

En

KEY STAGE

1

LEVELS

1-3

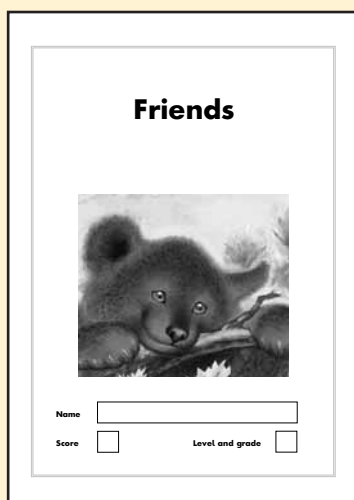
2004

READING (levels 2-3) and SPELLING (levels 1-3)

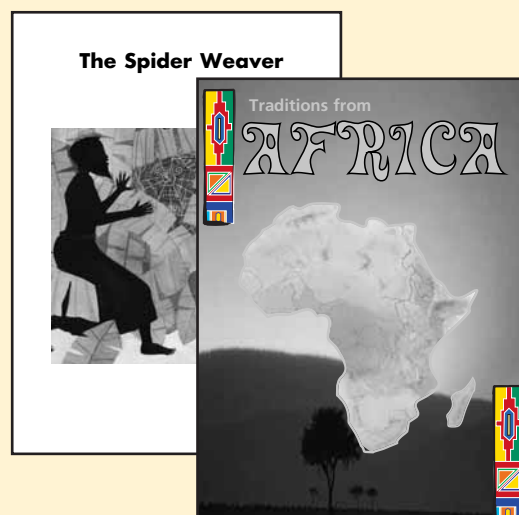
English tests

Teacher's guide

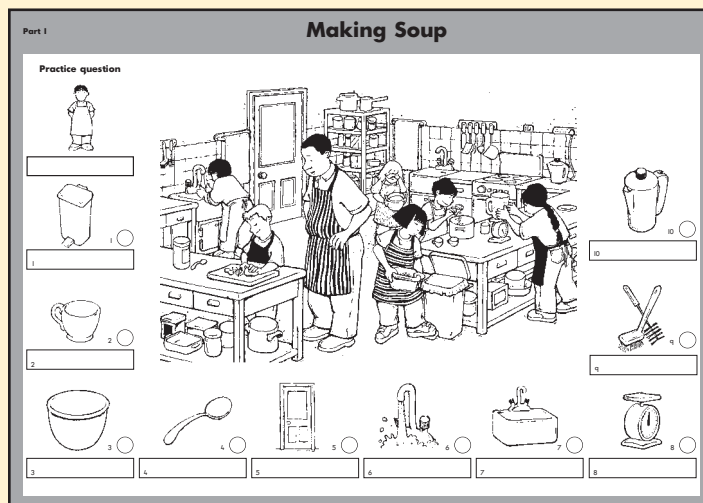
Level 2



Level 3



Spelling test



2004



department for

education and skills

creating opportunity, releasing potential, achieving excellence

First published in 2004

© Qualifications and Curriculum Authority 2004

Reproduction, storage, adaptation or translation, in any form or by any means, of this publication is prohibited without prior written permission of the publisher, unless within the terms of licences issued by the Copyright Licensing Agency. Excerpts may be reproduced for the purpose of research, private study, criticism or review, or by educational institutions solely for educational purposes, without permission, provided full acknowledgement is given.

Produced in Great Britain by the Qualifications and Curriculum Authority under the authority and superintendence of the Controller of Her Majesty's Stationery Office and Queen's Printer of Acts of Parliament.

The Qualifications and Curriculum Authority is an exempt charity under Schedule 2 of the Charities Act 1993.

Qualifications and Curriculum Authority
83 Piccadilly
London
W1J 8QA
www.qca.org.uk/

Contents

Background information	2
Specific guidance	5
Administering the level 2 test	9
Marking the level 2 test	15
Finding the level	20
Administering the level 3 test	21
Marking the level 3 test	26
Finding the level	31
Administering the spelling test	32
Marking the spelling test	38
Finding the spelling mark to add to the writing mark	40
Age standardised scores	41

Background information

Children to be tested

The level 2 reading test

All children who have achieved level 2A, 2B or 2C in the reading task must be entered for the level 2 reading test. Entry for the test depends upon achievement of level 2 in the reading task. If teachers administer the test first and a child achieves level 2, but then subsequently **does not** achieve level 2 in the reading task, **the test result will become a non-statutory result**. In this case, the child's results in reading will be level 1 in the reading task and 'X' (not required to be entered) in the reading test.

As in previous years, where there is a difference in the level/grade between the reading task and the reading test, the result reported nationally and in the school's PANDA report will be the **task result**. This is because the task allows children to demonstrate a wider range of reading skills at this level.

The level 3 reading test

The level 3 reading test is for children who are judged to be working at level 3 or above in reading through teacher assessment. Children who attain grade A at level 2 in **both** the level 2 reading test **and** the reading task **must** also be taken on to the level 3 reading test. Children cannot be entered for the level 3 reading test unless they achieve level 2A in **both** the level 2 reading test and the reading task, **or** the teacher judges them to be working within level 3 or above in reading. Children who are entered directly for the level 3 reading test, but do not achieve level 3, should subsequently be assessed at level 2 using both the task and the level 2 reading test.

The levels 1–3 spelling test

The spelling test must be used with **all** children who are being assessed at the end of key stage 1. The spelling mark will contribute to the overall writing level. There will be no separate level reported for spelling.

Structure of the tests

For the level 2 reading test, the materials include:

- a level 2 booklet, *Friends*, containing two passages: a story called *Oscar needs a friend* and some information about a school redeveloping their playground called *Playtime*;
- two double-sided posters, to support shared reading of useful words and practice pages;
- administration and marking instructions contained in this *Teacher's guide*;
- *Optional grid for test analysis* for recording and reviewing individual, group or class patterns of achievement.

For the level 3 reading test, the materials include:

- an information text called *Traditions from Africa* and a story called *The Spider Weaver*;
- a question booklet, *Africa*, containing questions and spaces for answers;
- administration and marking instructions contained in this *Teacher's guide*;
- *Optional grid for test analysis* for recording and reviewing individual, group or class patterns of achievement.

For the spelling test, the materials include:

- a levels 1–3 spelling sheet, *Making Soup*;
- administration and marking instructions contained in this *Teacher's guide*.

The spelling test is divided into two parts. Part 1 comprises a practice item followed by 10 picture-based single word spelling items. Part 2 also has a practice item and a further 10 target words within a continuous passage of text.

Words appropriate to levels 1, 2 or 3 may appear in either the picture items or the dictation passage. Most of the target words are chosen to reflect the spelling patterns in the Primary National Strategy, and there are some words from the high frequency list. Credit is given for the correct spelling of each whole word.

Age standardised scores

Tables of age standardised scores for each test are included on pages 43–45. These are for optional use.

Timing

All three tests should be carried out and completed during the month of May 2004. While there is no time limit for the reading tests, trialling has shown that most children demonstrate what they can do in about half an hour's *working* time for the first section of the test *after it has been introduced*, and rather less than this for the second session. It is recommended that introducing each section of the test should take 6–10 minutes. Overall, children whose working time exceeds one hour are likely to be struggling to work with the degree of independence required at levels 2 and 3.

You should decide in advance on a reasonable amount of **working** time for your group of children, bearing in mind the range of times as above. Tell your children how much time you estimate they will need. Say that you will remind them how time is passing a little before you think they will finish.

The level 2 reading test is designed so that it can be completed in two sessions, but the whole test should be administered during the same school day or on consecutive school days. Between each part of the test there is a break point. Children should be encouraged to continue working through each part of the test. Where you judge that it would be inappropriate for a child to continue, it is permissible to stop work on the test with that child. Usually, this will be at the appropriate break point. Other children will finish quickly and you may wish to make other work available to them.

The level 3 reading test may also be completed in two sessions, but the whole test should be administered during the same school day.

The precise time taken to administer the **spelling test** will depend upon the pace of presentation, but trialling has shown that the test can, and should, be administered in under 30 minutes.

Grouping children for the tests

These tests can be used with individual children, groups of children or the whole class.

Assistance

Since the reading tests are testing children's reading comprehension, **you should not help them read any words in the reading booklets or the question booklets when they are working on their own.** You may, however, help them with any spellings they ask for in order to write their answers, if this is your usual practice.

It is important to encourage children to attempt all questions, especially those which require a short written answer. Please reassure the children that there are sometimes different ways of expressing the correct answer. **Use the appropriate practice questions in each test as a way of demonstrating this to your children.**

For most questions that require a written answer in the level 2 test, responses that are clear and given in note or abbreviated form are acceptable. For others, especially in the level 3 test, more developed answers are required in order that children can show their understanding of the text.

In these tests, children are not penalised for errors in grammar, punctuation or spelling, but they should be encouraged to take care in these matters in the interest of producing readable work.

Level 2

When introducing the test materials, you must use the explanatory sections on pages 10–14 of this *Teacher's guide* to ensure that children know what they are being asked to do and how they are expected to respond. Two posters are included to use, if you wish, when introducing the two sections of the test. These allow teachers to work through the introductory pages and the practice questions, and to focus on unfamiliar vocabulary in a large group or whole-class shared reading session.

