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En

KEY STAGE
1

LEVELS
1–3

2009

English tests

Teacher's guide

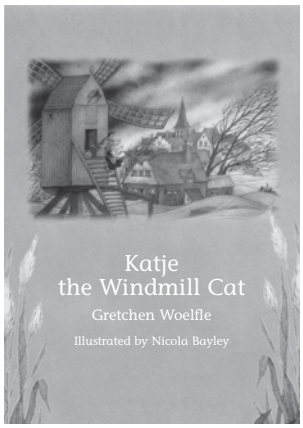
reading (levels 2–3) and spelling (levels 1–3)

Level 2

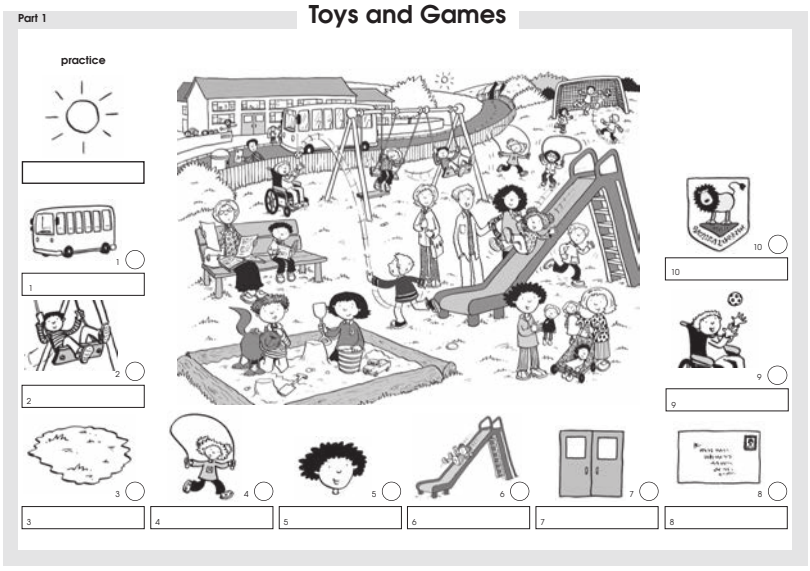


Level 3





Spelling test



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Background information

Arrangements for 2009

Children to be tested

Since the introduction of the new assessment arrangements in 2004, teachers have flexibility about which tasks and tests are administered, and when. Every child should be assessed by the use of a task or test in both reading and writing. For writing, you must administer the longer and shorter task and spelling test from the same year to individual children. Children who are assessed by means of the reading tasks do not need to take the reading tests if you feel that you have enough information on that child to make your overall judgement. The tasks/tests can be administered at any time in the academic year, after they arrive in schools, as long as you have time to take account of the information gained in your overall assessment. The use of the reading, writing and mathematics tasks is optional for children you judge to be working towards level 1.

Structure of the tests

For the level 2 reading test, the materials include:

- a level 2 booklet, *Crocodiles*, containing two passages: a story called *How to Count Crocodiles* and some information about crocodiles
- two double-sided posters, to support shared reading of useful words and practice pages
- administration and marking instructions contained in this *Teacher's guide*
- an *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:

- two reading booklets: *The Netherlands* (an information text), and *Katje the Windmill Cat* (a story)
- a question booklet, *The Netherlands and Katje the Windmill Cat*, containing questions and spaces for answers
- administration and marking instructions contained in this *Teacher's guide*
- an *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, *Toys and Games*
- administration and marking instructions contained in this *Teacher's guide*.

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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 44–46. These are for optional use.

Timing

While there is no time limit for the reading tests, trialling at level 2 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. At level 3, children should be able to demonstrate what they can do in about half an hour for the first part of the test, and slightly longer than this for the second part. It is recommended that introducing each section of the test should take 6–10 minutes. Overall, children whose working time significantly 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 given 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 time taken to administer the **spelling test** will depend on the pace of presentation, but trialling has shown that the test can, and should, be administered in under 30 minutes.

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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 need 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.

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 you 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 20–23 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 allow them to become familiar with the layout of the booklets.

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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 you give them sufficient time 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 may adopt any of the strategies suggested in these notes. Children may respond orally or in sign 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.

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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 08700 60 60 40.

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 (MLP) tests are likely to require more time to complete them than fully sighted children, to take account of their slower reading speeds. Teachers will wish to make this clear to children and to organise the classroom appropriately. Teachers 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 pages 11 and 17 relate to the text on pages 10 and 16, respectively. Children may need to have their attention drawn to the text underneath the pictures on pages 9, 15 and 19.

Level 3 reading test

In *The Netherlands* booklet, you may need to draw children's attention to the fact boxes on pages 4, 7, 8 and 9 and to the captions below the pictures on pages 5, 6, 8 and 9.

Levels 1–3 spelling test

Any necessary help may be given with reading and picture discrimination, and spaces in the dictation section of the MLP version have been numbered to

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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.

Braillists should be given the target spellings orally and should write them in list form. Braillists 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.

