

اختبارات (اي بي تي) المعيارية

مؤشرات الأداء لاختبار اللغة العربية المعياري - الصفوف من الأول إلى التاسع

الطلاب غير العرب

A.B.T Benchmark Assessments

The Performance indicators of the Arabic Benchmark Test

Grade 1 – Grade 9

Non-Arabs Students



Arabic Benchmark Test provides the below Levels based on the international principles and expectations applied in the teaching of foreign languages to non-native speakers - Based on the Years of Learning Arabic and covers all four skills.

Grade 1	Level B First Year of learning Arabic					
Grade 2	Level B First Year of learning Arabic	Level B+ Second Year of learning Arabic				
Grade 3	Level B First Year of learning Arabic	Level B+ Second Year of learning Arabic	Level D Third Year of learning Arabic			
Grade 4	Level B First Year of learning Arabic	Level B+ Second Year of learning Arabic	Level D Third Year of learning Arabic	Level D+ Fourth Year of learning Arabic		
Grade 5	Level B First and Second Years of learning Arabic	Level B+ Third Year of learning Arabic	Level D Fourth Year of learning Arabic	Level D+ Fifth Year of learning Arabic		
Grade 6	Level B First and Second Years of learning Arabic	Level B+ Third and Fourth Years of learning Arabic	Level D Fifth Year of learning Arabic	Level D+ Sixth Year of learning Arabic		
Grade 7	Level B First and Second Years of learning Arabic	Level B+ Third and Fourth Years of learning Arabic	Level D Fifth and Sixth Years of learning Arabic	Level D+ Sevenths Year of learning Arabic		
Grade 8	Level B First and Second Years of learning Arabic	Level B+ Third and Fourth Years of learning Arabic	Level D Fifth and Sixth Years of learning Arabic	Level D+ Seventh and Eighth Years of learning Arabic		
Grade 9	Level B First and Second Years of learning Arabic	Level B+ Third and Fourth Years of learning Arabic	Level D Fifth and Sixth Years of learning Arabic	Level D+ Seventh and Eighth Years of learning of Arabic	Level M Ninth Year of learning Arabic	
Grade 10	Level B First and Second Years of learning Arabic	Level B+ Third and Fourth Years of learning Arabic	Level D Fifth and Sixth Years of learning Arabic	Level D+ Seventh and Eighth Years of learning Arabic	Level M Ninth and Tenth Years of learning Arabic	
Grade 11	Level B First and Second Years of learning Arabic	Level B+ Third and Fourth Years of learning Arabic	Level D Fifth and Sixth Years of learning Arabic	Level D+ Seventh and Eighth Years of learning Arabic	Level M Ninth and Tenth Years of learning Arabic	Level M+ Eleventh Year of learning Arabic
Grade 12	Level B First and Second Years of learning Arabic	Level B+ Third and Fourth Years of learning Arabic	Level D Fifth and Sixth Years of learning Arabic	Level D+ Seventh and Eighth Years of learning Arabic	Level M Ninth and Tenth Years of learning Arabic	Level M+ Eleventh and Twelfth Years of learning Arabic

Arabic language Levels for Non-Arabs

B	Beginner
B+	Beginner Plus
D	Developing
D+	Developing Plus
M	Mastery
M+	Mastery Plus

Grade 1 (The Syllabus of Non-Arabs) – (مقرر غير الناطقين بالعربية) الصف الأول

The topic	الموضوع
Greeting	التحية
Colors	ألوان
Feelings	المشاعر
Arabic Alphabet	الحروف الهجائية
Long and Short vowels	الحركات الطويلة والقصيرة
Numbers	الأرقام
Shapes	الأشكال
Family	الأسرة
The Body parts	أجزاء الجسم
The Food	الطعام
Professions and Jobs	المهن والوظائف
The days of the week	أيام الأسبوع
The months and seasons	الشهور وفصول السنة

Grade 1 – The Performance indicators of Level B (First Year of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> ● The student can recognize the letter sounds which he learned in the context of familiar words. ● The student can understand single words that have been learned and memorized in previous stages, especially if associated with an action or a picture. ● The student can understand common greetings. ● The student can recognize the color names , Shapes , Family , The Body parts ,The Food , Professions / Jobs , the days of the week ,the months and seasons ● The student can count from one to ten. 	<ul style="list-style-type: none"> ● The student can greet others and introduce himself. ● The student can answer a few simple questions. ● The student repeats previously learned vocabulary and expressions such as numbers, week days, months and seasons. ● The student can name some places, persons and things previously learned. ● The student can sing some short songs about the colors names , Shapes , Family , The Body parts ,The Food , Professions / Jobs ,the days of the week and Numbers 	<ul style="list-style-type: none"> ● The student can spell a few names and simple words. ● The student can link single words with related images. ● The student can link some words and expressions he learned with related meanings such as : the colors names , Shapes , Family , The Body parts The Food , Professions / Jobs ,the days of the week and Numbers 	<ul style="list-style-type: none"> ● The student can copy letters, words and phrases he or she learned in the class. ● The student can write his or her name, home address, date, the colors names , Shapes , Family , The Body parts The Food , Professions / Jobs ,the days of the week and Numbers ● The student can write words and phrases that he or she learned, using visual stimuli such as pictures, maps or drawings.

Grade 2 (The Syllabus of Non-Arabs) – الصف الثاني (مقرر غير الناطقين بالعربية)

The topic	الموضوع
My body	جسمي
Five senses	الحواس الخمس
Healthy food	الطعام الصحي
Clothing	الملابس
Family	العائلة / الأسرة
My friends	أصدقائي
My neighbours	جيرانني
My school	مدرستي
My house	بيتي
Time and Date	الساعة والتاريخ
In the music room	في غرفة الموسيقى
Fruits and Vegetables	الفواكه والخضروات
On the bus	في الحافلة

Grade 2 – The Performance indicators of Level B (First Year of Learning Arabic)

Listening	Speaking	Reading	Writing
<p>Covering the missing skills to start Arabic: The student can recognize Arabic Alphabet ,Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs ,Times ,the days of the week and Numbers</p> <ul style="list-style-type: none"> ● The student can sometimes understand vocabulary and expressions of thankfulness as expressed by others and common greetings. ● The student can sometimes understand some simple expressions used by others to introduce themselves. ● The student can sometimes understand some questions about the names. ● The student can sometimes understand some words about: Healthy food , Clothing , Family , Friends , Neighbors , School and Weather 	<p>Covering the missing skills to start Arabic: The student can sing some short songs about Arabic Alphabet ,Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p> <ul style="list-style-type: none"> ● The student can sometimes greet others and can excuse himself. ● The student can sometimes answer simple questions regarding his likes and dislikes, or regarding his current and past activities. ● The student can sometimes ask some questions using who, what and when. ● The student can sometimes talk about some simple things in his daily life such school and home. ● The student can sometimes present simple learned information such as places, Healthy food, Clothing, Family ,the friends, the neighbors, the school ,the house ,Fruits and Vegetables 	<p>Covering the missing skills to start Arabic: The student can link some words and expressions he learned with related meanings such as : Arabic Alphabet ,Long and short vowels , color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p> <ul style="list-style-type: none"> ● The student can sometimes recognize some words and expressions with the use of visual aids such as entrance and exit signs. ● The student can sometimes recognize words referring to family members such as father and grandfather, etc. ● The student can sometimes recognize the names of different healthy food such as fruits and vegetables. ● The student can sometimes read and understand some words from daily "to do" or shopping lists. ● The student can sometimes read some signs and display boards, such as those at supermarkets, in the street. 	<p>Covering the missing skills to start Arabic: The student can write Arabic Alphabet Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p> <ul style="list-style-type: none"> ● The student can sometimes fill out simple forms with some basic personal information such as name, date of birth and nationality. ● The student can sometimes write about himself/herself, using previously learned sentences and phrases. ● The student can sometimes write some lists including likes and dislikes, such as school subjects, sports and activities. ● The student can sometimes create a table of information on family members to include: name, age, relationship, and their likes and dislikes. ● The student can sometimes write simple sentences about where he or she live.