Level 3

When introducing the test materials, you must use the explanatory sections on pages 22–25 of this *Teacher's guide* to ensure that children know what they are being asked to do and how they are expected to respond, and to enable them to become familiar with the layout of the booklets.

Specific guidance

Children learning English as an additional language

For children who are not fluent speakers of English, bilingual support staff may be used to explain the procedures of assessment and the test layouts, if this is usual practice. However, no help should be given during the test itself because it is an assessment of English.

The introductory sections to each test, and the optional posters for the level 2 test, are designed to enable you to highlight and explain certain words and concepts in advance of children reading independently. It is important to ensure that children learning English as an additional language benefit from this introduction. Use of the optional posters (level 2) will help in this regard. It is also particularly important when assessing children learning English as an additional language that sufficient time is given for them to show their best attainment without pressure.

Special educational needs

These tests are designed to be used with all children at the appropriate level, but additional consideration should be given to children with special educational needs. **Usually, the most appropriate conditions for testing will be those in which the children normally work well.**

There may be some children who have difficulty with the test layouts and procedures. These children may be willing to ask for help, and you will be able to ensure they receive the support they need. However, other children may be reluctant to ask. As well as offering reassurance to the whole group, you may also need to be active in watching for children who have problems with writing their responses.

You can administer the tests to smaller groups of children or on an individual basis and adopt any of the strategies suggested in these notes. Children may respond orally or in sign language if this is the best means by which they can demonstrate their attainment. Some children will need encouragement to continue working through the test, and some may need the tests to be administered in more than two sessions. You may use overhead projector transparencies of any parts of the test paper to direct children's attention to what they have to do.

The advice in the following sections may be used by teachers of children with other special educational needs if they feel it will improve access to the test for any particular child.

Children with hearing impairments

All instructions in this *Teacher's guide* may be signed, but children should read all the test materials themselves. A variety of forms of communication can be used for presentation and response, including British Sign Language (BSL), sign supported English (SSE) and Makaton vocabulary. You should ensure that children with hearing impairments understand the contributions made and questions raised by other children prior to the start of the test.

For children who sign, use should be made of a skilled adult signer who is familiar to the child. Since this person may not be the teacher, there is a need for the signer and the teacher to be clear about how the test will be presented.

Children who sign should not be disapplied from the spelling test. Teachers should **not** use finger spelling while administering the spelling test. Through signing and the use of pictures, the text is accessible to children who sign. If teachers are concerned that a child has not had access to a word or words that would result in a change of level in **writing** overall, then they should consult the Key Stage 1 Team on 020 7509 5516.

Children with visual impairments

Children with visual impairments may use their usual magnification aids, and the test may be adapted in any way that is usual, eg pages may be enlarged, reduced or cut up, and outlines emboldened. Some children may need the test to be photocopied onto coloured paper. No text or illustrations should be added, and nothing should be rewritten or redrawn in a way that changes the information given. Children may record their responses in a variety of ways, such as dictaphone, oral response, word processor, braille or using their normal classroom practice.

You may describe the pictures in the reading booklets to the children or provide them with objects that convey to them what is in the pictures, taking care not to interpret the visual information given.

Children using braille or modified large print tests are likely to require more time to complete them than fully sighted children, to take account of their slower reading speeds. You will wish to make this clear to children and to organise the classroom appropriately. You may find it helpful to administer the tests in more than two parts.

Level 2 reading test

Ensure that children are aware that the questions on page 7 relate to the text on page 6.

Level 3 reading test

Ensure that the children are aware that the test is in two parts: *Traditions from Africa* and *The Spider Weaver*.

Levels 1–3 spelling test

Any necessary help may be given with reading and picture discrimination, and spaces in the dictation section have been numbered to help children find the appropriate place to write their spellings. Children may be given the target

spellings orally and write them in list form if this is preferred. Children may record their responses in a variety of ways, such as dictaphone, oral response, word processor (not using a spellchecker), braille or using their normal classroom practice.

Brailleists should be given the target spellings orally and should write them in list form. Brailleists who use contractions in their braille spelling should be asked to use the conventions of sighted spelling. If a child uses a braille contraction or uses a braille machine that transcribes into print, you should check orally that the child is able to spell the word in print or sighted form. Where braille reversals occur, you should check orally whether the child knows the print spelling.

Braille

Both the level 2 and the level 3 reading tests will be available in grade 2 braille in April 2004, and can be ordered free of charge from Pia, QCA's agency for the distribution of modified tests.

Pia
Victoria Street
Cwmbrân
NP44 3YT

Tel: 0870 321 6727
Fax: 0870 321 6429

Where the grade 2 braille contains contractions unknown to the child, or as yet untaught, you may provide the material in a mixture of grade 1 and grade 2 braille so that it matches the child's knowledge of the braille code. Alternatively, if grade 2 braille is preferred, and unknown contractions or word signs are met, you should not read to the child the word or part of the word represented by the contraction. Instead, you should spell out the word sign or contraction using letter names or sounds.

You will need to adapt the wording of the instructions to the children to take account of the differences for children using braille.

Modified large print

The level 2 and the level 3 reading tests and the levels 1–3 spelling sheet have been produced in modified large print and are produced in black and white. Although designed for children with visual impairments, these modified large print papers may be used by other children who have special educational needs. For example, some children with particular physical disabilities may find them more accessible than unmodified papers. The modified papers are produced on A4 size paper using bold print and simplified illustrations, with all extraneous information removed. Copies of the modified large print tests are available free of charge. Examples can be seen on the QCA website at www.qca.org.uk/ca/tests/modified_tests

Additional teacher notes have been produced to accompany modified large print and braille versions of the tests. You should refer to these notes **before** administering and marking the tests.

Text has been modified in the braille versions of the test. A print version of the modified text for brailleists is included with the braille materials.

You should have ordered these test materials by photocopying the order form on page 46 of the 2004 *Assessment and reporting arrangements* booklet for key stage 1.

Children with physical disabilities

Children with physical disabilities may have the tests presented to them, and make their responses, in any way that is usual for them. For example, the teacher may scribe dictated answers, and children may use a computer or work on enlarged versions of the tests. No assistance should be given in reading the words in the test materials, however they are presented.

Children with emotional and behavioural difficulties

Children with emotional and behavioural difficulties may have problems maintaining their attention for extended periods of time. You may wish to administer the test in smaller parts, over a number of sessions, rather than in two sittings.

Administering the level 2 test

This test is designed for children working at level 2.

See page 10.

Resources

The teacher will need:

- a copy of the level 2 test booklet, *Friends*;
- the posters for introducing the test, displayed appropriately (if choosing to use them).

Each child will need:

- a pen or pencil;
- a rubber (optional). If rubbers are not provided, you should tell the children that they may cross out any answers they wish to change;
- a copy of the level 2 test booklet, *Friends*.

Administering the test fairly

In order to ensure that the test is administered fairly in different classrooms, it is important that all teachers behave in a similar way while the test is in progress.

THEREFORE YOU MUST:

- ensure that the children can work undisturbed, individually and without access to materials that could give them an unfair advantage. Changes to the usual classroom layout may be necessary. It is important that you decide on seating arrangements before the start of the test, in order to avoid any unnecessary confusion;
- ensure that the children work on their own and that they do not discuss questions or copy answers. Some teachers have found one or more of the following strategies helpful to ensure that children cannot see each other's work: seating children at the ends of tables; seating children individually in a larger space; providing a blank sheet of paper to cover completed work on the open page; using large picture books, etc to create table screening between children;
- observe the children throughout the test to ensure that they do not copy from or distract each other;
- ensure that wall displays, etc in the classroom do not give the children an unfair advantage;
- encourage the children to stay on task and to work at an appropriate pace, moving on to the next question promptly when it is clear that they cannot spend any more time productively on the question they are working on;
- encourage the children to check all their work carefully when they have finished.

DO NOT:

- give help with the reading, as this will invalidate the assessment;
- give clues which help the children to work out the answer to a question;
- rephrase or rewrite any part of the test;
- prompt the children to confirm or change answers by pointing, frowning, smiling, head shaking or nodding, offering rubbers or asking leading questions.

Teachers of children with special educational needs should refer to the further guidance on pages 5–8 of this *Teacher's guide*.

Starting the test

You may introduce the test either by using the posters, as in a shared reading session, or by using the test booklets.

If you are using the posters to introduce the test, it is important that all children can see the information clearly. Full advantage should be taken of the 'Useful words' and practice pages at the beginning of each section. These are designed to be read by the teacher with the children. Meanings of the useful words should be discussed with the group and they should be helped to recognise the words. The practice page at the beginning of each section gives the opportunity to discuss setting and characters in the case of fiction, and content and context in the case of non-fiction.

The posters provided with the test materials are direct reproductions of these pages in the booklet and can usefully be used in the shared reading introduction session if you wish. They have the added advantage of being a more appropriate size to use with groups of children and may offer a more familiar context. You will need to group the children closely together, sitting either in a carpeted area or on chairs that are gathered together. When the introduction is completed, the children should then work individually on tables.

Give each child a test booklet and make sure they have the resources they need (see page 9). Ask the children to write their name in the space provided on the front cover and introduce the test in your own words, making sure you cover the points outlined in the introduction below. To ensure that the testing is carried out in a standard way in all schools, it is important that your introduction does not exceed the information set out below.