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

Braille

Both the level 2 and the level 3 reading tests are available in grade 2 braille, and can be ordered free of charge from Pindar, NAA's agency for the distribution of modified tests.

Pindar plc
Ventress House
Thornburgh Road, Eastfield
Scarborough YO11 3UY

Tel: 01723 581581
Fax: 01723 585288

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. If using grade 2 braille, 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 black and white MLP. Although designed for children with visual impairments, these MLP 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 paper using bold print and simplified illustrations, with all extraneous information removed. Copies of the MLP tests are available free of charge. Examples can be seen on the QCA website at qca.org.uk/qca_8631.aspx

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

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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.

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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, *Crocodiles*
- 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, *Crocodiles*.

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.

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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 guide.

Starting the test

The test may be introduced 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 test 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 have the children grouped closely together, either sitting in a carpeted area or on chairs which 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. 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

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- 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 pieces**. This introduction can **either** be done 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 posters 1a (characters and useful words) and/or 2a (practice page) for shared reading, point out that these are the same as pages 2 and 3 of their booklets.

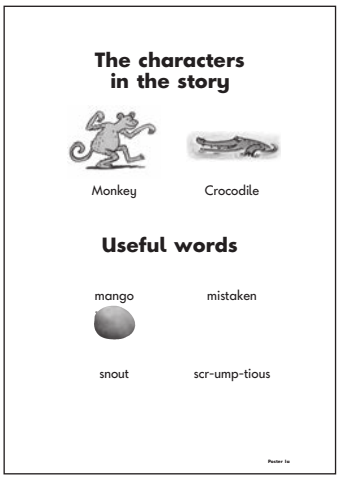
what to say

In this booklet, there is a story called *How to Count Crocodiles*, some information called *Crocodiles* and some questions.

what to do

Ask the children to look at page 2 of their booklet or display poster 1a (characters and useful words). Talk about the two characters in the story and discuss the vocabulary listed to ensure the children understand what the words mean. 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.

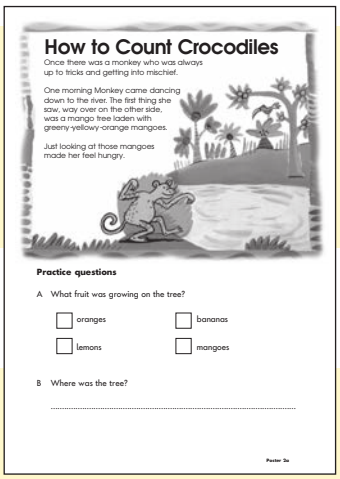
Then ask the children to look at page 3 of their booklet or display poster 2a (practice page).



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what to say

Look at page 3. This is the beginning of the story. 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 3 of How to Count Crocodiles *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 fruit was growing on the tree?' 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

Read through and then discuss the options with the children, encouraging them to read through all the choices before making a decision. Allow the children time to think about their answers. Then complete the poster by ticking the box 'mangoes' or allow the children to do so in their answer booklet. Stress to the children that they should examine 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, 'Where was the tree?'. 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 and discuss their suggestions, noting different ways of expressing the correct answer. Fill in an answer on the poster, demonstrating one way of phrasing the response, or let the children fill in the answer in their booklet.

If you are using the posters, 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 question: those where you put a tick in the 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 4. 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 of the questions are harder than others; if you cannot do one question, you should go on to the next one, which might be easier, and 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.

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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 *How to Count Crocodiles* on page 11. 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 and 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 Crocodiles *before they have had this break, and the second part of the test booklet (page 12 onwards) has been introduced.*

Check the 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

what to do

When the children have taken a break, ask them to turn to page 12, 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 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 children to page 13 of their booklet or display the corresponding poster (2b). Read the first page of Crocodiles *to the children. Now answer the two practice questions with the children. Offer the same sort of support as you did previously. Make sure that the children understand how to answer the questions.*



Useful words

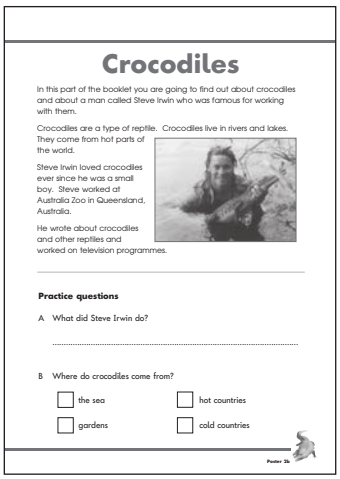
jeep

nostrils

stomach

swallow

Poster 1b



Crocodiles

In this part of the booklet you are going to find out about crocodiles and about a man called Steve Irwin who was famous for working with them.

Crocodiles are a type of reptile. Crocodiles live in rivers and lakes. They come from hot parts of the world.

Steve Irwin loved crocodiles ever since he was a small boy. Steve worked at Australia Zoo in Queensland, Australia.

He wrote about crocodiles and other reptiles and worked on television programmes.

Practice questions

A What did Steve Irwin do?

.....

