز) Expected correct answers: فوق- سوق- فوز -سور
1.2.15 Visually connect the shape of the letter with its sound.	The student is able to visually connect the shape of the letter with its sound. Example: Choose the picture of the letter you hear... the student hears the letter (عين)عَ... (عَ – دَ – تَ) Example: Choose the picture of the letter you hear... the student hears the letter (نون)نَ... (نَ – نُ – نِ)
1.2.16 Orally create three-letter words with the same rhythm.	The student is able to orally create a word with the same rhythm as a group of three-letter words. Example: Create a word that has the same rhythm as the following words: (دارَ -زارَ - حازَ). Expected answers: سارَ، نارَ، غارَ، بارَ، شارَ، ثارَ... Words created by students might be meaningless.
1.2.17 Read simple two-syllable words letter by letter.	The student is able to read two-syllable words letter by letter correctly. Example: what is the correct letter-by-letter reading of the word (وَلَدُ)? (وَ/لَ/دُ) - (ولَ/دو) Example: what is the correct letter-by-letter reading of the word (نُجوم)?

	(نُ/جو/مُ) - (نو/جُ/مو)
	The correct letter-by-letter reading should be through sound syllables rather than naming the letters.
1.2.18 Read common words quickly and correctly. Around ten words (including sight words).	When around ten common words are presented to, the student is able to correctly read them fast.
	Common words are the frequently used words that students recognize as soon as they look at them without hesitation or further decoding. They are read as a whole unit.
	Common words include words related to:
	Verbs: sit, stand, come, go, say, play, and read.
	Family: father, mother, brother, and sister.
	Colors: red, white, and black.
	Garden: flower, and rose.
	Occupations: teacher, doctor, and policeman.
	Animals: lion, duck, fox, camel, horse, sheep, bird, and elephant.
	Street: road, traffic light, and stop sign.
	Food: apples, food, water, and bananas.
	School: students, lesson, pen, and book.
	Clothes: dress, shoes, ring, and bracelet.
	House: door, room, bathroom, house, bed, and chair.
	Transportation: car, plane, and train.

1.3 Reading Skills – Vocabulary Acquisition	
Indicator	**Indicator description**
1.3.1 Match the vocabulary to what their pictures represent.	The student is able to match the vocabulary presented to them to what their pictures represent. Example: Choose the suitable word for the picture you see: A picture of: (كتاب). Then, the following words are presented for the student to choose from. The words: (كِتابُ - تُفَّاحُ - كُرَةُ). Example: Choose the suitable word for the picture you see: A picture of: (وجه سعيد). Then, the following words are presented for the student to choose from. The words: (سَعيدُ - حَزينُ - خائِفُ).
1.3.2 Mention their family members', relatives', and classmates' names.	The student is able to mention their family members', relatives', and classmates' names correctly without stuttering.
1.3.3 Name their neighborhood along with the streets and facilities there.	The student is able to name their neighborhood along with the streets and facilities there correctly without stuttering.
1.3.4 Correctly use singular and plural forms.	The student is able to correctly use singular and plural forms through words or pictures. Example: Choose the suitable word for the picture: (صورة فراشة). The student is then asked whether there is only one butterfly or more. After that, Pictures are presented for the students to choose from: فراشة فراشات Example: what is the plural of the word (سَيّارَة)? سَيّارات سيّارتان Example: what is the correct singular form of the word (أَرانِب)? أَرْنَب أَرْنيب This question should cover both singular and plural cases.
1.3.5 Explain words using context clues.	The student is able to explain words in short sentences. Example: What does the word (جرى) mean in the sentence (جرى أخي خائفًا)? ركض مشى وصل Example: Choose the correct meaning of the word (سَعيدًا) in the sentence (رَجَعْتُ مِنَ الرِّحْلَةِ سَعيدًا)?