Introduction

Tell the children:

- that you will help them at the beginning of the test, but that when they are working on their own they should think of their own answers and not discuss them with others – collaborative work and copying are not allowed;
- that if they make a mistake, they should change their answer by rubbing or crossing it out;

- that they should work steadily through the questions rather than stop on any one question;
- that there will be a break in the middle of the test (such as playtime or lunchtime);
- how long the test session will be.

Working through the test

Suggested instructions for you to read out to the children are given in the yellow boxes that follow. **The wording of these instructions can be adapted, provided the meaning is retained.** You should use words and phrases familiar to the children, and you may repeat them as many times as necessary to ensure that the children understand. The sentences which are not in italics are prompts for you and are not intended to be read out. **You should also hold up and point out features in the test booklet during the practice pieces.** This introduction can be done **either** in a shared reading session using the poster, or with each child working on his or her own booklet.

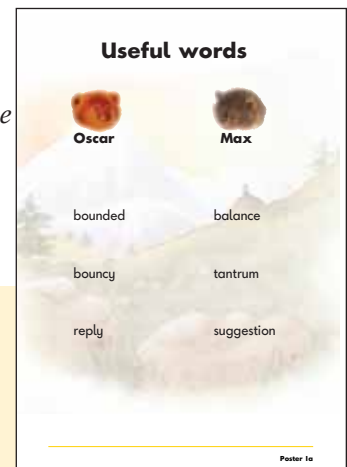
First session

what to do

Hold up your copy of the booklet and show the children the different sections it contains. If you are using the poster for shared reading, point out that poster 1a and 2a are the same as the inside cover and page 1 of the booklet.

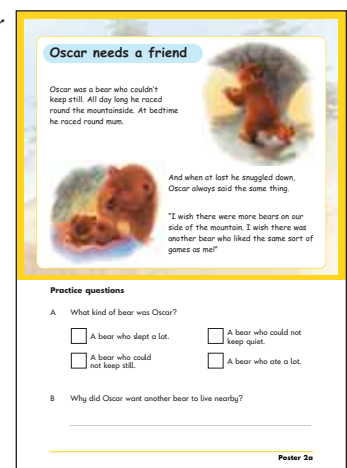
what to say

In this booklet, there is a story called *Oscar needs a friend*, some information about how some children changed their playground and some questions.



what to do

Ask the children to look at the inside cover of their booklet or display poster 1a 'Useful words'. Talk with them about the two bears pictured at the top of the poster. Ensure the children understand there are two separate bears in the story; you might discuss how the children can tell them apart. Also discuss the vocabulary items on the list and ensure that the children understand their meaning. Talk about the letters and sounds in each of the words, to ensure that the children will recognise each of them when they meet them in the text. If you are using the practice page poster for shared reading, point out that it is the same as page 1 of the booklet. Read the introduction and discuss it with the children.



what to say

This is the first page of the story about a bear called Oscar. You will notice there are two questions at the bottom of the page. We will look at those later, but first I will read the first page of the story to you and you can follow it.

what to do *Read page 1 of Oscar needs a friend aloud to the children.*

what to say Look at the bottom of the page. There are two questions about the page I have just read. Let's look at the first question. It says "What kind of bear was Oscar?" You can see four little boxes and four different answers. Let's look at the answers and decide which one we think is the right answer.

what to do *Allow the children time to think about their answer. Then discuss the options with them, encouraging the children to read through all the choices before making a decision and complete the poster by ticking the box "A bear who could not keep still" or allowing the children to do so in their answer booklet. Stress to the children the importance of examining all the possible answers, even if they think they have found the correct one straight away.*

what to say Let's look at the second question. It says "Why did Oscar want another bear to live nearby?" You will have to write what you think is the best answer. There is a dotted line to write on.

what to do *Allow the children time to think. Discuss their suggestions, noting different ways of expressing the correct answer and explain that it is perfectly acceptable to use different words to explain the same idea. Fill in an answer on the poster, demonstrating one way of phrasing the response, or let the children fill in the answer in their booklets.*

If you are using the poster, now send the children back to their tables and ask the children to complete the practice questions in their own booklets. Check that all the children have understood what they should do. Remind them that they should rub out or cross out their answers if they wish to change them.

what to say Remember, there are two main sorts of questions: those where you put a tick in one box next to the answer that you think is right and those where you write the answer on the dotted line. If you come across a question where you have to do something different, remember to read the question really carefully and it will tell you what to do. Don't forget to look at all the questions on each page.

Now find the top of page 2. In a moment you can read this page carefully and then answer the questions at the bottom of the page. If you change your mind about an answer, you should cross it out [or rub it out].

Some questions are harder than others; if you cannot do one question, you should go on to the next one which might be easier, and then go back to the difficult ones later.

You should look back at the story as often as you need to, to help you decide your answers.

When you have finished, you should turn over, read the next page and answer the questions on that page. Keep going until you reach the end of the story called *Oscar needs a friend* on page 9. Put your hand up when you have got to the end of the questions about the story.

what to do

Check that the children are not waiting at the end of each page.

Ask the children to check that they have not missed out any questions by mistake. If they have, they should complete them now.

There should be a break (such as playtime or lunchtime) before you introduce the second part of the test. You will need to check that the children who finish the first part early do not attempt to go on to Playtime before they have had this break and the second part of the test booklet (page 10 onwards) has been introduced.

Check the answers of children who you think may have had difficulty. Those who clearly have not managed to answer more than two or three questions correctly may be given other work if you judge it would be inappropriate for them to continue with the test.

Second session

what to do

When the children have taken a break, ask them to turn to page 10, to find the page with the 'Useful words' for this part of the booklet, or display the corresponding poster (1b), with the children gathered together as before. Talk about the letters and the sounds in each of the words, to ensure that the children will recognise each of them when they meet them in the text. Ensure that the children understand the meaning of the vocabulary items on the list.

Now direct the children to page 11 of their booklet or display the corresponding poster (2b).

Read page 11, or the poster, to the children. Now answer the two practice questions with the children. Offer the same support as you did previously. Make sure that the children understand how to answer the questions.

what to say

Look at page 12. In a moment you can begin reading quietly to yourselves. Answer the questions on each page as you go along. You should look back at the page as often as you need to, to help you decide your answers.

Sometimes you will have to write the answer on a dotted line. For some other questions you will have to tick a box next to the answer you think is right. Remember if you find a different sort of question, read it carefully and do as it tells you to do.

When you have finished one page, you should turn over and read the next page. Keep going until you reach the end of the booklet. Make sure you turn over all the pages and don't stop until you get to the back cover.


Useful words

friendship

lonely


equipment

draughts



Poster 1b

Playtime



In this part of the booklet you are going to read about some of the things that the children at Green Park School did to change their playtimes and make them more fun.

The children put up a display in the entrance hall of their school to show visitors all the exciting changes that had been going on.

The Governors of our school gave us some money to spend on making the playground a more friendly place, where all the children can play happily. They asked the whole school to decide together what they thought the best ideas would be for spending the money.

Practice questions

A What is the name of the school?

Greenfield Green Park
 Newtown Oldfield

B What was the money given to the children for?

Poster 2b

what to do

If you are using the posters, now send the children back to their tables.

what to say

Now you can finish reading quietly as you did before. Answer the questions on each page as you go along. Remember, if you change your mind about an answer, you should cross it out [or rub it out]. When you have finished one page you should turn over and read the next page. Keep going until you reach the end of the booklet. Don't forget to check that you have answered all the questions.

what to do

Check that the children are not waiting at the end of each page. Remind children to check that they have not missed out any question they are able to answer. Make sure that the children have reached the end of the booklet, question 28 on page 18.

End of the level 2 test

Marking the level 2 test

When the children have completed the test, mark it, giving marks as appropriate for a correct answer. The mark scheme on pages 16–19 of this *Teacher's guide* helps you to identify appropriate answers, giving one mark for each correct answer except question 28, where it is possible to score three marks. Mark boxes have been provided in the margin of the test booklet, beside each item. In addition, a box has been provided at the far right-hand side of each double-page spread to enter the total marks that the children obtain for the set of questions that appear on the two pages. Marking the multiple-choice questions is simply a matter of checking that the child has ticked the correct box. If additional boxes have been ticked, no marks should be awarded. The other questions require a single word or short response.

Examples of actual answers given by children when the test was trialled are shown in the mark scheme below. You will need to make decisions about the answers given by your children. Try to take account of what the child actually means, even though it may not be well expressed. If a child's response does not answer the question, it should be marked as incorrect even though you may understand why the child wrote it.

Children should not be penalised for poor handwriting or spelling errors.

The 'Assessment focus' column provides fuller information about the assessment focus of the question, ie the particular process or skill the child needs to draw on in order to obtain their answer.

Reading assessment focuses

The assessment focuses below are now used across all three key stages and assess children's ability to:

1. use a range of strategies, including accurate decoding of text, to read for meaning;
2. understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text;
3. deduce, infer or interpret information, events or ideas from texts;
4. identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level;
5. explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level;
6. identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader;
7. relate texts to their social, cultural and historical contexts and literary traditions.

It is intended that these assessment focuses will enable teachers to gain clearer diagnostic information from their children's performance. Assessment focus 1 underlies the reading of and response to the text and questions in the tests. Not all focuses will be appropriate to, or appear in, any one test at any given level.