B Where do crocodiles come from?

☐ the sea ☐ hot countries

☐ gardens ☐ cold countries

Poster 2b

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what to say

Look at page 14. In a moment you can begin reading the text quietly to yourselves. Answer the questions on each page as you go along. You should look back at the text as often as you need to, to help you decide your answers.

Remember, there are two main sorts of question: those where you put a tick in the 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.

what to do

If you are using the posters, now send the children back to their tables and ask them to complete the practice questions in their own booklets.

what to say

Now you can read 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 the children are not waiting at the end of each page. Remind the children to check they have not missed out any questions they are able to answer. Make sure that the children have reached the end of the booklet, question 28 on page 19.

End of the level 2 test

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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 helps you to identify appropriate answers, giving one mark for each correct answer except question 2, where it is possible to score two 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 those 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 overleaf. 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 reading process or skill the child needs to draw on in order to obtain their answer. These focuses are now used across key stages 1–3 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 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.

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It is intended that these 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 also provides 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.

Crocodiles

How to Count Crocodiles

Question	*Assessment focus*	*Answer*	*Mark*
A	2	✔ Mangoes.	**practice**
B	2	✔ On the other side/bank of the river. ✔ Across the river.	**practice**
1	2	✔ Cross the river.	**1**
2	2	✔ (Old) Snapper-jaws. ✔ King Crocodile. *Award 1 mark for answers where name is written over two lines, eg:* ✔ King. ✔ Crocodile.	**1** mark for each correct answer (up to **2** marks)
3	3	✔ Because he didn't agree.	**1**
4	2	✔ Crocodile.	**1**
5	2	✔ Tell all the crocodiles to come. ✔ Get/fetch all the crocodiles. *Also accept:* ✔ Get/fetch all his friends.	**1**
6	3	✔ He thought he could eat the monkeys.	**1**
7	2	✔ His friends. ✔ (Other) crocodiles.	**1**
8	5	✔ Tangle.	**1**
9	4	*Accept answers that refer to Monkey shouting or speaking in a loud voice:* ✔ Monkey was shouting. ✔ Because you say it in a loud voice.	**1**
10	2	✔ They swam.	**1**
11	3	✔ Count the crocodiles.	**1**
12	3	✔ Get to the other side. ✔ Get the mangoes.	**1**
13	3	✔ She danced.	**1**
14	3	✔ Because she had stopped being nice to him.	**1**

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Question	Assessment focus	Answer	Mark
15	3	*Accept answers that indicate that either the crocodiles hadn't succeeded in eating the monkeys or that Monkey hadn't fetched her friends:* ✔ They didn't get to eat Monkey. ✔ Monkey didn't get all her friends. *Also accept answers that refer to Monkey's deception:* ✔ Monkey/she had tricked them. ✔ Monkey/she had lied (to them).	**1**
16	3	✔ By pretending she wanted to count them.	**1**

Crocodiles

Question	Assessment focus	Answer	Mark
A	2	✔ Worked at Australia Zoo. ✔ Wrote about crocodiles. ✔ Worked/made television programmes.	**practice**
B	2	✔ Hot countries.	**practice**
17	3	✔ So that they cannot hurt people.	**1**
18	2	✔ Steve jumped on the crocodile (and held it around the neck). *Also accept:* ✔ He grabbed it around its neck. ***Unacceptable:*** *Imprecise answers that do not include a verb, eg:* ✗ With his arms/hands.	**1**
19	2	✔ Put it in a bag.	**1**
20	2	✔ To a new home.	**1**
21	2	✔ Nostrils. ✔ Eyes.	**1** mark for **both** correct
22	2	✔ So that it can move itself in the water. *Also accept answers that suggest the crocodile is moving through the water, eg:* ✔ So it can swim. ***Unacceptable:*** *Answers that indicate moving without reference to water, eg:* ✗ So it can move.	**1**
23	3	✔ So it can lie almost under the water and still see what is going on. ✔ To look out of the water when the rest of its body is under water.	**1**
24	4	✔ To tell you about the parts of the crocodile.	**1**
25	2	✔ Not often. ✔ (Only) twice a year.	**1**
26	2	✔ They tear off chunks.	**1**
27	2	✔ Shorter than a ruler.	**1**
28	2	✔ (For over) a hundred years. *Also accept:* ✔ 100/one hundred.	**1**

The maximum score is 29.

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Finding the level

Add up each child's total score out of a maximum of 29 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 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	***0–7 (inclusive)***	***8–11 (inclusive)***	***12–19 (inclusive)***	***20–29 (inclusive)***
Level	Level 2 not achieved	Level 2C achieved	Level 2B achieved	Level 2A achieved

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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 both level 3 reading booklets, *The Netherlands* and *Katje the Windmill Cat*
- a question booklet, *The Netherlands and Katje the Windmill Cat*.

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.

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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 guide.