Grade 2 – The Performance indicators of Level B+ (Second Year of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> • The student can understand vocabulary and expressions of thankfulness as expressed by others and common greetings. • The student can understand many simple expressions used by others to introduce themselves. • The student can understand a lot of the questions about the names. • The student can understand a lot of words about: Healthy food , Clothing , Family , Friends , Neighbors , School , Weather ,House, Time and Date, Music room and on the bus. 	<ul style="list-style-type: none"> • The student can greet others and can excuse himself. • The student can answer simple questions regarding his likes and dislikes, or regarding his current and past activities. • The student can ask many questions using who, what, when and where. • The student can talk about some simple things in his daily life such school and home. • The student can present simple learned information such as places, Healthy food, Clothing, Family ,the friends, the neighbors, the school ,the house ,Fruits and Vegetables. 	<ul style="list-style-type: none"> • The student can recognize many words and expressions with the use of visual aids such as entrance and exit signs. • The student can recognize words referring to family members such as father and grandfather, etc. • The student can recognize the names of different healthy food such as fruits and vegetables. • The student can read and understand many words from daily "to do" or shopping lists. • The student can read and understand many signs and display boards, such as those at supermarkets, in the street. 	<ul style="list-style-type: none"> • The student can fill out simple forms with some basic personal information such as name, date of birth and nationality. • The student can write about himself/herself, using previously learned sentences and phrases. • The student can write lists including likes and dislikes, such as school subjects, sports and activities. • The student can create a table of information on family members to include: name, age, relationship, and their likes and dislikes. • The student can write simple sentences about where he or she live. • The student can create simple lists for multiple purposes. • The student can write simple phrases about weekend activities.

Grade 3 (The Syllabus of Non-Arabs) – الصف الثالث (مقرر غير الناطقين بالعربية)

The topic	الموضوع
Directions and Destinations	الاتجاهات والوجهات
Personal information	المعلومات الشخصية
Description of pictures	وصف الصور
Maps and weather	الخرائط والطقس
Meetings and appointments	الاجتماعات والمواعيد
Accept and reject the invitation	قبول ورفض الدعوة
Food menu	قائمة الطعام
The school day	اليوم المدرسي
Advertising	الإعلان
Writing a letter	كتابة الرسالة
Time and working hours	الوقت ومواعيد العمل
Thanking letter	رسالة الشكر

Grade 3 – The Performance indicators of Level B (First Year of Learning Arabic)

Listening	Speaking	Reading	Writing
<p>Covering the missing skills to start Arabic: The student can recognize Arabic Alphabet ,Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs ,Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can sing some short songs about Arabic Alphabet ,Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can link some words and expressions he learned with related meanings such as : Arabic Alphabet ,Long and short vowels , color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can write Arabic Alphabet Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>
<ul style="list-style-type: none"> • The student can understand questions about his age, address, and hobbies. • The student can scarcely understand some simple questions and statements about his classmates. • The student can scarcely understand weather conditions with the help of pictures or video clips. • The student can scarcely understand some tangible descriptions related to a photo or a drawing. • The student can scarcely understand road directions to reach a certain destination. • The student can scarcely understand a simple conversation between a seller and a buyer. 	<ul style="list-style-type: none"> • The student can scarcely exchange some personal information with others such as address, email. • The student can scarcely talk or ask about familiar things in a photo. • The student can scarcely ask about weather conditions. • The student can scarcely ask and answer some simple questions about date, time and place for a meeting or an appointment. • The student can scarcely ask about directions and can give directions to others. • The student can scarcely invite others and can accept or reject invitations. 	<ul style="list-style-type: none"> • The student can scarcely understand key information in an advertisement. • The student can scarcely determine the main purpose of a printed advertisement. • The student can scarcely understand simple information in a text message from a friend. • The student can scarcely understand a simple comment describing a certain picture. • The student can scarcely understand the categories on a diagram/chart. • The student can scarcely distinguish different greeting messages on postcards. • The student can scarcely recognize city locations on a map. 	<ul style="list-style-type: none"> • The student can scarcely write simple sentences to describe himself or herself, family, friends and school. • The student can scarcely write simple phrases and sentences like those in greeting cards, invitation cards and thank you cards. • The student can scarcely write about familiar experiences and events, using previously learned writing style such as writing routine activities inside and outside class. • The student can scarcely write a few sentences about a topic he or she learned in class with the help of some images.

Grade 3 – The Performance indicators of Level B+ (Second Year of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> • The student can sometimes differentiate between interrogative and informative sentences. • The student can understand questions about his age, address, and hobbies. • The student can understand some simple questions and statements about his classmates. • The student can understand some weather conditions with the help of pictures or video clips. • The student can understand some tangible descriptions related to a photo or a drawing. • The student can recognize whether the conversation is about him or about someone else. • The student can sometimes understand road directions to reach a certain destination. The student can understand a simple conversation between a seller and a buyer. 	<ul style="list-style-type: none"> • The student can exchange some personal information with others such as address, email and nationality. • The student can sometimes talk or ask about familiar things in a photo. • The student can ask about weather conditions aided by a weather map. • The student can ask and answer simple questions about date, time and place for a meeting or an appointment. • The student can ask about directions and can give directions to others. • The student can invite others and can accept or reject invitations. • The student can sometimes interact while ordering food. • The speaker can briefly describe events or short familiar experiences. • The student can sometimes present simple information concerning learned topics such as an experiment in a science lab or experiences in other subjects at school. 	<ul style="list-style-type: none"> • The student can sometimes understand key information in an advertisement. • The student can sometimes determine the main purpose of a printed advertisement. • The student can sometimes understand simple information in a text message from a friend. • The student can sometimes understand a simple comment describing a certain picture. • The student can sometimes understand the categories on a diagram/chart. • The student can sometimes distinguish different greeting messages on postcards. • The student can sometimes recognize city locations on a map. 	<ul style="list-style-type: none"> • The student can sometimes write simple sentences to describe himself or herself, family, friends and school. • The student can sometimes write simple phrases and sentences like those in greeting cards, invitation cards and thank you cards. • The student can sometimes write about familiar experiences and events, using previously learned writing style such as writing routine activities inside and outside class. • The student can sometimes write a few sentences about a topic he or she learned in class with the help of some images. • The student can sometimes write a request for some basic information such as asking for an appointment with a professor or a colleague or for a certain service.

Grade 3 – The Performance indicators of Level D (Third Year of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> • The student can differentiate between interrogative and informative sentences. • The student can understand questions about his age, address, and hobbies. • The student can understand some simple questions and statements about his classmates. • The student can understand weather conditions with the help of pictures or video clips. • The student can understand some tangible descriptions related to a photo or a drawing. • The student can recognize whether the conversation is about him or about someone else. • The student can sometimes understand road directions to reach a certain destination. • The student can understand a simple conversation between a seller and a buyer. 	<ul style="list-style-type: none"> • The student can exchange many personal information with others such as address, email and nationality. • The student can talk or ask about familiar things in a photo. • The student can ask about weather conditions aided by a weather map. • The student can ask and answer simple questions about date, time and place for a meeting or an appointment. • The student can ask about directions and can give directions to others. • The student can invite others and can accept or reject invitations. • The student can interact while ordering food. • The speaker can briefly describe events or short familiar experiences. • The student can present simple information concerning learned topics such as an experiment in a science lab or experiences in other subjects at school. 	<ul style="list-style-type: none"> • The student can understand key information in an advertisement. • The student can determine the main purpose of a printed advertisement. • The student can understand simple information in a text message from a friend. • The student can understand a simple comment describing a certain picture. • The student can understand the categories on a diagram/chart. • The student can distinguish different greeting messages on postcards. • The student can recognize city locations on a map. • The student can understand public transportation schedule. • The student can understand the working hours of businesses. • The student can understand the labels on recycling bins. 	<ul style="list-style-type: none"> • The student can write simple sentences to describe himself or herself, family, friends and school. • The student can write simple phrases and sentences like those in greeting cards, invitation cards and thank you cards. • The student can write about familiar experiences and events, using previously learned writing style such as writing routine activities inside and outside class. • The student can write a few sentences about a topic he or she learned in class with the help of some images. • The student can write a request for some basic information such as asking for an appointment with a professor or a colleague or for a certain service.