An optional grid for test analysis is provided, as a loose sheet, with this *Teacher's guide*. This will also provide details of assessment focuses to allow teachers to record and analyse their children's performance in this way if they wish.

The symbols '✓' and '■' are used to indicate alternative acceptable answers, while the symbol '✗' indicates an unacceptable answer.

Friends

Oscar needs a friend

Question	Assessment focus	Answer	Mark
A	2	✓ A bear who could not keep still.	practice
B	3	<ul style="list-style-type: none"> ✓ So that he had someone to play with. ✓ To play the same sort of games as him. ✓ He wanted someone to play with. ✓ Because he was lonely. 	practice
1	3	✓ New bears moving in.	1
2	2	✓ Max.	1
3	2	✓ "Isn't this great!"	1
4	3	<ul style="list-style-type: none"> ✓ He ran off back to his mum. ✓ He ran away from Oscar/the game. ✓ He ran home. ✓ It says in the story 'he wasn't sure'. <p><i>Also accept:</i></p> <ul style="list-style-type: none"> ✓ "But Max wasn't so sure". <p>Unacceptable:</p> <p><i>Answers that are not based on the text, eg:</i></p> <ul style="list-style-type: none"> ✗ He looks miserable/sad. ✗ Has a sad face. ✗ He thought he might hurt himself. ✗ They rolled down the hill. ✗ He hurt his knee. 	1
5	2	✓ Dark and gloomy.	1
6	3	<ul style="list-style-type: none"> ✓ They were playing hide and seek. ✓ So he could hide. ✓ So Max could count. ✓ Because he wanted to play hide and seek. ✓ He wanted to get on with the game. ✓ He never waited for a reply. <p>Unacceptable:</p> <ul style="list-style-type: none"> ✗ Because he was bored. 	1
7	3	✓ Because Max did not like his games.	1
8	3	✓ She talked to him.	1

Question	Assessment focus	Answer	Mark
9	3	<ul style="list-style-type: none"> ✓ Asked Max what he wanted to do. 	1
10	3	<p><i>Award 1 mark for answers that relate to Oscar's changed behaviour the following day.</i></p> <ul style="list-style-type: none"> ✓ She told him to ask Max what he wanted to do. ✓ She told Oscar not to be so bossy. ✓ Told Oscar to let Max choose the games. ✓ Told Oscar to be more gentle with Max. ✓ Told Oscar to be nice. ✓ That he should ask Max what he wanted to play. ✓ Go to Max's home and ask him what he likes to play best. ✓ Let Max pick the game. ✓ See what he wants to do. ✓ "I think you should let Max choose a game, don't you". <p>Unacceptable:</p> <p><i>Answers that are not specific about what Oscar did differently, eg:</i></p> <ul style="list-style-type: none"> ✗ Go and play with Max. ✗ Go and talk to him. ✗ Make friends with him. ✗ Help your friends. 	1
11	2	<ul style="list-style-type: none"> ✓ He scrambled up to the highest rock. ✓ He jumped in off the (highest) rock. ✓ He dived into the lake. ✓ He leapt straight into the water. <p>Unacceptable:</p> <p><i>Answers that do not indicate what was remarkable about Max's behaviour, eg:</i></p> <ul style="list-style-type: none"> ✗ Play with him. ✗ Swim. ✗ He went in the water. 	1
12	2	<ul style="list-style-type: none"> ✓ In a lake. 	1
13	2	<ul style="list-style-type: none"> ✓ It was easier than he thought. 	1
14	3	<ul style="list-style-type: none"> ✓ Because he was waiting for Max to ask to play it. ✓ Because he had to wait until Max was ready. ✓ He was letting Max say when. ✓ He was scared Max would say no. <p><i>Also accept:</i></p> <ul style="list-style-type: none"> ✓ He wasn't ready. ✓ He might not want to play. ✓ Because he might run away. <p>Unacceptable:</p> <ul style="list-style-type: none"> ✗ Max was ready. ✗ Because he was tired. ✗ He's too lazy. ✗ Because he didn't like that. 	1

Question	Assessment focus	Answer	Mark
15	3	<p>✓ Award 1 mark for all 3 parts matched correctly.</p>	1
A	2	<p>Playtime</p> <p>✓ Green Park.</p>	practice practice
B	2	<p>✓ To spend on making the playground a nicer place to be.</p> <p>✓ To make the playground a happier/more friendly place.</p> <p>✓ To make the children happier at playtimes.</p>	
16	2	<p>✓ There was nothing to do.</p>	1
17	2	<p>Award 1 mark for answers indicating that the children wanted new things, or recognising that they wanted better ways to play.</p> <p>✓ New things to play with.</p> <p>✓ Ideas for new games.</p> <p>Also accept:</p> <p>✓ To make the playground better/a better place.</p> <p>✓ To play a game.</p> <p>✓ New things.</p> <p>✓ Games ■ equipment ■ fun.</p> <p>Unacceptable:</p> <p>✗ To make the school better [too vague].</p>	1
18	2	<p>✓ They did not have anyone to play with.</p> <p>✓ They were lonely.</p> <p>✓ They were alone.</p> <p>✓ Because they did not have a friend/any friends.</p>	1
19	4	<p>✓ The title.</p>	1
20	2	<p>✓ They were lonely.</p>	1
21	3	<p>Award 1 mark for answers that describe the result of the Friendship Bench, for Dan or in general.</p> <p>Yes – it helped him to make friends.</p> <ul style="list-style-type: none"> – it helped him to have happy playtimes. – he made some friends. – he thinks it is a good idea. – he knew he would get some friends. <p>No – because it meant he was feeling sad when he went to sit on it.</p> <p>Also accept:</p> <p>Yes – playtimes are fun.</p> <ul style="list-style-type: none"> – he has friends to play with. – it helps you to get to know more people more quickly. 	1

Finding the level

Add up each child's total score out of a maximum of 30 marks (not including the practice questions), and write the total in the box on the front cover of the child's question booklet. Then refer to the table below to find the level and the grade. Also enter this on the front cover of the booklet. This information will then be available to transfer onto any recording or reporting document.

Evidence shows that it is easy to make careless slips in adding up total scores, and these slips could disadvantage the child; thorough checking and rechecking are, therefore, strongly recommended.

These levels and gradings are based on the results of extensive classroom trials.

Number of marks	0–6 (inclusive)	7–12 (inclusive)	13–21 (inclusive)	22–30 (inclusive)
Level	Level 2 not achieved	Level 2C achieved	Level 2B achieved	Level 2A achieved

Administering the level 3 test

This test is designed for children working at level 3.

Resources

Each child will need:

- a pen or pencil;
- a rubber (optional). If rubbers are not provided, you should tell the children that they may cross out any answers they wish to change;
- a copy of each of the two level 3 reading materials, *Traditions from Africa* and *The Spider Weaver*;
- a question booklet, *Africa*.

This year, the texts are presented in two separate parts, one for the information text and one for the story. The information text, *Traditions from Africa*, should be presented first. Please ensure that you are familiar with the ways these should be administered. Please see the information below before the tests are administered.

Administering the test fairly

In order to ensure that the test is administered fairly in different classrooms, it is important that all teachers behave in a similar way while the test is in progress.

THEREFORE YOU MUST:

- ensure that the children can work undisturbed, individually and without access to materials that could give them an unfair advantage. Changes to the usual classroom layout may be necessary. It is important that you decide on seating arrangements before the start of the test, in order to avoid any unnecessary confusion;
- ensure that the children work on their own and that they do not discuss questions or copy answers. Some teachers have found one or more of the following strategies helpful to ensure that children cannot see each other's work: seating children at the ends of tables; seating children individually in a larger space; providing a blank sheet of paper to cover completed work on the open page; using large picture books, etc to create table screening between children;
- observe the children throughout the test to ensure that they do not copy from or distract each other;
- ensure that wall displays, etc in the classroom do not give the children an unfair advantage;
- encourage the children to stay on task and to work at an appropriate pace, moving on to the next question promptly when it is clear that they cannot spend any more time productively on the question they are working on;
- encourage the children to check all their work carefully when they have finished.

DO NOT:

- give help with the reading, as this will invalidate the assessment;
- give clues which help the children to work out the answer to a question;
- rephrase or rewrite any part of the test;
- prompt the children to confirm or change answers by pointing, frowning, smiling, head shaking or nodding, offering rubbers or asking leading questions.

Teachers of children with special educational needs should refer to the further guidance on pages 5–8 of this *Teacher's guide*.

Starting the test

When you have decided on seating arrangements, give each child a copy of *Traditions from Africa* and a question booklet, and make sure they have the resources they need. Ask the children to write their names in the space provided on the front cover of the question booklet, and introduce the test in your own words, making sure you cover the points outlined in the introduction below. To ensure that the testing is carried out in a standard way in all schools, it is important that your introduction does not exceed the information set out below.

Introduction

Tell the children:

- that you will help them at the beginning of the test, but that when they are working on their own they should think of their own answers and not discuss them with others – collaborative work and copying are not allowed;
- that if they make a mistake, they should change the answer by rubbing or crossing it out;
- that they should work steadily through the questions rather than stop on any one question;
- that there will be a break in the middle of the test (such as playtime or lunchtime);
- how long the test session will be.