Starting the test

When you have decided on seating arrangements, give each child the reading booklet *The Netherlands* 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 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 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.**

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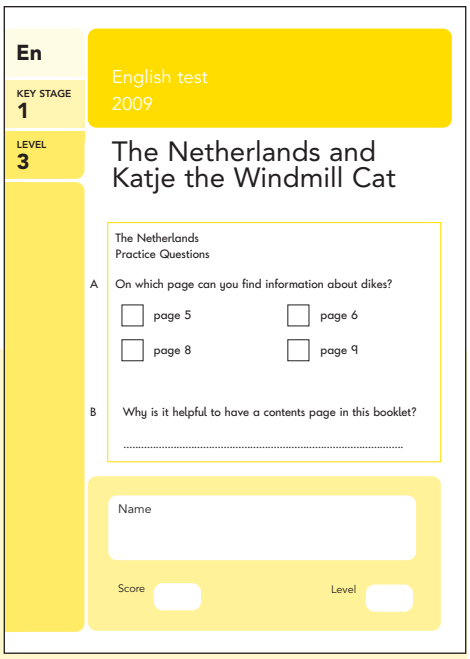
First session ***The Netherlands***

what to do

Give out the reading booklet The Netherlands *and the question booklet. Hold up your copy of the booklets and show the children the contents.*

Read the contents page to the children. Ask them to follow the text as you read.

Before you move on to the practice questions in the question booklet, check that the children have understood what you have read. Ask a few questions, eg 'What is the title of this reading booklet?', 'What will you read about in this booklet?'. Tell the children that the vocabulary on the contents page will be explained in the booklet.



what to say

Look at the front cover of your question booklet. There are two questions about the page I have just read. The writing in brackets tells us where to look for the answers. Let's look at the first question. It says 'On which page can you find information about dikes?'. 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 6'. So you should have ticked the box which says 'page 6'.

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 line. 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.

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what to say

It is helpful to have a contents page so that we know which pages we can find certain information on. It is also helpful because it tells us what kind of information is in the booklet, so that would be a good answer as well.

what to do

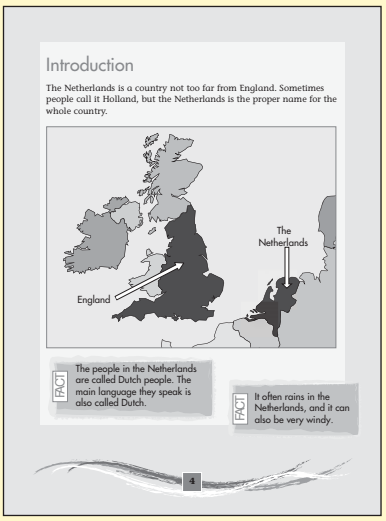
Allow the children to comment on their own answers and to change them if they wish to do so. Make it clear that there may be different ways of expressing answers.

what to say

Listen carefully to what I say. You have a booklet for reading and a booklet with questions.

You should read the information 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 reading booklet where the text begins. Do not open your question booklet yet. In a moment I want you to read this information booklet quietly to yourself. When you have finished you can open the question booklet to read and answer the questions about *The Netherlands*. You should do all this by yourself. The page numbers in brackets show you which pages of the text 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 Netherlands*. You should stop when you have reached and answered question 11 on page 5.

what to do

When all the children have completed the questions on The Netherlands, *there should be a break such as playtime or lunchtime. 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. You should also collect in the reading booklet entitled* The Netherlands.

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Second session — *Katje the Windmill Cat*

what to do

Give out the reading booklet Katje the Windmill Cat *and introduce the second part of the test. Explain to the children that next they will be reading the story and answering the questions about it. Please use pages 2 and 3 of this booklet as shared reading pages, to support the children at the beginning of the story. Read aloud pages 2 and 3 to the children, and ask them to follow the text as you read.*

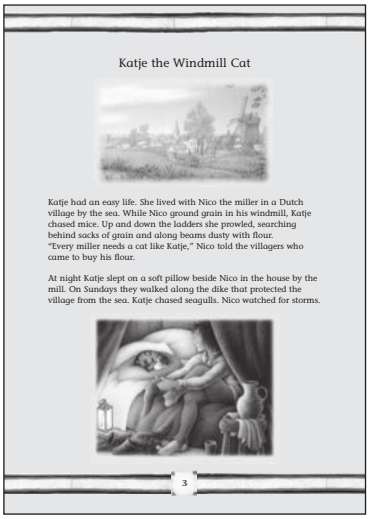
After reading pages 2 and 3, please cover the following points:

- *highlight the fact that the text is based on a true story. Discuss why the text on page 2 may have been included (eg to bring the story to life), what it tells us and what the children think about it*
- *introduce the characters, reinforcing who Katje is, and helping the children with the pronunciation of the name Katje* (catcher). *Explain to the children that Katje means 'little cat' in Dutch*
- *recap the meaning of some of the vocabulary the children read in the non-fiction booklet* The Netherlands *(eg miller; grain; windmill; flour; dike)*
- *point out the fact that Nico and Katje live in the house and that this is a separate building from the windmill.*


A True Story

More than 500 years ago, a violent storm blew into the Netherlands from the sea. It broke through dikes and flooded a small village in the south of the country. The story you will read next, *Katje the Windmill Cat*, is based on the true story of this terrible flood.