	مَسْرورًا مُتْعَبًا نَشيطًا
1.3.6 Differentiate between what a picture represents (singular or plural).	The student is able to differentiate between what a picture represents (singular or plural). Example: Choose the correct picture for the word (زرافة): صورة زرافة / صورة زرافات. This question is used to ask about singular/plural forms only
1.3.7 Differentiate the word unrelated to a context from other related words.	The student is able to differentiate the word unrelated to a context from other related words in terms of the semantic domain to which it belongs. Example: Choose the odd word: قَلَم- تاج- خاتَم لَيْمون- رَأْس- رِجْل. Example: What is the odd word in the following group of words? Words are presented and students choose the odd one. القَلَم- الصّيَّاد- البَحر- السّفينة- السّمكة)
1.3.8 Choose the correct adjective for the noun.	The student is able to choose the correct adjective for the noun (MCQ, matching, or by filling in blanks). Agreement on gender, number, and reference should be highlighted. Example: Choose the correct word to fill in the blank in the following sentence: الشَّجَرَة ـــــــ كَبيرَة كَبير Example: Choose the correct word to fill in the blank in the following sentence: الأولاد ـــــــ محبوبون المجتهِدون المجتهِد Example: Choose the correct word to fill in the blank in the following sentence: الزَهْرَة ـــــــ جَميلَة سَريعَة
1.3.9 Mention the opposite of a given word.	The student is able to mention the opposite of a given word in a sentence or without. Example: Choose the opposite of the word (تَحْتَ) فَوْقَ

	يَمينَ جَنْبَ The student is initially asked about concrete words such as: (thin – hot – daytime – happy – active...).
1.3.10 Oraly simulate simple nominal sentence starting with a singular demonstrative pronoun (هذا، هذه).	The student is able to simulate a simple nominal sentence starting with a singular masculine or feminine demonstrative pronoun (هذا، هذه). Example: Using your own words, write a sentence similar to the following one: (هذا قلم جديد.) هذا............ .... Example: Using your own words, write a sentence similar to the following one: هذه قصّة مصوّرة. هذه............ .... Example: Choose the correct word to fill in the blank in the following sentence: الكِتابُ مُفيدٌ................. هذا هذه

1.4 Reading Skills- Reading Comprehension	
Indicator	**Indicator description**
1.4.1 Answer questions starting with who, what, when, where, and how.	The student is able to answer questions starting with who, what, when, where, and how. Questions should be in a classroom interaction context or in a simple text. Example: Ask a student: "أين الحقيبة؟" The student answers: فوق الطاولة. تحت الطاولة. على الكرسي. An example of a short text used to train students to answer the required questions: " يُحِبُّ أَحْمَدُ الْقِراءَةَ عَنِ السَّلاحِفِ؛ فَهُوَ يَراها حَيَواناتٍ جَميلَةً، وَقَدْ قَرَأَ عَنْها أَنَّها تَعيشُ في مُخْتَلَفِ البيئاتِ، وَيوجَدُ عَلى ظَهْرِها صَدَفَةٌ صَلْبَةٌ لِحِمايَتَها مِنَ المَخاطِرِ، وَيُطْلَقُ عَلَيْها اِسْمُ الدِّرْعِ. وَتَدْخُلُ السَّلاحِفُ إلى الدِّرْعِ عِنْدَما تَشْعُرُ بِالْخَطَرِ. تَتَنَفَّسُ السَّلاحِفُ في الماءِ بِسَبَبِ اِمْتِلاكِها أُنوفًا تَقَعُ بِالْقُرْبِ مِنْ أَعْلى رَأْسِها. مَنِ الَّذي يَقْرَأُ عَنِ السَّلاحِفِ؟ ماذا يوجَدُ عَلى ظَهْرِ السَّلاحِفِ؟ مَتى تَدْخُلُ السَّلاحِفُ إلى الدِّرْعِ؟ أَيْنَ تَعيشُ السَّلاحفُ؟ كَيْفَ تَتَنَفَّسُ السَّلاحِفُ؟"
1.4.2 Mention the cause and effect of an action in an informational spoken or written text.	The student is able to mention the cause and effect of an action in an informational spoken or written text. The text about turtles might be used to train students to figure out the cause and effect. A short text (not more than 50 words) that interests the students can be chosen. Suggested text topics: (animals, toys, cars, games, gardens, clothes, trips, or food…) A suggested question to fulfill this indicator: Choose the correct answer: ما السَّبَبُ الَّذي جَعَلَ أَحْمَدَ يَقْرَأُ عَنِ السَّلاحِفِ؟ لأَنَّهُ يَراها حَيَواناتٍ جَميلَةً. لأَنَّها تَعيشُ في مُخْتَلَفِ البيئاتِ. Another example: لِماذا يوجَدُ عَلى ظَهْرِ السَّلاحِفِ صَدَفَةٌ صَلْبَةٌ؟ لِحِمايَتِها مِنَ المَخاطِرِ. لأَنَّها تَتَنَفَّسُ في الماءِ.