Working through the test

Suggested instructions for you to read out to the children are given in the yellow boxes that follow. **The wording of these instructions can be adapted, provided the meaning is retained.** You should use words and phrases familiar to the children, and you may repeat them as many times as necessary to ensure that the children understand. The sentences in italics are prompts for you and are not intended to be read out. **You should also hold up and point out features in the test booklet during the practice sections.**

First session

Traditions from Africa

what to do

Give out the information booklet, Traditions from Africa, and the pupil question booklet. Hold up your copy of the information booklet, Traditions from Africa, and show the children. (You will not need the story booklet until the second session).

Read the contents page of the information booklet. Ask the children to follow the text as you read.

Explain to the children that 'tradition' means 'an activity or belief that has existed for a long time'.

Before you move on to the practice questions, in the pupil question booklet, check that the children have understood what you have read. Ask a few simple questions, eg 'What kind of text is this?' or 'What is this text about?'

what to say

Look at the front cover of your question booklet. There are two questions about the page I have just read. The page number tells us where to look for the answers. Let's look at the first question. It says 'On which page can you find out about African clothes?' Then you can see four boxes and four different answers. Which one do you think is the right answer? You should only put a tick in one box.

If you are not sure, have a go at answering it, making the best guess you can.

what to do

Allow the children time to tick a box. Then allow the children to share their answers as a group.

what to say

The right answer is 'page 7'. So you should have ticked the box which says 'page 7'.

If you change your mind about an answer you can cross it out clearly [or rub it out].

Let's look at the second question. Read what it says to yourself. You have to write what you think is the best answer on the dotted lines. Do that now.

If you are not sure, have a go at answering it, making the best guess you can.

what to do

Pause while the children write their answers, and check that they have understood what they should do. Remind them that they should rub out or cross out their answers if they wish to change them.

Africa
Question booklet

Name

Score Level

Traditions from Africa
Practice questions

A On which page can you find out about African clothes? (page 3)

page 4 page 7
 page 8 page 9

B How do you know which words in the text are explained in the glossary?
.....

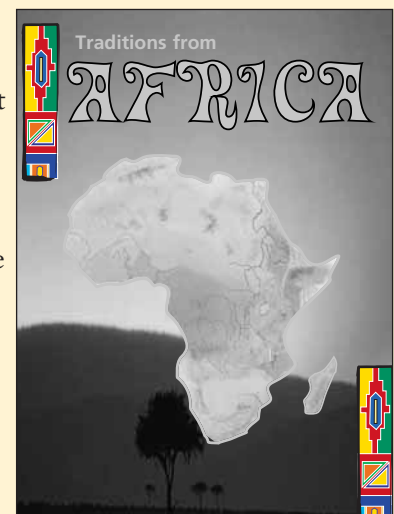
what to say Words that are explained in the glossary are in bold print. So you should have written that the words that are explained in the glossary are in bold print, or something like that.

what to do *Allow the children to comment on their own answers and to change them if they wish to do so. Make it clear that there may be different ways of expressing answers.*

what to say Listen carefully to what I say. You have an information booklet for reading and a booklet with questions. We are going to look at only the information booklet for the moment.

You should read the information booklet and answer the questions about it in the question booklet. You should look back at the reading booklet as often as you need to, to help you decide your answers.

Now find page 4 of the information booklet, where the rest of the information begins. Do not open your question booklet yet. In a moment I want you to read the whole of the rest of the information quietly to yourself. When you have finished reading the text you can open the question booklet to read and answer the other questions about 'Traditions from Africa'. You should do all this by yourself. The page numbers show you which pages of the story to look back to for help. Remember you can look back at the text whenever you need to.



If you change your mind about an answer after you have written it down, you should cross it out [or rub it out]. Check that you have not missed out any questions by mistake and put your hand up when you have answered all the questions about the information.

what to do *During the break, check the question booklets of children who may be reaching their limit. Those who clearly have not managed to answer more than two or three questions correctly may be given other work if you judge it would be inappropriate for them to continue with the test.*

Second session

The Spider Weaver

what to do *Give out the story booklet, The Spider Weaver, and the pupil answer booklet. Hold up your copy of the story booklet, The Spider Weaver, and show the children.*

Read page 3 of the story booklet. Ask the children to follow the text as you read. Explain to the children that the weavers weave their cloth on a simple machine called a loom, as shown in the picture on page 3. Before you move on to the questions, check that the children have understood what you have read. Ask a few questions, eg 'What work did Yaw and Kofi do?' or 'How do you know that Kofi's and Yaw's cloth was popular?'

what to say

Now find page 4 of the reading booklet where the rest of the story *The Spider Weaver* begins. When you have finished reading the story, you can open the question booklet at page 7 and answer the questions about it. You should do this by yourself. The page numbers show you which pages of the story to look back to for help. Remember, you can look back at the story whenever you need to.

End of the level 3 test

Marking the level 3 test

When the children have completed the test, mark it, giving marks as appropriate for a correct answer. The mark scheme on pages 27–30 of this *Teacher's guide* helps you to identify appropriate answers, and tells you how many marks to give each answer. Mark boxes have been provided in the margin of the text booklet, beside each item. In addition, a box has been provided at the far right-hand side of each double-page spread to enter the total marks that the children obtain for the set of questions that appear on the two pages. Marking the multiple-choice questions is simply a matter of checking that the child has ticked the correct box. If additional boxes or lines have been ticked, no marks should be awarded. The other questions require a single word or short response.

Examples of actual answers given by children when the test was trialled are shown in the mark scheme below. You will need to make decisions about the answers given by your children. Try to take account of what the child actually means, even though it may not be well expressed. If a child's response does not answer the question, it should be marked as incorrect even though you may understand why the child wrote it.

Children should not be penalised for poor handwriting or spelling errors.

The 'Assessment focus' column provides information about the focus of the question, ie the particular reading process or skill the child needs to draw on in order to obtain their answer.

Reading assessment focuses

The assessment focuses below are in use across all three key stages and assess children's ability to:

1. use a range of strategies, including accurate decoding of text, to read for meaning;
2. understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text;
3. deduce, infer or interpret information, events or ideas from texts;
4. identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level;
5. explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level;
6. identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader;
7. relate texts to their social, cultural and historical contexts and literary traditions.

It is intended that these assessment focuses will enable teachers to gain diagnostic information from their children's performance. Assessment focus 1 underlies the reading of and response to the text and questions in the tests. Not all focuses will be appropriate to, or appear in, any particular test at any level.

An optional grid for test analysis is provided, as a loose sheet, with this *Teacher's guide*. This will also provide details of assessment focuses to allow teachers to record and analyse their children's performance in this way if they wish.

The symbol '✓' is used to indicate acceptable answers, while the symbol '✗' indicates an unacceptable answer. The symbol '■' is used to indicate alternative acceptable or unacceptable answers.

Africa

Traditions from Africa

Question	Assessment focus	Answer	Mark
A	4	Page 7.	practice
B	4	The words in the text that are explained in the glossary are in bold.	practice
1	2	✓ Vast.	1
2	2	<ul style="list-style-type: none"> ✓ To look for/find/get jobs. ✓ To look for work. ✓ In search of work. <p><i>Also accept:</i></p> <ul style="list-style-type: none"> ✓ For work/jobs. ✓ To work. 	1
3	3	<ul style="list-style-type: none"> ✓ People sometimes wear modern clothes. ✓ People wear different styles of clothes. <p>✗ (more than 2 ticked).</p>	1 mark for both ticked correctly
4	2	<ul style="list-style-type: none"> ✓ On special occasions. <p><i>Also accept:</i></p> <ul style="list-style-type: none"> ✓ For parties/weddings. 	1
5	2	<p><i>Award 1 mark for showing an understanding that strips of cloth are made from silk.</i></p> <p>Ken-te clothes are made at first:</p> <ul style="list-style-type: none"> ✓ From silk. ✓ It is woven ■ made into strips. <p><i>Award one mark for showing an understanding that the strips are sewn together to make cloth from which clothes are made.</i></p> <p>After that:</p> <ul style="list-style-type: none"> ✓ Sewn together to make cloth. ✓ Cloth is made into clothes. <p><i>Both marks can be awarded even if the answers are not written on the appropriate line.</i></p> <ul style="list-style-type: none"> ✓ Narrow strips sewn together to make cloth (2 marks). 	1 for each correct answer (up to 2 marks)
6	3	<p><i>Answers that indicate that wearing a mask makes dancers feel like another person or animal, eg:</i></p> <ul style="list-style-type: none"> ✓ It makes them feel like a different person/animal. ✓ It makes them feel like they are something/somebody else. <p>Unacceptable:</p> <ul style="list-style-type: none"> ✗ Take the form of another animal/person (taken from the wrong part of the text). 	1
7	2	<ul style="list-style-type: none"> ✓ Decide on the story's ending. 	1