Grade 4 (The Syllabus of Non-Arabs) – (مقرر غير الناطقين بالعربية) – الصف الرابع

The topic	الموضوع
The school timetable	الجدول المدرسي
Message of praise and congratulations	رسالة المدح والتهنئة
At the Air port	في المطار
Daily routine	الروتين اليومي
In the hotel	في الفندق
Needs and Desires	الاحتياجات والرغبات
Famous figure	شخصية مشهورة
Social media	وسائل التواصل الاجتماعي
Weather forecast	النشرة الجوية
Summer vacation	العطلة الصيفية

Grade 4 – The Performance indicators of Level B (First Year of Learning Arabic)

Listening	Speaking	Reading	Writing
<p>Covering the missing skills to start Arabic: The student can recognize Arabic Alphabet ,Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs ,Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can sing some short songs about Arabic Alphabet ,Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can link some words and expressions he learned with related meanings such as : Arabic Alphabet ,Long and short vowels , color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can write Arabic Alphabet Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>
<ul style="list-style-type: none"> ● The student can scarcely understand the timeframe set by the teacher to complete homework. ● The student can scarcely understand questions related to his study schedule or other types of schedules. ● The student can scarcely understand questions about likes and dislikes. ● The student can scarcely understand simple messages of praise or congratulation. ● The student can scarcely understand the general message in an audible announcement. 	<ul style="list-style-type: none"> ● The student can scarcely engage in some conversations about daily issues such as his family, school, personal interests and daily routine. ● The student scarcely can ask for help, make hotel or restaurant reservations, or arrange transportation. ● The student scarcely can describe favorite people, events, famous landmarks and popular places. ● The student can scarcely express his needs and desires which are related to his school and daily life. ● The student can scarcely give information about several things such as how to spend a holiday. 	<ul style="list-style-type: none"> ● The student can scarcely understand email from a friend about his interests and daily routines. ● The student can scarcely understand a friend's posts on Facebook. ● The reader can scarcely understand a friend's letter about an event. ● The student can scarcely understand a text accepting or rejecting an invitation. ● The student can scarcely recognize some required information on a formal form, such as those I.D form, participation in a draw or hotel reservations. 	<ul style="list-style-type: none"> ● The student can scarcely write information about people he or she knows such as a describing their appearance and some personality traits. ● The student can scarcely write simple information about a familiar place, such as school, home or city. ● The student can scarcely write about an occasion, holiday or celebration. ● The student can scarcely write brief notes on an oral presentation he will deliver. ● The student can scarcely write about topics of personal interest such as a favorite movie or celebrity.

Grade 4 – The Performance indicators of Level B+ (Second Year of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> • The student can sometimes understand the timeframe set by the teacher to complete homework. • The student can sometimes understand questions related to his study schedule or other types of schedules. • The student can sometimes understand questions about likes and dislikes. • The student can understand simple messages of praise or congratulation. • The student can sometimes understand the general message in an audible announcement. • The student can sometimes understand the time of an event. • The student can sometimes understand clear and repeated airport announcements about time of landing and departure and the boarding gate number. 	<ul style="list-style-type: none"> • The student can sometimes engage in some conversations about daily issues such as his family, school, personal interests and daily routine. • The student sometimes can ask for help, make hotel or restaurant reservations, or arrange transportation. • The student sometimes can describe favorite people, events, famous landmarks and popular places. • The student can sometimes express his needs and desires which are related to his school and daily life. • The student can sometimes give information about several things such as how to play a game, to prepare a recipe, or to spend a holiday. • The student can sometimes talk about his favorite programs or famous figures. 	<ul style="list-style-type: none"> • The student can sometimes understand email from a friend about his interests and daily routines. • The student can sometimes understand a friend's posts on Facebook. • The reader can sometimes understand a friend's letter about an event. • The student can sometimes understand a text accepting or rejecting an invitation. • The student can sometimes recognize some required information on a formal form, such as those I.D form, participation in a draw or hotel reservations. • The student can sometimes understand some information from the media, such as basic information about famous athletes, job advertisements or the weather forecast. 	<ul style="list-style-type: none"> • The student can sometimes write information about people he or she knows such as a describing their appearance and some personality traits. • The student can sometimes write simple information about a familiar place, such as school, home or city. • The student can sometimes write about an occasion, holiday or celebration. • The student can sometimes write brief notes on an oral presentation he will deliver. • The student can sometimes write about topics of personal interest such as a favorite movie or celebrity. • The student can sometimes write instructions on how to prepare or make something as preparing a certain dish.

Grade 4 – The Performance indicators of Level D (Third Year of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> ● The student can understand the timeframe set by the teacher to complete homework. ● The student can understand questions related to his study schedule or other types of schedules. ● The student can understand questions about likes and dislikes. ● The student can understand simple messages of praise or congratulation. ● The student can understand the general message in an audible announcement. ● The student can understand the time and the place of an event. ● The student can distinguish between the acceptance and the decline of an invitation in an oral discourse. The student can understand clear and repeated airport announcements about time of landing and departure and the boarding gate number. 	<ul style="list-style-type: none"> ● The student can engage in some conversations about daily issues such as his family, school, personal interests and daily routine. ● The student can ask for help, make hotel or restaurant reservations, or arrange transportation. ● The student can describe favorite people, events, famous landmarks and popular places. ● The student can express his needs and desires which are related to his school and daily life. ● The student can give information about several things such as how to play a game, to prepare a recipe, or to spend a holiday. ● The student can talk about his favorite programs or famous figures. 	<ul style="list-style-type: none"> ● The student can understand email from a friend about his interests and daily routines. ● The student can understand a friend's posts on Facebook. ● The reader can understand a friend's letter about an event. ● The student can understand a text accepting or rejecting an invitation. ● The student can recognize some required information on a formal form, such as those I.D form, participation in a draw or hotel reservations. ● The student can understand some information from the media, such as basic information about famous athletes, job advertisements or the weather forecast. 	<ul style="list-style-type: none"> ● The student can write information about people he or she knows such as a describing their appearance and some personality traits. ● The student can write simple information about a familiar place, such as school, home or city. ● The student can write about an occasion, holiday or celebration. ● The student can write brief notes on an oral presentation he will deliver. ● The student can write about topics of personal interest such as a favorite movie or celebrity. ● The student can write instructions on how to prepare or make something as preparing a certain dish.

Grade 4 – The Performance indicators of Level D+ (Fourth Year of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> ● The student can confidently understand the timeframe set by the teacher to complete homework. ● The student can confidently understand questions related to his study schedule or other types of schedules. ● The student can confidently understand questions about likes and dislikes. ● The student can confidently understand simple messages of praise or congratulation. ● The student can confidently understand the general message in an audible announcement. ● The student can confidently understand the time and the place of an event. ● The student can confidently distinguish between the acceptance and the decline of an invitation in an oral discourse. ● The student can confidently understand clear and repeated airport announcements about time of landing and departure and the boarding gate number. 	<ul style="list-style-type: none"> ● The student can Confidently engage in some conversations about daily issues such as his family, school, personal interests and daily routine. ● The student Confidently can ask for help, make hotel or restaurant reservations, or arrange transportation. ● The student Confidently can describe favorite people, events, famous landmarks and popular places. ● The student can Confidently express his needs and desires which are related to his school and daily life. ● The student can Confidently give information about several things such as how to play a game, to prepare a recipe, or to spend a holiday. ● The student can Confidently talk about his favorite programs or famous figures. 	<ul style="list-style-type: none"> ● The student can Confidently understand email from a friend about his interests and daily routines. ● The student can Confidently understand a friend's posts on Facebook. ● The reader can Confidently understand a friend's letter about an event. ● The student can Confidently understand a text accepting or rejecting an invitation. ● The student can Confidently recognize some required information on a formal form, such as those I.D form, participation in a draw or hotel reservations. ● The student can Confidently understand some information from the media, such as basic information about famous athletes, job advertisements or the weather forecast. 	<ul style="list-style-type: none"> ● The student can Confidently write information about people he or she knows such as a describing their appearance and some personality traits. ● The student can Confidently write simple information about a familiar place, such as school, home or city. ● The student can Confidently write about an occasion, holiday or celebration. ● The student can Confidently write brief notes on an oral presentation he will deliver. ● The student can Confidently write about topics of personal interest such as a favorite movie or celebrity. ● The student can Confidently write instructions on how to prepare or make something as preparing a certain dish.