2


Katje the Windmill Cat

Katje had an easy life. She lived with Nico the miller in a Dutch village by the sea. While Nico ground grain in his windmill, Katje chased mice. Up and down the ladders she prowled, searching behind sacks of grain and along beams dusty with flour. "Every miller needs a cat like Katje," Nico told the villagers who came to buy his flour.

At night Katje slept on a soft pillow beside Nico in the house by the mill. On Sundays they walked along the dike that protected the village from the sea. Katje chased seagulls. Nico watched for storms.

3

what to say

Now turn to page 4 of the reading booklet. You should read the rest of the story quietly to yourself. When you are ready you should answer the questions in the question booklet. The page numbers in the brackets tell you where to look for the answers. Remember, you can look back at the text as often as you need to help you. If you change your mind about an answer you can cross it out clearly [or rub it out]. Now you may begin.

End of the level 3 test

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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 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 overleaf. 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. These focuses are in use across key stages 1–3 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 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.

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The Netherlands

Question	*Assessment focus*	*Answer*	*Mark*
A	2	✔ Page 6.	**practice**
B	4	✔ So you know which page to turn to. ✔ It tells you where things are. ✔ It tells you what page the information is on.	**practice**
1	4	✔ To show you where the Netherlands is.	**1**
2	2	✔ Wet. ✔ Windy.	**1** mark for both words ticked correctly
3	5	*Award 1 mark for references to speed:* ✔ It moves quickly/the water came quickly. ✔ To show how quickly it was moving. ✔ It's going really fast/it was fast. ✔ Because the water hurried into the houses. ***Unacceptable:*** *Answers which do not refer to the speed suggested by the word 'rushed':* ✗ Because water can rush. *(repetition of question)* ✗ Because the water would not stop. ✗ It makes lots of waves come. ✗ Because the water has gone into the houses. ✗ To show (how) it's moving. *(with no ref to speed)* ✗ To make it interesting for the reader.	**1**
4	2	*Award 1 mark for answers that refer to keeping out/stopping the water or to the danger of the water:* ✔ To keep water away. ✔ To stop water going on the land/houses/town. ✔ To stop floods/so there is not a flood. ✔ To protect the town/people from the water/sea. ✔ So when the water comes they will be safe. ✔ So the land is not under water. *Also accept:* ✔ Without (protection from) dikes more than half the Netherlands would be under water. ***Unacceptable:*** ✗ To protect the houses from the weather. ✗ To protect people. *(no ref to water)* ✗ Because there is water. *(too vague)* ✗ Because of the floods.	**1**

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Question	Assessment focus	Answer	Mark
5	2	*Award 1 mark for reference to storms/bad weather:* ✔ Storms. ✔ Heavy/big/bad/horrid storms. ✔ Bad weather. ✔ Wind **and** rain. *Also award 1 mark for answers which refer to or imply the force of the water/sea rushing in:* ✔ Strong water/heavy water/rough seas. ✔ If they're not strong enough **to hold back the water**. ***Unacceptable:*** *Minimal references to weather or water:* ✗ Weather. ✗ Wind. ✗ Rain. ✗ Water/The sea. ✗ Flood(s). *Circular references to the dikes not being strong enough:* ✗ If they're not strong enough.	**1**
6	3	*Award 1 mark for references to improved dikes:* ✔ They have stronger/bigger/better dikes (now). ✔ Building stronger dikes. ✔ Dikes don't break now. *Also accept references to the dikes being made of stone:* ✔ (Now) the dikes are built out of stone/rock. ***Unacceptable:*** *Answers which refer to the presence of dikes, but not to the fact they are better/stronger, or answers which do not refer explicitly to dikes:* ✗ They have dikes (to protect them). ✗ Because of dikes/people have built dikes. ✗ They have stronger ones. ✗ They made them from stone.	**1**
7	2	✔ For making electricity. ✔ For grinding grain.	**1** mark for both words ticked correctly

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Question	Assessment focus	Answer	Mark
8	3	*Award 1 mark for reference to **either** the grain/wheat being crushed **or** the grain/wheat turning into flour:* ✔ It crushes the grain into flour/powder. ✔ The millstones grind/crush the grain. ✔ The grain is crushed. ✔ The grain turns/goes into flour. ✔ The millstones make flour. ✔ It turns to flour. ***Unacceptable:*** ✗ The windmill turns the grain to bread. ✗ The millstones turned into flour. ✗ The sails make the windmill work. ✗ That makes the machinery work inside.	**1**
9	2	*Award 1 mark:* ✔ Windmills that are flying/have the (Dutch) flag. ✔ Ones with the (Dutch) flag up/The ones with a flag. *Also accept references to old/non-working windmills:* ✔ Old windmills/old ones. ✔ Non-working ones. ***Unacceptable:*** ✗ You can visit the windmills in the Netherlands. ✗ You can visit any. ✗ Not very many of them. ✗ When they're flying. ✗ Dutch flag. ✗ The ones on the Dutch flag. ✗ Many windmills still stand and people can see them.	**1**
10	2	✔ *flour* — *used to make bread and other foods* flood — when land is covered with water sail — turns when the wind blows grind — crush something into a powder	**1** mark for all 3 correctly matched
11	3	✔ Windmills only made electricity. ✗ (false) ✔ Dikes never broke. ✗ (false) ✔ There were thousands of windmills. ✔ (true) ✔ *People didn't worry about flooding.* ✗ (false) ✔ The land often flooded. ✔ (true)	4 correct = **2** marks 2 or 3 correct = **1** mark