Question	Assessment focus	Answer	Mark
8	2	<ul style="list-style-type: none"> ✓ (A creature who is) sometimes a spider, sometimes a man. ✓ A creature/spider who likes playing tricks on people/animals. <p><i>Also accept:</i></p> <ul style="list-style-type: none"> ✓ A trickster. ✓ A talking spider. <p>Unacceptable:</p> <ul style="list-style-type: none"> ✗ A spider [not specific enough]. 	1
9a	2	<ul style="list-style-type: none"> ✓ Doing things in the way they have been done for many years. <p>Ignore minor errors in copying.</p> <p>Unacceptable:</p> <p><i>Answers where child has not referred to the glossary, eg:</i></p> <ul style="list-style-type: none"> ✗ It's been told for hundreds of years. 	1
9b	3	<p><i>Award 1 mark for each thing that is done in a traditional way.</i></p> <ul style="list-style-type: none"> ✓ House building (in some villages). ✓ (Making/wearing) traditional clothes. ✓ Making ken-te cloth. ✓ (Making/wearing) masks. ✓ Storytelling ■ listening to stories/poems. ✓ Dancing. ✓ Music/singing. ✓ Weaving. <p><i>Give marks even if written in the wrong place, eg:</i></p> <ul style="list-style-type: none"> ✓ Music and dance (2 marks). <p><i>Also accept:</i></p> <ul style="list-style-type: none"> ✓ Reading/writing stories. 	1 mark for each correct answer to maximum of 3
10	4	<ul style="list-style-type: none"> ✓ To show what information is in the book. 	1
11	3	<p>The diagram consists of four text boxes on the left and four labels on the right. Lines connect the boxes to the labels as follows:</p> <ul style="list-style-type: none"> Box 1: "Creation stories describe how and why the world was made." connects to "Introduction". Box 2: "Africa has deserts, forests and mountain areas." connects to "Introduction". Box 3: "Traditional African clothes are made from local materials." connects to "Clothes". Box 4: "Some African people play talking drums." connects to "Story Time". 	All correct for 1 mark

Question	Assessment focus	Answer	Mark
The Spider Weaver			
12	2	✓ In the forest.	1
13	5	miracle ✓ sticky detached amazing ✓ wondrous ✓ collapsed	All 3 words ticked correctly for 1 mark
14	3	✓ It was delicate.	1
15	3	Award 1 mark for answers that show an understanding of Amma's sympathy or the men's sadness, eg: ✓ Because she knew they were upset/sad. ✓ Because she was trying to make them feel better. ✓ She was being kind ■ trying to help. ✓ To comfort them. ✓ To give them support. Unacceptable: Answers that focus on Amma's sadness without reference to men(s) feelings, eg: ✗ Because she was sad/worried. ✗ Because something was wrong.	1
16	2	✓ They should find the weaver.	1
17	5	✓ Dip! Twist. (Turn and glide). ✓ Like (a woman) dancing ■ like a weaving dance ■ like a regal, graceful dancer. Also accept: ✓ Across and back. ✓ Sideways and across/back.	1
18	3	Award 1 mark for answers that clearly refer to the weavers learning how to improve their weaving, eg: ✓ So they could learn how to copy her design patterns. ✓ Because they thought the spider was teaching them. ✓ Because the spider was giving them an idea. Also accept: Answers that refer to the weavers' feelings of wonder/ admiration when watching the spider weave her web, eg: ✓ Because they had never seen anything so amazing before. ✓ Because they were amazed/interested. ✓ They enjoyed watching her ■ they stood in admiration. ✓ Because the spider was making a pattern on her web. ✓ They wanted to see what would happen next ■ because they wanted to see the finished web. ✓ It was beautiful/amazing/magnificent/exciting/fascinating. Unacceptable: Imprecise answers that do not refer to either the weavers learning how to improve their weaving or their sense of wonder, eg: ✗ Because it took her so long ■ went on into the afternoon. ✗ They liked it ■ it was nice [not specific enough]. ✗ Because of the web [needs adjective]. ✗ Because they wanted to weave [needs reference to new design, eg: new/different/better].	1

Question	Assessment focus	Answer	Mark
19	3	<p>Answers should refer to how the weavers incorporated the spider's designs into their own weaving, eg:</p> <ul style="list-style-type: none"> ✓ So they could copy/imitate the spider's web/patterns/designs/dance. ✓ So they could weave like a spider. ✓ Because they liked the spider's patterns/weaving/designs (better than theirs). ✓ Because they had learnt a new way of weaving. ✓ To create new designs and patterns. ✓ So they could make a new/nicer/another/different cloth. <p>Do not accept unspecific answers, eg:</p> <ul style="list-style-type: none"> ✗ Because they had seen the spider's web. ✗ New pattern/design. ✗ So they could weave. 	1
20	5		<p>4 correct = 2 marks</p> <p>2 or 3 correct = 1 mark</p>
21	6	<ul style="list-style-type: none"> ✓ That a problem can sometimes be a blessing. ✓ How to weave a new kind of cloth. ✓ That small creatures can do wonderful things. ✗ (more than 3 ticked). 	All 3 ticked correctly for 1 mark
22	6	<ul style="list-style-type: none"> ✓ To explain how ken-te cloth was first made. 	1

The maximum score is 27.

Finding the level

Add up each child's total score out of a maximum of 27 marks (not including the practice questions), and write the total in the box on the front cover of the child's question booklet. Then refer to the table below to find the level. Also enter this on the front cover of the booklet. This information will then be available to transfer onto any recording or reporting document.

Evidence shows that it is easy to make careless slips in adding up total scores, and these slips could disadvantage the child; thorough checking and rechecking are, therefore, strongly recommended.

If a child does not achieve level 3 in this test, and has not already been assessed at level 2, you must enter him or her for the level 2 reading task **and** the level 2 reading test.

Number of marks	0–15 (inclusive)	16–27 (inclusive)
Level	Level 3 not achieved	Level 3 achieved

Administering the spelling test

The spelling test

There is a new spelling test for 2004, based on the same model as the 2003 test. It is essential to read through the guidance carefully and remind yourself about what to do.

Please note especially the following points:

- The spelling test should be undertaken by **all** children who are being assessed at the end of key stage 1.
- The spelling test consists of 20 words, comprising 10 picture items and 10 target words contained in a dictation passage.
- Partial credit is **not** given for writing the initial letter(s) correctly in this test; only the correct spelling of the whole word is credited.
- The number of correct words from the spelling test will be converted into a spelling mark and combined with the total score from the writing task to find the overall level awarded for writing.
- There will be no separate level reported for spelling.

Children's success in spelling words in a test of this kind can yield important information about the strengths or weaknesses in their knowledge of word structure or their ability to map sounds to letters.

Resources

Each child will need:

- a pen or pencil;
- a rubber (optional). If rubbers are not provided, you should tell the children that they may cross out clearly any answers they wish to change;
- a copy of the levels 1–3 spelling sheet, *Making Soup*.

Administering the test fairly

In order to ensure that the test is administered fairly in different classrooms, it is important that all teachers behave in a similar way while the test is in progress.

THEREFORE YOU MUST:

- ensure that the children can work undisturbed, individually and without access to materials that could give them an unfair advantage. Changes to the usual classroom layout may be necessary. It is important that you decide on seating arrangements before the start of the test, in order to avoid any unnecessary confusion;

This test should be taken by all children who are being assessed at the end of key stage 1.

- ensure that the children work on their own and that they do not discuss questions or copy answers. Some teachers have found one or more of the following strategies helpful to ensure that children cannot see each other's work: seating children at the ends of tables; seating children individually in a larger space; providing a blank sheet of paper to cover completed work on the open page; using large picture books, etc to create table screening between children;
- observe the children throughout the test to ensure that they do not copy from or distract each other;
- ensure that wall displays, etc in the classroom do not give the children an unfair advantage;
- encourage the children to stay on task and to work at an appropriate pace, moving on to the next word promptly when it is clear that they cannot spend any more time productively on the word they are working on;
- encourage the children to check all their work carefully when they have finished.

DO NOT:

- prompt the children to confirm or change answers by pointing, frowning, smiling, head shaking or nodding, offering rubbers or asking leading questions.

Teachers of children with special educational needs should refer to the further guidance on pages 5–8 of this *Teacher's guide*.

Starting the test

When you have decided on seating arrangements, give each child a test sheet and make sure they have the resources they need (see page 32). Ask the children to write their name in the space provided on the front cover of the sheet, and introduce the spelling test in your own words, making sure you cover the points outlined in the introduction below. To ensure that the testing is carried out in a standard way in all schools, it is important that your introduction does not exceed the information set out below.

Introduction

Tell the children that:

- you will help them at the beginning of the test, but that when they are working on their own they should think of their own answers and not discuss them with others – collaborative work and copying are not allowed;
- if they make a mistake, they should change their answer by rubbing or crossing it out;
- they may find that some of the words are easy to spell and some are harder. If they are not sure how to spell a word, they should have a go and write the beginning of the word and any other letters or sounds that they think are correct.