الصف الخامس (مقرر غير الناطقين بالعربية) – Grade 5 (The Syllabus of Non-Arabs)

The topic	الموضوع
Visual advertising	الإعلان المرئي
Classmates	زملاء الصف
The meetings	الاجتماعات
Personal interview	المقابلة الشخصية
Hobbies	الهوايات
Historical events	الأحداث التاريخية
Previous experience	الخبرات السابقة
Internet	الإنترنت
Commercial advertising	الإعلان التجاري
Interview a celebrity	مقابلة أحد المشاهير

Grade 5 – The Performance indicators of Level B (First and Second Years of Learning Arabic)

Listening	Speaking	Reading	Writing
<p>Covering the missing skills to start Arabic: The student can recognize Arabic Alphabet ,Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs ,Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can sing some short songs about Arabic Alphabet ,Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can link some words and expressions he learned with related meanings such as : Arabic Alphabet ,Long and short vowels , color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can write Arabic Alphabet Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>
<ul style="list-style-type: none"> ● The student can scarcely understand basic information contained in audio-visual commercials. ● The student can scarcely understand questions and dialogues in audio-visual materials posted on social networks. ● The student can scarcely understand basic information in a recorded message about the life of one of his classmates. ● The student can scarcely understand basic information about the time and place of a meeting or an event and differentiates between postponement and cancelation. 	<ul style="list-style-type: none"> ● The speaker can scarcely start and finish a conversation and can ask for information and details. ● The speaker can scarcely conduct an interview with another person. ● The student can sometimes talk about his daily routines, hobbies and personal interests. ● The student can scarcely give the reasons behind his personal choices. ● The student can scarcely give information and details about past and planned activities. ● The student can sometimes speak about a past personal experience or something he learned. 	<ul style="list-style-type: none"> ● The student can scarcely understand simple personal questions, such as those found in surveys, or for online website. ● The student can scarcely understand information found in various invitations to different occasions. ● The student can scarcely understand information found in a commercial advertisement. ● The student can scarcely understand what is posted in forums on familiar topics. ● The student can scarcely understand basic information in personal messages exchanged on social media sites. 	<ul style="list-style-type: none"> ● The student can scarcely write a message explaining something. ● The student can scarcely write about public events and daily routine. ● The student can scarcely write personal details in order to enter a contest or enroll in a program. ● The student can scarcely write invitation to an event they are organizing. ● The student can scarcely write a few sentences about something he or she learned. ● The student can scarcely write a simple summary about a book, movie or event.

Grade 5 – The Performance indicators of Level B+ (Third Year of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> • The student can sometimes understand basic information contained in audio-visual commercials. • The student can sometimes understand questions and dialogues in audio-visual materials posted on social networks. • The student can sometimes understand basic information in a recorded message about the life of one of his classmates. • The student can sometimes understand basic information about the time and place of a meeting or an event and differentiates between postponement and cancelation. 	<ul style="list-style-type: none"> • The speaker can sometimes start and finish a conversation and can ask for information and details. • The speaker can sometimes conduct an interview with another person. • The student can sometimes talk about his daily routines, hobbies and personal interests. • The student can sometimes give the reasons behind his personal choices. • The student can sometimes give information and details about past and planned activities. • The speaker can sometimes talk about other countries, events, and historical figures. • The student can sometimes speak about a past personal experience or something he learned. 	<ul style="list-style-type: none"> • The student can sometimes understand simple personal questions, such as those found in surveys, or for online website. • The student can sometimes understand information found in various invitations to different occasions. • The student can sometimes understand information found in a commercial advertisement. • The student can sometimes understand what is posted in forums on familiar topics. • The student can sometimes understand the contents of postcards from friends. • The student can sometimes understand basic information in personal messages exchanged on social media sites. 	<ul style="list-style-type: none"> • The student can sometimes write a message explaining something. • The student can sometimes write about public events and daily routine. • The student can sometimes write personal details in order to enter a contest or enroll in a program. • The student can sometimes write invitation to an event they are organizing. • The student can sometimes write a few sentences about something he or she learned. • The student can sometimes write a simple summary about a book, movie or event.

Grade 5 – The Performance indicators of Level D (Fourth Year of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> ● The student can understand basic information contained in audio-visual commercials. ● The student can understand questions and dialogues in audio-visual materials posted on social networks. ● The student can understand basic information in a recorded message about the life of one of his classmates. ● The student can understand basic information about the time and place of a meeting or an event and differentiates between postponement and cancelation. 	<ul style="list-style-type: none"> ● The speaker can start and finish a conversation and can ask for information and details. ● The speaker can conduct an interview with another person. ● The student can talk about his daily routines, hobbies and personal interests. ● The student can give the reasons behind his personal choices. ● The student can give information and details about past and planned activities. ● The speaker can talk about other countries, events, and historical figures. ● The student can speak about a past personal experience or something he learned. 	<ul style="list-style-type: none"> ● The student can understand simple personal questions, such as those found in surveys, or for online website. ● The student can understand information found in various invitations to different occasions. ● The student can understand information found in a commercial advertisement. ● The student can understand what is posted in forums on familiar topics. ● The student can understand the contents of postcards from friends. ● The student can understand basic information in personal messages exchanged on social media sites. ● The student can understand key information found in an interview with a celebrity. 	<ul style="list-style-type: none"> ● The student can write a message explaining something. ● The student can write about public events and daily routine. ● The student can write personal details in order to enter a contest or enroll in a program. ● The student can write invitation to an event they are organizing. ● The student can write a few sentences about something he or she learned. ● The student can write a simple summary about a book, movie or event.

Grade 5 – The Performance indicators of Level D+ (Fifth Year of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> ● The student can Confidently understand basic information contained in audio-visual commercials. ● The student can Confidently understand questions and dialogues in audio-visual materials posted on social networks. ● The student can Confidently understand basic information in a recorded message about the life of one of his classmates. ● The student can Confidently understand basic information about the time and place of a meeting or an event and differentiates between postponement and cancelation. 	<ul style="list-style-type: none"> ● The speaker can Confidently start and finish a conversation and can ask for information and details. ● The speaker can Confidently conduct an interview with another person. ● The student can Confidently talk about his daily routines, hobbies and personal interests. ● The student can Confidently give the reasons behind his personal choices. ● The student can Confidently give information and details about past and planned activities. ● The speaker can Confidently talk about other countries, events, and historical figures. ● The student can Confidently speak about a past personal experience or something he learned. 	<ul style="list-style-type: none"> ● The student can Confidently understand simple personal questions, such as those found in surveys, or for online website. ● The student can Confidently understand information found in various invitations to different occasions. ● The student can Confidently understand information found in a commercial advertisement. ● The student can Confidently understand what is posted in forums on familiar topics. ● The student can Confidently understand the contents of postcards from friends. ● The student can understand basic information in personal messages exchanged on social media sites. ● The student can Confidently understand key information found in an interview with a celebrity. 	<ul style="list-style-type: none"> ● The student can Confidently write a message explaining something. ● The student can Confidently write about public events and daily routine. ● The student can Confidently write personal details in order to enter a contest or enroll in a program. ● The student can Confidently write invitation to an event they are organizing. ● The student can Confidently write a few sentences about something he or she learned. ● The student can Confidently write a simple summary about a book, movie or event.