1.4.3 Match the pictures they see to the actions related to them in simple texts.	The student is able to match the pictures they see to the actions related to them in simple texts. Example: Choose the related picture to the text: يمكن عرض صور تمثِّل قصّة مصوَّرة وفيها 3 - 4 مشاهد ويطلب إلى الطالب أن يُرَقِّم المشاهد بادئًا بالحدث الأول ثمّ الثاني ... وذلك وفق استيعابه للصور. ويمكن ان يكون النص مكتوبًا، ويُقرأ على الطلبة.
1.4.4 Match pictures or graphics to the context in which they are generally mentioned.	The student is able to match pictures or graphics and the context in which they are mentioned in general. Pictures may be related to any scientific topic (تكوُّن الثَّلج- بخار الماء- تربية الحيوانات- هجرة الطّيور). The student is asked about the general topic the pictures show. Example: Choose the correct statement related to the picture. تهاجر الطّيور مع بعضها بعضًا. يهاجر كلّ طير وحده.
1.4.5 Match pictures or graphics to the context in which they are mentioned in detail.	The student is able to match pictures or graphics to the context in which they are mentioned in detail. Example: Choose the correct statement related to the picture. The student is asked about specific information in the text. .
1.4.6 Match a picture to the emotion it expresses.	The student is able to match a picture to the emotion it expresses. Example: Choose the emotion that the following picture expresses. تقديم نماذج لوجوه: (ضاحكة- عابسة- حزينة- خائفة- مندهشة)... وجعل الطالب يختار الصورة الّتي تعبِّر عن كلّ كلمة.
1.4.7 Match a picture and the qualities it describes.	The student is able to match a picture and the qualities it describes. Presenting samples of people who look kind, evil, or lazy... and ask the student to choose the picture that describes each quality.
1.4.8 Identify the elements of a story such as time, place, and characters.	The student is able to identify the elements of a story such as time, place, and characters through a simple text. An example of a simple text is: " فاطِمَةُ طِفْلَةٌ صَغيرَةٌ جَميلَةٌ تَعيشُ مَعَ جَدِّها وَجَدَّتِها وَوالِدَيْها وَإِخْوَتِها في قَرْيَةٍ صَغيرَةٍ قُرْبَ ساحِلِ الْبَحْرِ. اِشْتَرَتْ لَها جَدَّتُها ثَوْبًا أَحْمَرَ جَميلًا؛ لِتَلْبِسَهُ في يَوْمِ الْعيدِ. فَرِحَتْ فاطِمَةُ بالثَّوْبِ كَثيرًا. وَفي يوم الْعيدِ، اسْتَيْقَظَتْ مُبَكِّرًا، وَلَبِسَتْ ثَوْبَها الْجَميلَ، وَذَهَبَتْ لِصَلاةِ الْعيدِ مَعَ أُسرَتِها، وَبَعْدها عادوا إلى الْبَيْتِ سُعَداءَ، وَتَناوَلوا الْحَلْوى اللَّذيذَةَ، وَحَصَلوا عَلى الْعيديَّةِ." مثل: مَتى حَدَثَتِ الْقِصَّةُ؟ مثل: مَنِ الشَّخْصِيَّةُ الرَّئيسيَّةُ في القِصَّةِ؟ مثل: أَيْنَ حَدَثَتِ الْقِصَّةُ؟ مثل: كَيْفَ عادَتِ الْأُسْرَةُ إلى بَيْتِها؟

	مثل: ماذا حَدَثَ في يَوْمِ الْعيدِ
1.4.9 Narrate events and information in a text according to logical order.	The student is able to narrate events and information in a text according to logical order.
	مثل: إِخْتَر التَرتيب الصَّحيح للأحداث الآتية:
	- اِشْتَرَتِ الْجَدَّةُ لِفاطِمَةَ ثَوْبًا جَميلًا.
	- عادَتِ الْأُسْرَةُ إلى الْبَيْتِ سَعيدَةً.
	- حَصَلَتْ فاطِمَةُ عَلى الْعيدِيَّةِ.
	مثل: رتب الصور حسب الأحداث.
	مثل: إِخْتَر الحدث الأوَّل / الحدث الأخير.