Working through the test

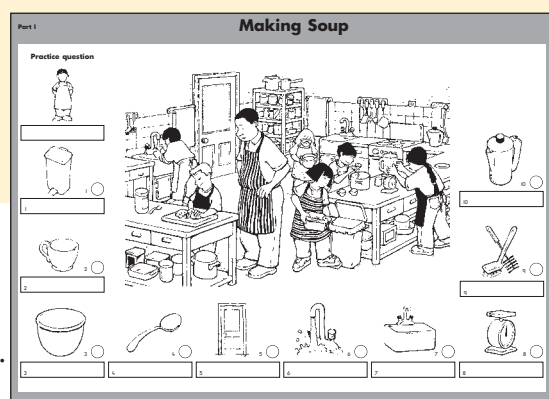
Suggested instructions for you to read out to the children are given in the yellow boxes that follow. **The wording of these instructions can be adapted, provided the meaning is retained.** You should use words and phrases familiar to the children, and you may repeat them as many times as necessary to ensure that the children understand. The sentences in italics are prompts for you and are not intended to be read out. **You should also hold up the spelling sheet and point out features on it during the practice sections.**

what to do *Hold up your copy of the spelling sheet and show the children the two different sections it contains.*

Part 1

what to say Look at the picture page. Can you see a picture of a school kitchen? Look carefully and you'll see all the small pictures somewhere in the kitchen.

what to do *Discuss with the children the large picture and the picture items around it. Make sure the children know what each picture represents. The target words are:*



boy (practice word)

- | | | | | |
|----------|---------|-----------|------------|------------|
| 1. bin | 2. cup | 3. bowl | 4. spoon | 5. door |
| 6. water | 7. sink | 8. scales | 9. brushes | 10. kettle |

what to say Now look at the small pictures. Look first at the one in the top left-hand corner. What do you think the picture here shows?

what to do *Ensure that all the children know that the picture shows a boy.*

what to say I want you to write the word 'boy' in the box underneath the picture. Write the word for yourself.

what to do *Check that the children understand the mode of answering. When they have attempted the word 'boy', you should tell them what the letters in the word are.*

what to say

Let's look at the next picture [bin].

It is a bin.

Write the word 'bin'. If you are not sure how to write the word, have a go and write the beginning and any letters that you think are right.

If you change your mind about an answer, you can cross it out clearly [or rub it out].

what to do

Go through all the pictures on this page, in turn. Dictate the words to the children to ensure that they know what is being portrayed and which word they should write each time.

You should look at their work as the children proceed through these questions. If a picture has been misinterpreted, you should tell the child the intended word. You should remind the children as often as necessary what the pictures represent.

When all the children have finished, tell them to put their pen or pencil down and listen.

The length of this test should make it possible to administer it in one session. Exceptionally, if you judge that it may be inappropriate for a child to do the whole test, it would be possible to pause between the two parts of the test to check progress. Check the answers of children who you think may have difficulty. Those who clearly have not managed to answer more than two or three words correctly may be given other work if you judge it would be inappropriate for them to continue with the test.

Part 2

The dictation text for this part of the test is reproduced on page 37. Target words are underlined and written in bold print. The first word is a practice word.

what to say

I am going to read a short story. It is called *Stone Soup*. You do not need to do anything yet. Just listen carefully.

what to do

Read the story to the children, including the target words (page 37).

what to say

Now look at the writing on the other side of your sheet. It is the same story but with some words missing.

I am going to read the story to you again. When we come to a space, wait for me to tell you the word and then write it in the space. If you are not sure how to write the word, just have a go and write the letters which you think look right.

what to do

Read the word 'one' in the dictation passage on the next page, and check that all children have understood that 'one' should be written in the first blank space. When the children have attempted this, you should tell them what the letters in the word are and allow them to correct any errors if they wish.

Read the rest of the passage through, pausing at each word in bold and allowing the children time to write. The target words may be repeated.

End of the spelling test

Dictation passage

Stone Soup

One evening, a traveller **called** Peter arrived at a village carrying a large pot. He busily made a fire, filled the pot and put it on the fire to **boil**. The villagers gathered to **watch**.

Peter took **three** large stones from his **cloth** bag and put them into the pot. 'What are you doing?' asked a curious girl. Peter replied, 'Cooking stone soup. It's delicious but it is even **better** with carrots and beans.'

A villager ran home to get some. Peter put them in the pot and tasted the soup. 'It's very tasty,' he said, 'but it could do with some potatoes.'

A villager went to get some and Peter put them in the pot. He tasted the soup **again**. The curious girl asked, 'Is it **ready** yet?' 'Yes!' replied Peter, triumphantly. The villagers queued up for a taste of stone soup.

'What do you **think** of it?' he asked with a smile. They told him it was the **best** soup they had ever tasted. Peter took the stones out of the pot and headed off for the next village.

Marking the spelling test

Partial credit is **not** given for writing the initial letter(s) correctly in this test; **only** the correct spelling of the whole word is credited.

When marking the children's spelling, give credit where the spelling is accurate and the child's intention is clear. Ignore any incorrect use of capital and lower case letters. Ignore spaces between letters, as long as all the letters are present and in the correct order.

The number of correct words from the spelling test will be converted into a spelling mark. This spelling mark will be added to the total score from the writing task to find the overall level awarded for writing.

As there will be no separate level reported for spelling, this result is not recorded on the pupil record sheet (OMR form).

Part 1 – picture items

<i>Word</i>	<i>Answer</i> <i>1 mark for the whole word</i>
practice	boy
1	bin
2	cup
3	bowl
4	spoon
5	door
6	water
7	sink
8	scales
9	brushes
10	kettle

Part 2 – dictation passage

<i>Word</i>	<i>Answer</i> <i>1 mark for the whole word</i>
practice	one
11	called
12	boil
13	watch
14	three
15	cloth
16	better
17	again
18	ready
19	think
20	best

The maximum score is 20.

Please see page 40 for conversion table for spelling marks.

Finding the spelling mark to add to the writing mark

Add up the number of correct words for each child out of a maximum of 20 (not including the practice questions), and write the number in the 'Total words correct' box on the front cover of the booklet. Then circle the total in the table, also on the front cover of the child's spelling sheet, and read across the table to convert the number of correct words to a spelling mark. Circle this mark, which will be added to the writing score to find the overall writing level, and write it in the 'Spelling mark awarded' box. This information will then be available to transfer onto any recording or reporting document.

Evidence shows that it is easy to make careless slips in adding up total scores, and these slips could disadvantage the child; thorough checking and rechecking are, therefore, strongly recommended.

The table below shows how to convert the number of words spelled correctly to a spelling mark. This information is reproduced on the front cover of the child's spelling sheet in a format designed to reduce errors in converting the number of correct words to a spelling mark.

<i>Number of correct words</i>	<i>Marks</i>
1–3	1
4–6	2
7–9	3
10–12	4
13–15	5
16–18	6
19–20	7

Age standardised scores

This section provides age standardised scores from the 2004 key stage 1 English tests. Scores are provided for the level 2 reading test, *Friends*, and the level 3 reading test, *Africa*. The scores are for **optional** use, and you need only refer to this section if you wish. The purpose of the information set out here is to allow you to convert the child's actual score in the tests – the 'raw score' – to an age standardised score. Age standardised scores take into account the child's age in years and months, so you have an indication of how each child is performing relative to other children of the same age. However, age standardised scores will not affect the child's level of achievement in the national curriculum as awarded by the outcome of the tests.

The tables were calculated from the results of standardisation trials of each test with over 2,000 children in a nationally representative sample of schools. The information in the tables is specific to each test and cannot be used for any others.

Calculating age standardised scores

You will need each child's test score and age at the time of testing, in years and *completed* months. For example, a child born on 30 March 1997 and tested on 15 May 2004 would be 7 years and 1 month old.

Using the relevant table on pages 43–45, you can convert the raw test score into an age standardised score by:

- locating the child's age in years and completed months at the time the test was taken, along the top of the table;
- locating the child's raw test score down the left side of the table;
- reading off the standardised score from where the row and column meet.

The average standardised score is 100. A higher score is above average and a lower score is below average. About two-thirds of the children will have standardised scores of between 85 and 115. Almost all children fall between the range 70 to 130, so scores outside this range can be regarded as exceptional.

Making use of age standardised scores

If you choose to find the standardised scores, you may use this additional information about the children's performance in any way you wish. For example:

- You may decide to inform parents about how a child's performance in the test relates to his or her age at the time the test was taken, *eg a standardised score of 112 shows us that the child's performance was above average for his or her age.*
- The progress made by a class or a school can be monitored from one year to the next. Age standardised scores can be calculated and reported for

See page 41.

individual children. However, because of the nature of the scores and the fact that they are a statistical estimate (see confidence bands below), the scores are much more reliable when calculating for groups of children. In addition, if reported to parents, the fact that a child who is making typical progress from year to year will remain on a similar age standardised score will need to be explained.

- Similarly, standardised scores could be used to consider differences in performance between boys and girls, or between children who are learning English as an additional language and those who are not, in your school. (This will give you useful information only if the group is reasonably large; the average of just a few children is not a reliable indicator.)

National comparisons – using the shaded bands

The tables of standardised scores are divided into five shaded bands. These bands give an indication of how the scores relate to the national population. The band nearest the top of a table contains the scores that correspond to the lowest fifth of the population; the next band, the next fifth; and so on. If a child has a score in the final band, you know that his or her score is in the top 20 per cent nationally, once age has been taken into account.

Very low and very high standardised scores are printed in the table as ***. This means that they would be below the lowest score in the table or above the highest, but cannot be calculated with the necessary degree of statistical reliability. If an exact score is needed, for example to calculate an average for the class, the next score below or above should be used as appropriate for these children. For example, 69 or 141 should be used in the level 3 reading test.