Grade 6 (The Syllabus of Non-Arabs) – الصف السادس (مقرر غير الناطقين بالعربية)

The topic	الموضوع
Press interview	مقابلة صحفية
Tourism	السياحة
Safety Instructions	تعليمات السلامة
Hobbies and sports	الهوايات والألعاب الرياضية
future profession	مهنة المستقبل
summer trip	رحلة صيفية
Postcard	بطاقة بريدية
ATM	الصراف الآلي
Report writing	كتابة التقرير
Purchases List	قائمة المشتريات

Grade 6 – The Performance indicators of Level B (First and Second Years of Learning Arabic)

Listening	Speaking	Reading	Writing
<p>Covering the missing skills to start Arabic: The student can recognize Arabic Alphabet ,Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs ,Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can sing some short songs about Arabic Alphabet ,Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can link some words and expressions he learned with related meanings such as : Arabic Alphabet ,Long and short vowels , color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can write Arabic Alphabet Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>
<ul style="list-style-type: none"> ● The student can scarcely understand direct information in interviews conducted by a student playing the role of a journalist asking visitors about their current and future activities. ● The student can scarcely understand a tourist guide in his illustrations about the history of a place and its main monuments. ● The student can scarcely understand the main idea and few details related to general safety instructions in an audio material. 	<ul style="list-style-type: none"> ● The student can scarcely ask and answer questions about certain events, hobbies, lifestyle, sport activities and games. ● The student can scarcely pose questions and formulate answers about places he visited or plans to visit. ● The student can scarcely give information about his family history or talk about his future profession. ● The student can scarcely request postponement of an appointment and explain why. ● The student can scarcely return previously purchased items and explain why. 	<ul style="list-style-type: none"> ● The student can scarcely understand texts about a summer trip or a work-related event. ● The student can scarcely understand written descriptions on postcards received from a friend about a family vacation. ● The student can scarcely understand instructions to use ATM machine. ● The student can scarcely understand the news in the papers related to a public social event. ● The student can scarcely understand most events in narrative texts or short stories. 	<ul style="list-style-type: none"> ● The student can scarcely write a simple report about something he or she learned. ● The student can scarcely write a series of steps to complete a task, such as an experiment in a lab. ● The student can scarcely write content for a presentation. ● The student can scarcely write a simple summary about a task or a trip.

Grade 6 – The Performance indicators of Level B+ (Third and Fourth Years of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> • The student can sometimes understand direct information in interviews conducted by a student playing the role of a journalist asking visitors about their current and future activities. • The student can sometimes understand a tourist guide in his illustrations about the history of a place and its main monuments. • The student can sometimes understand the main idea and few details related to general safety instructions in an audio material. 	<ul style="list-style-type: none"> • The student can sometimes ask and answer questions about certain events, hobbies, lifestyle, sport activities and games. • The student can sometimes pose questions and formulate answers about places he visited or plans to visit. • The student can sometimes give information about his family history or talk about his future profession. • The student can sometimes request postponement of an appointment and explain why. • The student can sometimes return previously purchased items and explain why. • The student can sometimes use original expressions to explain something. 	<ul style="list-style-type: none"> • The student can sometimes understand texts about a summer trip or a work- related event. • The student can sometimes understand written descriptions on postcards received from a friend about a family vacation. • The student can sometimes understand instructions to use ATM machine. • The student can sometimes understand the news in the papers related to a public social event. • The student can sometimes understand most events in narrative texts or short stories. • The student can sometimes understand most information found in publications about tourist attractions. 	<ul style="list-style-type: none"> • The student can sometimes write a simple report about something he or she learned. • The student can sometimes write a series of steps to complete a task, such as an experiment in a lab. • The student can sometimes write content for a presentation. • The student can sometimes write a simple summary about a task or a trip.

Grade 6 – The Performance indicators of Level D (Fifth Year of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> • The student can understand direct information in interviews conducted by a student playing the role of a journalist asking visitors about their current and future activities. • The student can understand a tourist guide in his illustrations about the history of a place and its main monuments. • The student can understand the main idea and few details related to general safety instructions in an audio material. 	<ul style="list-style-type: none"> • The student can ask and answer questions about certain events, hobbies, lifestyle, sport activities and games. • The student can pose questions and formulate answers about places he visited or plans to visit. • The student can give information about his family history or talk about his future profession. • The student can request postponement of an appointment and explain why. • The student can return previously purchased items and explain why. • The student can use original expressions to explain something, or to ask about the steps to do something. • The student can explain the essential steps to accomplish something at school or in his daily life. 	<ul style="list-style-type: none"> • The student can understand texts about a summer trip or a work- related event. • The student can understand written descriptions on postcards received from a friend about a family vacation. • The student can understand instructions to use ATM machine. • The student can understand the news in the papers related to a public social event. • The student can understand most events in narrative texts or short stories. • The student can understand most information found in publications about tourist attractions. 	<ul style="list-style-type: none"> • The student can write a simple report about something he or she learned. • The student can write a series of steps to complete a task, such as an experiment in a lab. • The student can write content for a presentation. • The student can write a simple summary about a task or a trip.

Grade 6 – The Performance indicators of Level D+ (Sixth Year of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> ● The student can confidently understand direct information in interviews conducted by a student playing the role of a journalist asking visitors about their current and future activities. ● The student can confidently understand a tourist guide in his illustrations about the history of a place and its main monuments. ● The student can confidently understand the main idea and few details related to general safety instructions in an audio material. 	<ul style="list-style-type: none"> ● The student can Confidently ask and answer questions about certain events, hobbies, lifestyle, sport activities and games. ● The student can Confidently pose questions and formulate answers about places he visited or plans to visit. ● The student can Confidently give information about his family history or talk about his future profession. ● The student can Confidently request postponement of an appointment and explain why. ● The student can Confidently return previously purchased items and explain why. ● The student can use original expressions to explain something. ● The student can explain the essential steps to accomplish something at school or in his daily life. 	<ul style="list-style-type: none"> ● The student can Confidently understand texts about a summer trip or a work- related event. ● The student can Confidently understand written descriptions on postcards received from a friend about a family vacation. ● The student can Confidently understand instructions to use ATM machine. ● The student can Confidently understand the news in the papers related to a public social event. ● The student can Confidently understand most events in narrative texts or short stories. ● The student can Confidently understand most information found in publications about tourist attractions. 	<ul style="list-style-type: none"> ● The student can Confidently write a simple report about something he or she learned. ● The student can Confidently write a series of steps to complete a task, such as an experiment in a lab. ● The student can Confidently write content for a presentation. ● The student can Confidently write a simple summary about a task or a trip.