1.5 Reading Skills- Reading Fluency	
Indicator	**Indicator description**
1.5.1 Replace the first sound in a word to create new meaningful words.	The student is able to replace the first sound in a word to create new meaningful words.
	مثل: احذف حرف الحاء من كلمة (حرير) وضِع مكانه حرفًا آخر لِتُكَوِّنَ كلمة جديدة ذات معنى.
	الاجابات المُتَوَقَّعَة: سرير- خرير- مرير- صرير- ضرير- قرير
1.5.2 Read two-syllable sight words correctly.	The student is able to correctly read two-syllable sight words.
	يقرأ الكلمات البصرية من البيئة المحيطة مثل اسم المدينة أو لافتات تتعلق) بقواعد المرور مثل: (قِفْ- سوق- دُبَي- بَحْر...)
1.5.3 Read three-syllable sight words correctly.	The student is able to read three-syllable sight words correctly.
	(يقرأ الكلمات البصرية من البيئة المحيطة مثل اسم المدينة أو لافتات تتعلق بقواعد المرور مثل: (شارعُ- مَصْرِفُ- مَسْجِدُ...)
1.5.4 Oraly answer questions related to a book or a story they have listened to.	The student is able to orally answer questions related to a text (informational or a story) they have listened to.
	مثل: اختر موضوع النّصّ الذي استمعت إليه.
	توضع بدائل مختلفة، ويختار الطَّالب البديل الصَّحيح منها.

2.1 Writing Skills – Basic Writing Skills	
Indicator	**Indicator description**
2.1.1 hold the pen correctly.	The student is able to hold the pen correctly with three fingers (The thumb and forefinger grip the pen, which is placed on the front part of the middle finger. The thumb and forefinger guide the pen.). مثل: اختر المسكة الصّحيحة للقلم: يمكن أن يقيّم الطالب نفسه بمقارنة مسكته القلم بمسكة زميله أو بمقارنة مسكته القلم بصورة تعرض أمامه.
2.1.2 Start writing in the right direction (from right to left).	The student is able to start the writing in the right direction according to Arabic language (from right to left). مثل: اكتب الحروف الآتية كتابة صحيحة: يمكن أن يُصوَّر الطالب، وتُعرض الصورة الّتي تبيّن الاتّجاه الصّحيح للكتابة العربيّة.
2.1.3 Leave space between words when writing them.	The student is able to leave an equal space (around one finger) between words when writing them.
2.1.4 Write the letters of the alphabet correctly in their shape at the beginning of the word.	The student is able to write the letters of the alphabet correctly in their shape at the beginning of the word. مثل: املأ الفراغ بشكل الحرف المناسب. ____قَصّ. (مِ/ مُ/ مِ)
2.1.5 Write the letters of the alphabet correctly in their shape at the end of the word.	The student is able to write the letters of the alphabet correctly in their shape at the end of the word. مثل: املأ الفراغ بشكل الحرف المناسب . قُنْفُ____. (ذُ/ ذُ)
2.1.6 Write the letters of the alphabet correctly according to their shape in the middle of the word.	The student is able to write the letters of the alphabet correctly according to their shape in the middle of the word. مثل: املأ الفراغ بشكل الحرف المناسب. فـــــــــل. (ي/ ي/ ي)
2.1.7 Write some simple words simulating a pattern.	The student is able to write some simple words simulating a pattern. The focus is on three-syllable words. مثل: اكتب كلمات مشابهة للكلمات الآتية(غابَ) (نار) (عود) الإجابات المُتَوَقَّعَة لكلمة (غاب): (نابَ-جابَ- ذابَ- تابَ- ثابَ- شابَ-هابَ) الإجابات المُتَوَقَّعَة لكلمة: (نار) (غار- طار- دار- سار..) الإجابات المُتَوَقَّعَة لكلمة: (عود) (جود- حود- سود...). يقتصر السؤال على كلمة واحدة.

2.2 Writing Skills – Advanced Writing Skills	
Indicator	**Indicator description**
2.2.1 Write simple words representing drawings.	The student is able to write simple words representing drawings. مثل: اكتب الكلمات الَّتي تعبّر عن كلّ رسمة مما يأتي: رسمة شجرة .... رسمة قَلَم ....
2.2.2 Generate ideas to write a story using simple words and drawings.	The student is able to generate correct, supporting, and suitable ideas to the main one using simple words and drawings. مثل: اختر كلّ فكرة تناسب (ذهاب الأسرة إلى البحر). يُحِبُّ الْأَطْفالِ الْمَدْرَسَةَ. رَكِبَ الْأَطْفالُ السَّيَّارَةَ. لَعِبَ الْأَطْفالُ بِالرِّمالِ. عادَ الْأَطْفالُ مَسْرورينَ. مثل: اكتب جملة عن فرحة الأطفال بالذّهاب إلى البحر.