Confidence bands

Any scores derived from a short test are subject to some margin of error. A margin of error does not mean children have been assessed incorrectly. It is simply a statistical estimate, based on the fact that tests can only sample the particular area of learning that they assess. To indicate how wide this margin of error is likely to be, a '90 per cent confidence band' has been calculated. This means that you can be 90 per cent sure that the child's true score lies within the confidence band. The 90 per cent confidence band is plus or minus 9 for the level 2 reading test, plus or minus 11 for the level 3 reading test and plus or minus 7 for the spelling test. So, for example, if a child has a standardised score of 110 in the level 2 reading test, you can be 90 per cent certain that the true score is between 101 and 109.

Reading (level 2) – Friends

Raw score	Age in years and months																		
	6.05	6.06	6.07	6.08	6.09	6.10	6.11	7.00	7.01	7.02	7.03	7.04	7.05	7.06	7.07	7.08	7.09	7.10	7.11
0	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
1	72	71	71	71	71	71	71	71	70	70	70	70	70	70	70	***	***	***	***
2	76	76	76	76	76	76	76	75	75	75	75	75	75	75	75	74	74	74	74
3	80	79	79	79	79	79	79	79	78	78	78	78	78	78	78	77	77	77	77
4	82	82	81	81	81	81	81	81	81	80	80	80	80	80	80	80	79	79	79
5	84	83	83	83	83	83	83	83	82	82	82	82	82	82	82	81	81	81	81
6	85	85	85	85	84	84	84	84	84	84	84	83	83	83	83	83	83	83	83
7	86	86	86	86	86	86	86	85	85	85	85	85	85	85	84	84	84	84	84
8	88	88	88	87	87	87	87	87	86	86	86	86	86	86	86	85	85	85	85
9	89	89	89	89	89	88	88	88	88	88	88	87	87	87	87	87	86	86	86
10	90	90	90	90	90	90	89	89	89	89	89	89	88	88	88	88	88	88	87
11	91	91	91	91	91	91	90	90	90	90	90	90	90	89	89	89	89	89	89
12	92	92	92	92	92	91	91	91	91	91	91	91	90	90	90	90	90	90	90
13	93	93	93	93	92	92	92	92	92	92	92	92	91	91	91	91	91	91	91
14	94	93	93	93	93	93	93	93	93	93	92	92	92	92	92	92	92	92	91
15	94	94	94	94	94	94	94	93	93	93	93	93	93	93	93	93	93	92	92
16	95	95	95	95	95	94	94	94	94	94	94	94	94	94	93	93	93	93	93
17	96	96	96	96	96	95	95	95	95	95	95	95	94	94	94	94	94	94	94
18	97	97	97	97	96	96	96	96	96	96	96	95	95	95	95	95	95	95	94
19	98	98	98	97	97	97	97	97	97	97	96	96	96	96	96	96	96	96	95
20	99	99	98	98	98	98	98	98	98	98	97	97	97	97	97	97	97	97	96
21	100	100	100	99	99	99	99	99	99	98	98	98	98	98	98	98	98	97	97
22	101	101	101	101	101	100	100	100	100	100	100	99	99	99	99	99	99	98	98
23	102	102	102	102	102	102	102	101	101	101	101	101	101	100	100	100	100	100	100
24	104	104	104	103	103	103	103	103	103	103	102	102	102	102	102	102	101	101	101
25	105	105	105	105	105	105	105	104	104	104	104	104	104	104	103	103	103	103	103
26	107	107	107	106	106	106	106	106	106	106	106	106	105	105	105	105	105	105	105
27	109	108	108	108	108	108	108	108	108	108	107	107	107	107	107	107	107	107	107
28	***	***	***	***	110	110	110	110	110	110	110	110	110	109	109	109	109	109	109
29	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
30	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***

Very low and very high scores are printed in the table as ***.
This means that they would be below 70 or above 110.

Reading (level 3) – Africa

Raw score	Age in years and months																			
	6.05	6.06	6.07	6.08	6.09	6.10	6.11	7.00	7.01	7.02	7.03	7.04	7.05	7.06	7.07	7.08	7.09	7.10	7.11	
0	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
1	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
2	77	77	76	76	75	74	74	73	73	72	72	71	70	70	***	***	***	***	***	
3	82	82	81	81	80	79	79	78	78	77	76	76	75	75	74	73	73	72	72	
4	86	85	85	84	84	83	83	82	81	81	80	80	79	78	78	77	77	76	75	
5	89	89	88	87	87	86	85	85	84	84	83	83	82	81	81	80	80	79	78	
6	93	92	91	90	90	89	88	87	87	86	86	85	84	84	83	83	82	81	81	
7	95	95	94	93	92	92	91	90	89	89	88	87	87	86	86	85	84	84	83	
8	99	98	97	96	95	94	93	93	92	91	91	90	89	88	88	87	86	86	85	
9	102	101	100	99	98	97	96	95	94	94	93	92	91	91	90	89	88	88	87	
10	104	103	102	102	101	100	99	98	97	96	95	94	94	93	92	91	91	90	89	
11	106	105	104	104	103	102	102	101	100	99	98	97	96	95	94	94	93	92	91	
12	108	108	107	106	105	104	104	103	102	101	101	100	99	98	97	96	95	94	93	
13	111	110	109	108	107	106	106	105	104	103	103	102	101	100	99	99	98	97	96	
14	113	112	112	111	110	109	108	107	106	105	105	104	103	103	102	101	100	99	98	
15	115	115	114	113	112	111	111	110	109	108	107	106	105	105	104	103	102	102	101	
16	118	117	116	115	114	114	113	112	111	110	109	109	108	107	106	105	104	104	103	
17	120	119	119	118	117	116	115	114	114	113	112	111	110	109	108	108	107	106	105	
18	122	122	121	120	120	119	118	117	116	115	114	114	113	112	111	110	109	109	108	
19	125	124	123	123	122	121	120	120	119	118	117	116	115	115	114	113	112	111	111	
20	127	127	126	125	124	124	123	122	121	121	120	119	119	118	117	116	115	114	113	
21	130	129	129	128	127	126	126	125	124	123	123	122	121	121	120	119	118	117	116	
22	132	132	131	131	130	129	129	128	127	127	126	125	124	124	123	122	121	121	120	
23	135	135	134	134	133	132	132	131	131	130	129	129	128	127	127	126	125	124	124	
24	139	138	138	137	137	136	135	135	134	134	133	132	132	131	131	130	130	129	128	
25	***	***	***	***	***	***	140	140	139	139	138	137	137	136	136	135	134	134	133	
26	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
27	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	

Very low and very high scores are printed in the table as ***.
This means that they would be below 70 or above 140.

Spelling – Making Soup

Raw score	Age in years and months																		
	6.05	6.06	6.07	6.08	6.09	6.10	6.11	7.00	7.01	7.02	7.03	7.04	7.05	7.06	7.07	7.08	7.09	7.10	7.11
0	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
1	75	74	74	73	72	72	71	70	***	***	***	***	***	***	***	***	***	***	***
2	82	81	80	79	79	78	77	77	76	75	74	74	73	72	71	71	70	***	***
3	88	87	86	85	84	83	82	81	80	79	78	78	77	76	75	75	74	73	73
4	92	91	90	89	88	87	86	85	84	83	82	81	80	79	78	78	77	76	75
5	95	94	93	92	91	90	89	88	87	86	85	84	83	82	81	80	79	79	78
6	97	97	96	95	94	93	92	91	90	89	88	87	86	85	84	83	82	81	80
7	99	99	98	97	96	95	94	94	93	92	91	90	89	88	87	86	85	84	83
8	101	101	100	99	98	98	97	96	95	94	93	92	91	90	89	88	87	86	85
9	103	103	102	101	100	99	99	98	97	96	95	94	93	93	92	91	90	89	88
10	105	104	104	103	102	101	100	100	99	98	97	97	96	95	94	93	92	91	90
11	107	106	106	105	104	103	102	102	101	100	99	98	98	97	96	95	94	93	92
12	109	108	107	107	106	105	104	103	103	102	101	100	100	99	98	97	96	95	94
13	111	110	110	109	108	107	106	105	105	104	103	102	101	101	100	99	98	98	97
14	113	112	111	111	110	109	108	108	107	106	105	104	104	103	102	101	100	100	99
15	115	114	113	113	112	111	111	110	109	108	108	107	106	105	104	104	103	102	101
16	117	116	116	115	114	114	113	112	112	111	110	110	109	108	107	106	105	105	104
17	119	119	118	117	117	116	116	115	114	114	113	112	112	111	110	110	109	108	107
18	121	121	121	121	120	119	119	118	118	117	117	116	115	115	114	113	113	112	111
19	124	124	124	123	123	123	122	122	122	121	121	121	120	120	119	119	118	118	117
20	137	137	137	136	136	136	135	135	135	134	134	134	134	133	133	133	132	132	132

Very low scores are printed in the table as ***.
This means that they would be below 70.

EARLY YEARS

NATIONAL
CURRICULUM
5–16

GCSE

GNVQ

GCE A LEVEL

NVQ

OTHER
VOCATIONAL
QUALIFICATIONS

For more copies (for any purpose other than statutory assessment), contact:

QCA Publications, PO Box 99, Sudbury, Suffolk CO10 2SN

(tel: 01787 884444; fax: 01787 312950)

Order ref QCA/04/1276 (teacher pack)

QCA/04/1277 (pupil pack – level 2 reading and levels 2 and 3 spelling)

QCA/04/1278 (pupil pack – level 3 reading)