Grade 7 (The Syllabus of Non-Arabs) – (مقرر غير الناطقين بالعربية) – الصف السابع

The topic	الموضوع
Accident warning	التحذير من الحوادث
Message from my friend	رسالة من صديقي
School rules	قوانين المدرسة
Current events	الأحداث الجارية
Scientific discoveries	الاكتشافات العلمية
Online shopping	التسوق عبر الإنترنت
The community around us	المجتمع من حولنا
Help others	مساعدة الآخرين
Press discussion	حوار صحفي
Sport events	الأحداث الرياضية

Grade 7 – The Performance indicators of Level B (First and Second Years of Learning Arabic)

Listening	Speaking	Reading	Writing
<p>Covering the missing skills to start Arabic: The student can recognize Arabic Alphabet ,Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs ,Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can sing some short songs about Arabic Alphabet ,Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can link some words and expressions he learned with related meanings such as : Arabic Alphabet ,Long and short vowels , color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can write Arabic Alphabet Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>
<ul style="list-style-type: none"> ● The student can scarcely understand some details in an official warning related to expected crisis or serious conditions. ● The student can scarcely understand oral messages from a friend or a classmate talking about past events and potential future results. ● The student can scarcely understand information related to time and place of a meeting or event and any future changes to this information. 	<ul style="list-style-type: none"> ● The student can scarcely explain or give a presentation about the basic rules, provisions and regulations which affect life at school and within society and can answer questions about the same. ● The student can scarcely discuss with his classmates plans for a trip or an event. ● The student can scarcely give a presentation about a current news, a top story, or a phenomenon currently discussed in the media. ● The student can scarcely give a briefing about a cultural, historical or a sporting event. 	<ul style="list-style-type: none"> ● The student can scarcely understand instructions for online shopping. ● The student can scarcely follow simple instructions to conduct a science experiment in class. ● The student can scarcely understand a brief summary of the achievements of a historical figure. ● The student can scarcely understand all ideas in a text describing a scientific discovery or a historical event or a sporting event. 	<ul style="list-style-type: none"> ● The student can scarcely write a summary of a research that he performed. ● The student can scarcely write the content of a presentation with supporting details about a variety of topics related to his or her community. ● The student can scarcely write a series of steps needed to accomplish a community - based task such as fundraising for a certain cause. ● The student can scarcely write a narrative account of the most prominent events that were of interest to his community. ● The student can scarcely write a summary of a conversation or an interview conducted by him or her or someone else.

Grade 7 – The Performance indicators of Level B+ (Third and Fourth Years of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> • The student can sometimes understand some details in an official warning related to expected crisis or serious conditions. • The student can sometimes understand oral messages from a friend or a classmate talking about past events and potential future results. • The student can sometimes understand information related to time and place of a meeting or event and any future changes to this information. 	<ul style="list-style-type: none"> • The student can sometimes explain or give a presentation about the basic rules, provisions and regulations which affect life at school and within society and can answer questions about the same. • The student can sometimes discuss with his classmates plans for a trip or an event. • The student can sometimes give a presentation about a current news, a top story, or a phenomenon currently discussed in the media. • The student can sometimes give a briefing about a cultural, historical or a sporting event. 	<ul style="list-style-type: none"> • The student can sometimes understand instructions for online shopping. • The student can sometimes follow simple instructions to conduct a science experiment in class. • The student can sometimes understand a brief summary of the achievements of a historical figure. • The student can sometimes understand all ideas in a text describing a scientific discovery or a historical event or a sporting event. 	<ul style="list-style-type: none"> • The student can sometimes write a summary of a research that he performed. • The student can sometimes write the content of a presentation with supporting details about a variety of topics related to his or her community. • The student can sometimes write a series of steps needed to accomplish a community -based task such as fundraising for a certain cause. • The student can sometimes write a narrative account of the most prominent events that were of interest to his community. • The student can sometimes write a summary of a conversation or an interview conducted by him or her or someone else. • The student can sometimes write a summary of movie or a story they saw or heard.

Grade 7 – The Performance indicators of Level D (Fifth and Sixth Years of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> • The student can understand some details in an official warning related to expected crisis or serious conditions. • The student can understand oral messages from a friend or a classmate talking about past events and potential future results. • The student can understand information related to time and place of a meeting or event and any future changes to this information. 	<ul style="list-style-type: none"> • The student can explain or give a presentation about the basic rules, provisions and regulations which affect life at school and within society and can answer questions about the same. • The student can discuss with his classmates plans for a trip or an event. • The student can give a presentation about a current news, a top story, or a phenomenon currently discussed in the media. • The student can give a briefing about a cultural, historical or a sporting event. 	<ul style="list-style-type: none"> • The student can understand instructions for online shopping. • The student can follow simple instructions to conduct a science experiment in class. • The student can understand a brief summary of the achievements of a historical figure. • The student can understand all ideas in a text describing a scientific discovery or a historical event or a sporting event. 	<ul style="list-style-type: none"> • The student can write a summary of a research that he performed. • The student can write the content of a presentation with supporting details about a variety of topics related to his or her community. • The student can write a series of steps needed to accomplish a community - based task such as fundraising for a certain cause. • The student can write a narrative account of the most prominent events that were of interest to his community. • The student can write a summary of a conversation or an interview conducted by him or her or someone else. • The student can write a summary of movie or a story they saw or heard.

Grade 7 – The Performance indicators of Level D+ (Seventh Year of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> • The student can confidently understand some details in an official warning related to expected crisis or serious conditions. • The student can confidently understand oral messages from a friend or a classmate talking about past events and potential future results. • The student can confidently understand information related to time and place of a meeting or event and any future changes to this information. 	<ul style="list-style-type: none"> • The student can Confidently explain or give a presentation about the basic rules, provisions and regulations which affect life at school and within society and can answer questions about the same. • The student can Confidently discuss with his classmates plans for a trip or an event. • The student can Confidently give a presentation about a current news, a top story, or a phenomenon currently discussed in the media. • The student can Confidently give a briefing about a cultural, historical or a sporting event. 	<ul style="list-style-type: none"> • The student can Confidently understand instructions for online shopping. • The student can Confidently follow simple instructions to conduct a science experiment in class. • The student can Confidently understand a brief summary of the achievements of a historical figure. • The student can Confidently understand all ideas in a text describing a scientific discovery or a historical event or a sporting event. 	<ul style="list-style-type: none"> • The student can Confidently write a summary of a research that he performed. • The student can Confidently write the content of a presentation with supporting details about a variety of topics related to his or her community. • The student can Confidently write a series of steps needed to accomplish a community -based task such as fundraising for a certain cause. • The student can Confidently write a narrative account of the most prominent events that were of interest to his community. • The student can Confidently write a summary of a conversation or an interview conducted by him or her or someone else. • The student can Confidently write a summary of movie or a story they saw or heard.

Grade 8 (The Syllabus of Non-Arabs) – (مقرر غير الناطقين بالعربية) – الصف الثامن

The topic	الموضوع
Historical and contemporary figures	شخصيات تاريخية ومعاصرة
Trip Planning	التخطيط للرحلة
Travel and Trips	السفر والرحلات
Reckless driving	القيادة المتهورة
Pollution	التلوث
Healthy life	الحياة الصحية
Technology	التكنولوجيا
School problems	المشكلات المدرسية
Formal interview	مقابلة رسمية
Promotions	العروض الترويجية
Apply for a job	التقدم للوظيفة

Grade 8 – The Performance indicators of Level B (First and Second Years of Learning Arabic)

Listening	Speaking	Reading	Writing
<p>Covering the missing skills to start Arabic: The student can recognize Arabic Alphabet ,Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs ,Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can sing some short songs about Arabic Alphabet ,Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can link some words and expressions he learned with related meanings such as : Arabic Alphabet ,Long and short vowels , color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can write Arabic Alphabet Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>
<ul style="list-style-type: none"> ● The student can scarcely understand presentations about famous historical figures and contemporary ones. ● The student can scarcely understand oral conversations or messages talking about arrangements for a planned meeting or a trip. ● The student can scarcely differentiate between the characteristics of different tourist destinations in audio-visual materials. ● The student can scarcely understand short stories and some excerpts of books, speeches and summaries covering several topics. 	<ul style="list-style-type: none"> ● The student can scarcely talk about current issues such as reckless driving, pollution, behavioral problems and healthy living. ● The student can scarcely distinguish between different lifestyle in different countries and at different eras, such as how technology affects our contemporary life. ● The student can scarcely talk about solving unexpected problems he faced, such as absence from school due to an emergency. ● The student can scarcely conduct or participate in formal interviews. 	<ul style="list-style-type: none"> ● The student can scarcely find and use information for practical purposes such as reading about a certain event. ● The student can scarcely understand a blog about travel and use the information to plan a trip. ● The student can scarcely understand the rules related to absenteeism and sick leave. ● The student can scarcely compare information about different restaurants and choose the most suitable one. ● The student can scarcely compare between various extra-curricular activities and chooses those that match own interests. 	<ul style="list-style-type: none"> ● The student can scarcely write and review an essay prepared as part of homework. ● The writer can scarcely write and review resume to apply for a university or get a job or training. ● The student can scarcely write a diary, using some social media channels. ● The student can scarcely write an essay about an event or a project in the context of his or her school or community. ● The student can scarcely write a letter to the editor or manager of the school magazine, on topics of interest to him or her and their colleagues.