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Katje the Windmill Cat

Question	Assessment focus	Answer	Mark
12	3	*Award 1 mark for the following:* ✔ When Nico got married/married Lena. ✔ When Nico had a wife/girlfriend. ✔ Because Lena came/moved in. *Also accept references to Lena's actions, up to this point in the story, that make Katje's life difficult:* ✔ When Lena shooed her out/told her to go away. ✔ When she got shooed out. ✔ When Lena tried to sweep her. ✔ Because Lena said she was too dusty. ✔ When Lena slept on her pillow. ***Unacceptable:*** *References to the baby being born:* ✗ When Anneke was born. ✗ When Nico's wife had a baby. ✗ Because Lena was going to have a baby. *Incorrect answers or those referring to later events in the story:* ✗ When she was dusty/when she left paw-prints. ✗ When the storm came. ✗ When she saved Anneke.	**1**
13	3	*Award 1 mark for references to the flour, or to Katje being dusty:* ✔ She had flour on them/her paws. ✔ She went/walked in the flour. ✔ There was flour on the floor. ✔ Because the flour made dust. ✔ She had dust on her/she was dusty/she had dusty feet. ✔ She had been playing in the dust. *Also accept answers which clearly state or imply that Katje left the paw-prints in order to annoy Lena:* ✔ Because she didn't like Lena. ✔ She wanted to annoy Lena. ✔ She wanted to make the house dirty. ✔ So Lena would have to clean them up. ***Unacceptable:*** ✗ Because Katje wouldn't let Lena sweep her. ✗ She was dirty.	**1**
14	3	*Award 1 mark for evidence relating to Nico's words* ***or*** *actions, that indicate he is making a cradle:* ✔ I'm making a cradle (for the baby). ✔ I am building a cot. ✔ He made/built a cradle. ***Unacceptable:*** *Minimal answers or those referring to the illustrations:* ✗ Cradle. ✗ She had a big/fat tummy.	**1**

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Question	Assessment focus	Answer	Mark
15	2	✔ Playing with Anneke.	**1**
16	3	*Award 1 mark for references to Katje knocking the cradle:* ✔ She thought she would knock/tip the cradle over. ✔ Because Katje kept rocking the cradle and might make the baby fall out. ✔ She rocked the cradle side to side. *Also accept answers referring to Katje making Anneke sneeze:* ✔ She thought Anneke would sneeze. ✔ Because Katje will make her sneeze. ✔ She did not want the baby to sneeze. ***Unacceptable:*** *General answers that do not refer to the text:* ✗ She thought she would hurt the baby/make her cry. ✗ Anneke would get a cold/cough. ✗ She got Anneke dirty/had dirty paws. ✗ She might break the cradle. ✗ Because she was too dusty. ✗ Because she said shoo Katje.	**1**
17	3	*Award 1 mark for references to Lena's actions making Katje feel unwanted:* ✔ Because Lena shooed her away/Lena said shoo. ✔ Lena swept her out of the house/didn't want her in the house. ✔ Because Lena shouted at her/told her off. ✔ Lena didn't like her/was nasty to her/wasn't nice to her. ✔ Lena wouldn't let her sleep in the cradle/play with the baby. ✔ To get away from Lena/she didn't like Lena. ✔ Because Lena didn't call her back. ✔ She wasn't having an easy life/her life was hard. ***Unacceptable:*** *General or minimal answers:* ✗ Because of Lena. ✗ She was sad. ✗ To chase mice.	**1**

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Question	Assessment focus	Answer	Mark
18	3	*Award **2 marks** for answers which show an understanding of Katje's avoidance of Lena:* ✔ So Lena wouldn't tell her off/shoo her out/shout at her/ sweep her. ✔ She would get told off/shooed out again. ✔ So she wasn't caught (by Lena). ✔ So nobody will know/she didn't want anyone to know. ✔ So no one would see/hear her. ✔ Because Lena didn't like her/She was scared of Lena. *Award **1 mark** for answers referring to what Katje did at the house, without showing an understanding of why she only came in at night:* ✔ To rock the cradle. ✔ To see the baby/Anneke. ***Unacceptable:*** ✗ So she could lie on the soft quilts. ✗ Because of Lena. ✗ Because she missed Nico. ✗ To play with Anneke.	**1 or 2**
19	2	*Award 1 mark for reference to the following. There should be some indication of the severity of the weather:* ✔ There were clouds gathering. ✔ There were dark/black/grey clouds. ✔ The wind howled/it was very windy/there was lots of wind. ✔ The windmills sails turned **quickly**/the windmill shook. ✔ Rain against the windmill/rain pounded/lots of rain. ***Unacceptable:*** *Minimal references to weather, which do not indicate the strength of the approaching storm:* ✗ It was rainy/cloudy/windy. ✗ Because of the wind/rain/clouds. ***Unacceptable:*** ✗ He saw the storm/it. ✗ There were people running down the road. ✗ The millstones turned/the windmill was moving.	**1**
20	5	✔ Howled.	**1**