3.1 Communication Skills – Listening Skills

Indicator	Indicator description
3.1.1 Abide by listening manners (listening carefully and in a correct sitting position).	The student practices listening carefully and uses the correct sitting position while listening to text and dialogs. Students are trained on this as they will be asked about the listening material afterward.
3.1.2 Listen carefully and follow three-step directions.	The student is able to pay attention and follow three-step directions. مثل: قف، ثم اذهب إلى الباب، وافتح الباب. مثل: افتح الكتاب، ضع إصبعك على العنوان، اقرأ العنوان.
3.1.3 Identify the overall meaning of a listening text.	The student is able to identify the overall meaning of a listening text (general and main idea of the text). يَنْتَظِرُ الْأَطْفالُ قُدومَ يَوْمِ الْعيدِ بِحُبٍّ وَشَوْقٍ؛ فَهُوَ الْيَوْمُ السَّعيدُ الَّذي سَيَزورونَ فيهِ أَهْلَهُمْ وَأَصْدِقاءَهُمْ وَجيرانَهُمْ، وَسَيَأْكُلونَ الْحَلْوى اللَّذيذةَ، وَسَيَحْصُلونَ عَلى الْهَدايا وَالْعيديّاتِ، وَسَيَتَصَدَّقونَ عَلى الْفُقَراءِ وَالمَساكينِ بِالْمَلابِسِ الْجَديدةِ وَالطَّعامِ وَالنُّقودِ. مثل: عَمَّ يَتَحَدَّثُ النَّصُّ المَسْموعُ؟ أو: اختر الفكرة العامّة للنّصّ المسموع: يَوْمُ الْعيدِ الْفُقَراءُ وَالمَساكينُ الْعيديّاتُ يقاس المؤشّر من خلال تسجيل نصّ مناسب للمرحلة العمريّة.
3.1.4 Predict the content of the listening text by its title.	The student is able to predict the content of the listening text by its title. The title is presented and then the discussion begins. مثل: برأيكم، عمَّ يتحدّث النّصّ الّذي سنستمع له؟ وتُعطى للطالب خيارات. ويقاس المؤشّر من خلال نصّ الاستماع المسجَّل للطلبة.
3.1.5 Predict the content of the listening text through pictures.	The student is able to predict the content of the listening text using pictures. The title is presented and then the discussion begins. مثل: برأيكم، عمَّ يتحدّث النّصّ الّذي سنستمع له؟ وتُعطى للطالب خيارات. ويقاس المؤشّر من خلال نصّ الاستماع المسجَّل للطلبة.
3.1.6 Narrate a story he/she heard.	The student is able to narrate a story they heard, taking into consideration the elements of a story (time, place, characters, and chronological order). يمكن توظيف أيَّ قصّة مناسبة للمرحلة العمريّة.. وسؤال الطلبة وفق ما تمليه القصّة المسموعة، ومن أمثلة الأسئلة المناسبة للقصص:

	مثل: أين وقعت أحداث القصّة؟
	في الصّحراء – في المدرسة- على الشّاطئ
	مثل: متى وقعت أحداث القصّة.
	في النّهار- عند المغرب- في اللّيل
	مثل: لماذا طارت الحمامة؟
	لتجلب الطّعام لصغارها- خوفًا من الصّياد – لتبني العُشَّ
3.1.7 Express an opinion about a listening text he/she heard without providing justification.	The student is able to express their opinions about a listening text they heard without providing justification.
	مثل: هل أعجبك النّصّ؟ / هل كانت القصّة ممتعة؟
	يستطيع الطّالب الإجابة بنعم أو لا دون ذكر السبب
3.1.8 Express an opinion about a listening text he/she heard with providing justification.	The student is able to express their opinions about a listening text they heard with providing justification.
	مثل: هل أعجبك النص؟ لماذا؟
	هل كانت القصّة ممتعة؟ لماذا؟
	يجب على الطّالب ذكر سبب الإجابة، وعدم الاكتفاء بقول: نعم أو لا.
	ويمكن أن تكون الأسئلة مثل: ما الذي أعجبك في القصة؟
	ماذا تعلَّمت منها؟
	لو كنتَ كان البطل(ويسمّى باسمه) ، كيف ستتصرف؟
	مَن تفضِّلُ مِن الأشخاص في القصة؟