Grade 8 – The Performance indicators of Level B+ (Third and Fourth Years of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> • The student can sometimes understand presentations about famous historical figures and contemporary ones. • The student can sometimes understand oral conversations or messages talking about arrangements for a planned meeting or a trip. • The student can sometimes differentiate between the characteristics of different tourist destinations in audio-visual materials. • The student can sometimes understand short stories and some excerpts of books, speeches and summaries covering several topics. 	<ul style="list-style-type: none"> • The student can sometimes talk about current issues such as reckless driving, pollution, behavioral problems and healthy living. • The student can sometimes distinguish between different lifestyle in different countries and at different eras, such as how technology affects our contemporary life. • The student can sometimes talk about solving unexpected problems he faced, such as absence from school due to an emergency. • The student can sometimes conduct or participate in formal interviews. • The student can sometimes give an oral presentation about the importance of certain social, cultural or national events. • The student can sometimes give a promotional presentation for a certain event or product. 	<ul style="list-style-type: none"> • The student can sometimes find and use information for practical purposes such as reading about a certain event and deciding whether to attend or not. • The student can sometimes understand a blog about travel and use the information to plan a trip. • The student can sometimes understand the rules related to absenteeism and sick leave. • The student can sometimes compare information about different restaurants and choose the most suitable one. • The student can sometimes compare between various extra-curricular activities and chooses those that match own interests. • The student can sometimes understand an article about changes caused by technology over the past twenty years. 	<ul style="list-style-type: none"> • The student can sometimes write and review an essay prepared as part of homework. • The writer can sometimes write and review resume to apply for a university or get a job or training. • The student can sometimes write a diary, using some social media channels. • The student can sometimes write an essay about an event or a project in the context of his or her school or community. • The student can sometimes write a letter to the editor or manager of the school magazine, on topics of interest to him or her and their colleagues.

Grade 8 – The Performance indicators of Level D (Fifth and Sixth Years of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> ● The student can understand presentations about famous historical figures and contemporary ones. ● The student can understand oral conversations or messages talking about arrangements for a planned meeting or a trip. ● The student can differentiate between the characteristics of different tourist destinations in audio-visual materials. ● The student can understand short stories and some excerpts of books, speeches and summaries covering several topics. 	<ul style="list-style-type: none"> ● The student can talk about current issues such as reckless driving, pollution, behavioral problems and healthy living. ● The student can distinguish between different lifestyle in different countries and at different eras, such as how technology affects our contemporary life. ● The student can talk about solving unexpected problems he faced, such as absence from school due to an emergency. ● The student can conduct or participate in formal interviews. ● The student can give an oral presentation about the importance of certain social, cultural or national events. ● The student can give a promotional presentation for a certain event or product. 	<ul style="list-style-type: none"> ● The student can find and use information for practical purposes such as reading about a certain event and deciding whether to attend or not. ● The student can understand a blog about travel and use the information to plan a trip. ● The student can understand the rules related to absenteeism and sick leave. ● The student can compare information about different restaurants and choose the most suitable one. ● The student can compare between various extra-curricular activities and chooses those that match own interests. ● The student can understand the main idea and details in government job description. ● The student can understand an article about changes caused by technology over the past twenty years. 	<ul style="list-style-type: none"> ● The student can write and review an essay prepared as part of homework. ● The writer can write and review resume to apply for a university or get a job or training. ● The student can write a diary, using some social media channels. ● The student can write an essay about an event or a project in the context of his or her school or community. ● The student can write a letter to the editor or manager of the school magazine, on topics of interest to him or her and their colleagues.

Grade 8 – The Performance indicators of Level D+ (Seventh and Eighth Years of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> ● The student can confidently understand presentations about famous historical figures and contemporary ones. ● The student can confidently understand oral conversations or messages talking about arrangements for a planned meeting or a trip. ● The student can confidently differentiate between the characteristics of different tourist destinations in audio-visual materials. ● The student can confidently understand short stories and some excerpts of books, speeches and summaries covering several topics. 	<ul style="list-style-type: none"> ● The student can Confidently talk about current issues such as reckless driving, pollution, behavioral problems and healthy living. ● The student can Confidently distinguish between different lifestyle in different countries and at different eras, such as how technology affects our contemporary life. ● The student can Confidently talk about solving unexpected problems he faced, such as absence from school due to an emergency. ● The student can Confidently conduct or participate in formal interviews. ● The student can Confidently give an oral presentation about the importance of certain social, cultural or national events. ● The student can Confidently give a promotional presentation for a certain event or product. 	<ul style="list-style-type: none"> ● The student can Confidently find and use information for practical purposes such as reading about a certain event and deciding whether to attend or not. ● The student can Confidently understand a blog about travel and use the information to plan a trip. ● The student can Confidently understand the rules related to absenteeism and sick leave. ● The student can Confidently compare information about different restaurants and choose the most suitable one. ● The student can Confidently compare between various extra-curricular activities and chooses those that match own interests. ● The student can Confidently understand the main idea and details in government job description. 	<ul style="list-style-type: none"> ● The student can Confidently write and review an essay prepared as part of homework. ● The writer can Confidently write and review resume to apply for a university or get a job or training. ● The student can Confidently write a diary, using some social media channels. ● The student can Confidently write an essay about an event or a project in the context of his or her school or community. ● The student can Confidently write a letter to the editor or manager of the school magazine, on topics of interest to him or her and their colleagues.

Grade 9 (The Syllabus of Non-Arabs) – (مقرر غير الناطقين بالعربية) الصف التاسع

The topic	الموضوع
Leader's Achievements	إنجازات القادة
In the museum	في المتحف
In the University	في الجامعة
Childhood memories	ذكريات الطفولة
The future	المستقبل
Community issues	قضايا المجتمع
Using the phone while driving	استخدام الهاتف أثناء القيادة
C.V writing	كتابة السيرة الذاتية
Police report	تقرير الشرطة
Volunteer	التطوع
Family and society	الأسرة والمجتمع

Grade 9 – The Performance indicators of Level B (First and Second Years of Learning Arabic)

Listening	Speaking	Reading	Writing
<p>Covering the missing skills to start Arabic: The student can recognize Arabic Alphabet ,Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs ,Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can sing some short songs about Arabic Alphabet ,Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can link some words and expressions he learned with related meanings such as : Arabic Alphabet ,Long and short vowels , color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>	<p>Covering the missing skills to start Arabic: The student can write Arabic Alphabet Long and short vowels , the color names , Greeting , Family members, The Food , Professions / Jobs , Times ,the days of the week and Numbers</p>
<ul style="list-style-type: none"> ● The student can scarcely understand detailed instructions from the teacher about performing a certain assignment. ● The student can scarcely understand a series of instructions and detailed steps about cooking a certain recipe or implementing a certain process. ● The student can scarcely understand televised interviews with public figures. ● The student can scarcely understand summaries about the achievements of a leader. 	<ul style="list-style-type: none"> ● The student can scarcely talk confidently about a wide range topics and events using different tenses, such as childhood memories, vacations, future and the difficulties he is facing in his studies. ● The student can scarcely exchange information about topics not within his usual realm of interest, such as the characteristics of his community, major environmental issues, tourism and work. ● The student can scarcely confidently express in details his views and thoughts about different issues. 	<ul style="list-style-type: none"> ● The student can scarcely understand the main idea and details of various stories and biographies. ● The student can scarcely understand the different elements in stories. ● The student can scarcely understand short online biographies. ● The student can scarcely understand news reports on local activities or events. ● The student can scarcely understand details in a police report on a recent crime. 	<ul style="list-style-type: none"> ● The student can scarcely write an article for a newspaper or magazine on a general topic. ● The student can scarcely create a questionnaire on a certain topic and summarize most prominent findings and recommendations. ● The student can scarcely write promotional leaflets for products or events, or a variety of services. ● The student can scarcely write an essay about the history of his or her family or community.