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Question	Assessment focus	Answer	Mark
21	2	*Award 1 mark for references to* ***either*** *the broken dike* ***or*** *the strength of the storm/sea:* ✔ The dike broke/was ruined/blew down. ✔ The dike was not strong enough. ✔ Because it broke the dike. ✔ The storm was so/very strong. ✔ The sea was strong and powerful. ***Unacceptable:*** *Minimal references to the weather, with no indication of severity, or vague answers:* ✗ Because of the storm. ✗ Because of the water. ✗ Because it was raining. ✗ Because the wind blew the water.	**1**
22	5	✔ Whirled. ✔ Swirled.	**1** mark for both words ticked correctly
23	2	*Award 1 mark for references to Katje going from side to side/awareness of balancing the cradle:* ✔ By jumping/moving/going side to side. ✔ She went from side to side. ✔ She jumped back and forth. ✔ She balanced it. ✔ She rocked the cradle. ✔ She stopped the cradle from tipping over/falling over. ***Unacceptable:*** *Minimal or incorrect answers:* ✗ By lying/sitting on her. ✗ She moved the cradle/by moving the cradle. ✗ She kept Anneke safe. ✗ She got in the cradle/She jumped on the side. ✗ They bumped into a dike. ✗ By catching her.	**1**
24	3	✔ She made a soft quilt for her.	**1**
25	3	✔ Because she wanted to please Lena.	**1**
26	4	✔ Katje moves into the windmill.....3 Anneke is born.....2 Katje is allowed to sleep in the cradle.....5 *Lena moves into the house.....1* Katje keeps Anneke safe during the storm.....4	**1** mark for all correctly numbered

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Question	Assessment focus	Answer	Mark
27	3	*Award 1 mark for answers which make reference to an improved dike or imply a comparison:* ✔ They made a bigger/stronger/better/higher/thicker dike. ✔ They built a new dike/another dike. *Also accept answers that imply the dike is protective, but do not explicitly make a comparison:* ✔ They built a big/strong dike. ✔ By using rock to make the dike. ***Unacceptable:*** *Answers which do not refer explicitly to dikes, or those which do not suggest an improved dike:* ✗ They built a stronger one/they made it better. ✗ They built a dike/kinderdijk.	**1**
28	3	*Award 1 mark for references to the name of the dike:* ✔ Because they named the dike Kinderdijk. ✔ They (made a dike and) called it Kinderdijk/Children's dike. ✔ They called the new dike children's dike. ✔ They named the dike after her/the baby. ✔ They gave the dike a special name. ***Unacceptable:*** ✗ Because the cat saved the baby. ✗ They built a new/stronger dike. ✗ Kinderdijk. ✗ They made a children's dike.	**1**

The maximum score is 30.

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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. Also enter this on the front cover of the booklet. This information will then be available to transfer onto any recording 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.

Number of marks	***0–17 (inclusive)***	***18–30 (inclusive)***
Level	Level 3 not achieved	Level 3 achieved

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Administering the spelling test

The spelling test

Please note the following points:

- 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 should be converted into a spelling mark and combined with the total score from the writing task to find the overall level for writing.
- No separate level is 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 any answers they wish to change
- a copy of the levels 1–3 spelling sheet, *Toys and Games*.

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

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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 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. Ask the children to write their name in the space provided on the front cover of the sheet, 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
- 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 letters that they think are correct.

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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 on the spelling sheet 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 play area with lots of people doing different games and activities? Look carefully and you'll see all the small pictures somewhere in the big picture.



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:

sun (practice word)

1. bus	**2. swing**	**3. ground**	**4. skip**	**5. head**
6. slide	**7. door**	**8. letter**	**9. catch**	**10. badge**

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 the sun.

what to say

I want you to write the word 'sun' 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 'sun', you should tell them what the letters in the word are.

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what to say

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

It is a bus.

Write the word 'bus'. If you are not sure how to write the word, have a go and write the letters which you think look 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 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 39. Target words are underlined and printed in bold. The first word is a practice word.

what to say

I am going to read some information called *Toys and Games*. You do not need to do anything yet. Just listen carefully.

what to do

Read the text to the children, including the target words (page 39).

what to say

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

I am going to read the information 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.

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what to do

Read to the word 'all' in the dictation passage on the next page, and check that all children have understood that 'all' 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

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Dictation passage

Toys and Games

Children have always liked playing with **all** sorts of toys and games.