3.2 Communication Skills – Speaking Skills	
Indicator	**Indicator description**
3.2.1 Speak audibly.	The student is able to adjust their voice volume appropriately to the surrounding environment when speaking (number of students in the classroom, size of the classroom, and topic).
3.2.2 Speak in good Arabic language.	The student is able to speak in good Arabic language.
3.2.3 Clearly express his/her ideas.	The student is able to express their thoughts about the topic they are discussing clearly and present supporting ideas for the main ideas. يُدرَب الطلاب على التفريق بين: الأفكار والمشاعر والآراء. الأفكار: تتّصل بالموضوع اتّصالًا مباشرًا. المشاعر: تبين الأحاسيس والعواطف الّتي شعر بها الطالب في أثناء الحديث. الآراء: تعبِّر عن رضا الطالب، أو رفضه، أو قبوله، أو إعجابه، أو كرهه لشخصية ما أو لسلوك ما.
3.2.4 Clearly express his/her feelings.	The student is able to clearly express how they feel about the topic they are discussing such as empathy, joy, happiness, anger, fear, astonishment...
3.2.5 Clearly express his/her opinions.	The student is able to clearly express their opinions about the topic they are discussing, providing reasons and motivations for these opinions.
3.2.6 Describe people in good language.	The student is able to describe people they know or read about in a story in good and correct language considering physical, social, and psychological descriptions. مثل: اختر الوصف المناسب لشخصيّة البطل في قصّة........ (طويل -نحيل) (غني – فقير) (غيور- طيب) يجب اختيار قصة تناسب المستوى، وتتوّافر فيها ملامح الشّخصيّات.
3.2.7 Describe events in good language.	The student is able to describe events they have seen or read about in a story in good and correct language according to the events. مثل: اختر الوصف المناسب للأحداث في قصّة......... (كانت الأحداث: متوقَّعَة- مدهشة- مفاجئة – محزنة- مفرحة يجب أن تناسب القصة المستوى، ويتوّافر فيها وضوح الأحداث.
3.2.8 Describes places in good language	The student is able to describe places they have been to or read about in a story in good language. مثل: اختر الوصف المناسب للأماكن في قصّة........ كان المكان الّذي التقى فيه الأرنب مع صديقه:........... (بعيدًا - قريبًا – مظلمًا- منيرًا- مخيفًا- مليئًا بالأشجار...) يجب أن تناسب القصة المستوى، وتتوّافر فيها ملامح الأماكن.

3.2.9 Use of non-verbal language (gestures and body language, facial expressions).	The student is able to use non-verbal language: (gestures, eye movements and eye contact, facial expressions, smiling, and the appropriate intonation.
3.2.10 Abide by manners of speaking (not interrupting others while speaking).	The student practices manners of speaking to others and avoids interrupting them during a conversation.

Implementation of the Assessment:

The assessment process involves teachers observing students' skills during the first few weeks of the academic year, then electronically filling out an observation form. Additionally, first-grade students will take two short electronic Arabic language tests.

Teacher Observation Form

- An observation form on the Arabic language skills of first-grade students. The homeroom teacher of the Arabic language teachers fill out the online form during weeks 4-8 of the academic year.
- Teachers may complete the form in stages. It does not take more than 15 minutes to complete.
- Teachers rely on their classroom observation notes to fill out the form.
- The observation form can be accessed by a unique code assigned to each student.
- Only the homeroom teacher or the Arabic language teacher who teaches first-grade students is allowed to fill out the form.
- Teachers may leave some fields of the observation form empty and fill them out later after they check their observation notes.

Student's Test

- A 30-minute e-test divided into two separate sessions, 15 minutes each.
- The test is administered to first-grade students during weeks 4-8 of their enrollment in first grade.
- Only one testing session per day is allowed for each student. Students may do the test by using their iPads.
- The test consists of MCQs with no more than three alternatives for each question.
- The test can be accessed by a unique code assigned to each student.
- The test is conducted in groups, with one teacher with every group of five studentsThe test is administered by Arabic language-speaking teachers in the school.

Proficiency Levels

The assessment classifies students into three levels: The following levels will appear on the assessment platform

Level Three

Level Two

Level one

3 — The student demonstrates readiness to learn Arabic language through possessing fundamental skills and abilities for language acquisition and effective communication with others.

2 — The student possesses some fundamental skills and abilities for learning Arabic language and communicating with others. With appropriate support, they will be able to communicate in Arabic.

1 — The student possesses limited skills to begin learning Arabic language in first grade and will require.

appropriate support to learn Arabic and communicate effectively with others.

Incomplete — The student did not complete the assessment due to absence or transferring to another school.

Assessment unavailable — The student has not been evaluated for some reason.