Grade 9 – The Performance indicators of Level B+ (Third and Fourth Years of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> ● The student can sometimes understand detailed instructions from the teacher about performing a certain assignment. ● The student can sometimes understand a series of instructions and detailed steps about cooking a certain recipe or implementing a certain process. ● The student can sometimes understand televised interviews with public figures. ● The student can sometimes understand summaries about the achievements of a leader. ● The student can sometimes understand internet clips of tours in a museum, city or university. ● The student can sometimes understand the content of an oral message recorded by a friend or an acquaintance relating previous experiences. 	<ul style="list-style-type: none"> ● The student can sometimes talk confidently about a wide range topics and events using different tenses, such as childhood memories, vacations, future and the difficulties he is facing in his studies. ● The student can sometimes exchange information about topics not within his usual realm of interest, such as the characteristics of his community, major environmental issues, tourism and work. ● The student can sometimes confidently express in details his views and thoughts about different issues. ● The student can sometimes express his view point and back it up with clear reasoning and arguments, such as using mobiles while driving, conserving energy and expected behaviour from teenagers. 	<ul style="list-style-type: none"> ● The student can sometimes understand the main idea and details of various stories and biographies. ● The student can sometimes understand the different elements in stories. ● The student can sometimes understand short online biographies. ● The student can sometimes understand news reports on local activities or events. ● The student can sometimes understand details in a police report on a recent crime. ● The student can sometimes understand details in articles about a sports or cultural events. ● The student can sometimes understand details of a message explaining someone's absence from an important meeting. ● The student can sometimes understand detailed descriptions of a training or voluntary experience. 	<ul style="list-style-type: none"> ● The student can sometimes write an article for a newspaper or magazine on a general topic. ● The student can sometimes create a questionnaire on a certain topic and summarize most prominent findings and recommendations. ● The student can sometimes write promotional leaflets for products or events, or a variety of services. ● The student can sometimes write an essay about the history of his or her family or community.

Grade 9 – The Performance indicators of Level D (Fifth and Sixth Years of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> ● The student can understand detailed instructions from the teacher about performing a certain assignment. ● The student can understand a series of instructions and detailed steps about cooking a certain recipe or implementing a certain process. ● The student can understand televised interviews with public figures. ● The student can understand summaries about the achievements of a leader. ● The student can understand internet clips of tours in a museum, city or university. ● The student can understand the content of an oral message recorded by a friend or an acquaintance relating previous experiences. 	<ul style="list-style-type: none"> ● The student can talk confidently about a wide range topics and events using different tenses, such as childhood memories, vacations, future and the difficulties he is facing in his studies. ● The student can exchange information about topics not within his usual realm of interest, such as the characteristics of his community, major environmental issues, tourism and work. ● The student can confidently express in details his views and thoughts about different issues. ● The student can express his view point and back it up with clear reasoning and arguments, such as using mobiles while driving, conserving energy and expected behaviour from teenagers. 	<ul style="list-style-type: none"> ● The student can understand the main idea and details of various stories and biographies. ● The student can understand the different elements in stories. ● The student can understand short online biographies. ● The student can understand news reports on local activities or events. ● The student can understand details in a police report on a recent crime. ● The student can understand details in articles about a sports or cultural events. ● The student can understand details of a message explaining someone's absence from an important meeting. ● The student can understand detailed descriptions of a training or voluntary experience. 	<ul style="list-style-type: none"> ● The student can write an article for a newspaper or magazine on a general topic. ● The student can create a questionnaire on a certain topic and summarize most prominent findings and recommendations. ● The student can write promotional leaflets for products or events, or a variety of services. ● The student can write an essay about the history of his or her family or community.

Grade 9 – The Performance indicators of Level D+ (Seventh and Eighth Years of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> ● The student can confidently understand detailed instructions from the teacher about performing a certain assignment. ● The student can confidently understand a series of instructions and detailed steps about cooking a certain recipe or implementing a certain process. ● The student can confidently understand televised interviews with public figures. ● The student can confidently understand summaries about the achievements of a leader. ● The student can confidently understand internet clips of tours in a museum, city or university. ● The student can confidently understand the content of an oral message recorded by a friend or an acquaintance relating previous experiences. 	<ul style="list-style-type: none"> ● The student can confidently talk confidently about a wide range topics and events using different tenses, such as childhood memories, vacations, future and the difficulties he is facing in his studies. ● The student can confidently exchange information about topics not within his usual realm of interest, such as the characteristics of his community, major environmental issues, tourism and work. ● The student can confidently express in details his views and thoughts about different issues. ● The student can confidently express his view point and back it up with clear reasoning and arguments, such as using mobiles while driving, conserving energy and expected behaviour from teenagers. 	<ul style="list-style-type: none"> ● The student can confidently understand the main idea and details of various stories and biographies. ● The student can confidently understand the different elements in stories. ● The student can confidently understand short online biographies. ● The student can confidently understand news reports on local activities or events. ● The student can confidently understand details in a police report on a recent crime. ● The student can confidently understand details in articles about a sports or cultural events. ● The student can confidently understand details of a message explaining someone's absence from an important meeting. ● The student can confidently understand detailed descriptions of a training or voluntary experience. 	<ul style="list-style-type: none"> ● The student can confidently write an article for a newspaper or magazine on a general topic. ● The student can confidently create a questionnaire on a certain topic and summarize most prominent findings and recommendations. ● The student can confidently write promotional leaflets for products or events, or a variety of services. ● The student can confidently write an essay about the history of his or her family or community.

Grade 9 – The Performance indicators of Level M (Ninth Year of Learning Arabic)

Listening	Speaking	Reading	Writing
<ul style="list-style-type: none"> ● The student can fluently understand detailed instructions from the teacher about performing a certain assignment. ● The student can fluently understand a series of instructions and detailed steps about cooking a certain recipe or implementing a certain process. ● The student can fluently understand televised interviews with public figures. ● The student can fluently understand summaries about the achievements of a leader. ● The student can fluently understand internet clips of tours in a museum, city or university. ● The student can fluently understand the content of an oral message recorded by a friend or an acquaintance relating previous experiences. 	<ul style="list-style-type: none"> ● The student can fluently talk confidently about a wide range of topics and events using different tenses, such as childhood memories, vacations, future and the difficulties he is facing in his studies. ● The student can fluently exchange information about topics not within his usual realm of interest, such as the characteristics of his community, major environmental issues, tourism and work. ● The student can fluently express in details his views and thoughts about different issues. ● The student can fluently express his view point and back it up with clear reasoning and arguments, such as using mobiles while driving, conserving energy and expected behaviour from teenagers. 	<ul style="list-style-type: none"> ● The student can fluently understand the main idea and details of various stories and biographies. ● The student can fluently understand the different elements in stories. ● The student can fluently understand short online biographies. ● The student can fluently understand news reports on local activities or events. ● The student can fluently understand details in a police report on a recent crime. ● The student can fluently understand details in articles about a sports or cultural events. ● The student can fluently understand details of a message explaining someone's absence from an important meeting. ● The student can fluently understand detailed descriptions of a training or voluntary experience. 	<ul style="list-style-type: none"> ● The student can fluently write an article for a newspaper or magazine on a general topic. ● The student can fluently create a questionnaire on a certain topic and summarize most prominent findings and recommendations. ● The student can fluently write promotional leaflets for products or events, or a variety of services. ● The student can fluently write an essay about the history of his or her family or community.



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