There are lots of ways to make toys move.

Toy tractors and cars use pedal power to move. Other toys can simply be ***pushed*** or pulled along.

You can make some toys move without even ***touching*** them. For electric cars, for example, a special control set is used that sends signals to the car.

You can use strings or rods to make a puppet's legs and ***arms*** move.

In autumn, children in some countries ***collect*** conkers. The conkers are threaded on to a string. Two children try to ***break*** each other's conker or ***knock*** it off the string.

Bat and ball games are also popular throughout the ***world***. The most simple of these kinds of games is 'Rounders'. You have to hit the ball with a bat and run around as many posts as you can before the ball gets ***back*** to the bowler.

Many people everywhere ***enjoy*** playing with toys and games.

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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.

Part 1 – picture items

Word	***Answer*** ***1 mark*** *for the whole word*
practice	**sun**
1	bus
2	swing
3	ground
4	skip
5	head
6	slide
7	door
8	letter
9	catch
10	badge

Part 2 – dictation passage

Word	***Answer*** ***1 mark*** *for the whole word*
practice	**all**
11	there or There
12	pushed
13	touching
14	arms
15	collect
16	break
17	knock
18	world
19	back
20	enjoy

The maximum score is 20.

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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 spelling sheet. 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, should you wish to transfer it onto any recording 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.

Number of words correct	*Mark awarded*
1–3	1
4–6	2
7–9	3
10–12	4
13–15	5
16–18	6
19–20	7

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Age standardised scores

This section provides age standardised scores from the 2009 key stage 1 English tests. Scores are provided for the level 2 reading test, *Crocodiles,* the level 3 reading test, *The Netherlands* and *Katje the Windmill Cat,* and the spelling test, *Toys and Games*. 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 achieved in 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.

Working out 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 2002 and tested on 15 May 2009 would be 7 years and 1 month old.

Using the relevant table on pages 44–46, 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 in 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.*

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- 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 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 calculated for groups of children. In addition, if scores are 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. This highest band does not apply to the level 2 reading test.

***

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 139 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 12 for the level 3 reading test and plus or minus 8 for the spelling test. So, for example, if a child has a standardised score of 105 in the level 2 reading test, you can be 90 per cent certain that the true score is between 96 and 114.

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Reading (level 2) – *Crocodiles*

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	71	71	71	70	70	70	***	***	***	***	***	***	***	***	***	***	***	***	***
2	77	77	76	76	76	75	75	75	74	74	74	73	73	73	72	72	72	71	71
3	80	80	80	79	79	79	78	78	78	77	77	77	76	76	76	75	75	75	74
4	83	82	82	82	81	81	81	80	80	80	79	79	79	78	78	78	77	77	77
5	85	84	84	84	83	83	83	82	82	82	81	81	81	80	80	80	79	79	79
6	86	86	86	85	85	85	84	84	84	83	83	83	82	82	82	81	81	81	80
7	88	88	87	87	87	86	86	86	85	85	85	84	84	84	83	83	83	82	82
8	89	89	89	88	88	88	87	87	87	86	86	86	85	85	85	84	84	84	83
9	90	90	90	89	89	89	88	88	88	87	87	87	86	86	86	85	85	85	87
10	92	91	91	91	90	90	90	89	89	89	88	88	88	87	87	87	86	86	86
11	93	93	92	92	91	91	91	90	90	90	89	89	89	88	88	88	87	87	87
12	94	94	93	93	93	92	92	92	91	91	90	90	90	90	89	89	89	88	88
13	95	95	94	94	94	93	93	93	92	92	92	91	91	91	90	90	90	89	89
14	96	96	95	95	95	95	94	94	94	93	93	92	92	92	91	91	91	90	90
15	97	97	97	96	96	96	95	95	95	94	94	94	93	93	92	92	92	91	91
16	98	98	98	97	97	97	96	96	96	95	95	95	94	94	94	93	93	93	92
17	100	99	99	99	98	98	97	97	97	96	96	96	95	95	95	94	94	94	93
18	101	100	100	100	99	99	99	98	98	98	97	97	96	96	96	95	95	95	94
19	102	102	101	101	101	100	100	100	99	99	98	98	98	97	97	97	96	96	96
20	103	103	103	102	102	102	101	102	100	100	100	99	99	99	98	98	97	97	97
21	105	105	104	104	103	103	103	102	102	102	101	101	100	100	100	99	99	99	98
22	107	106	106	105	105	105	104	104	103	103	103	102	102	102	101	101	100	100	100
23	108	108	108	107	107	106	106	106	105	105	104	104	104	103	103	102	102	102	101
24	***	***	***	***	***	108	108	108	107	107	107	106	106	105	105	105	104	104	103
25	***	***	***	***	***	***	***	***	***	***	***	108	108	108	107	107	107	106	106
26	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
27	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
28	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
29	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***

Very low and very high scores are printed in the table as ***.
This means that they would be below 70 or above 108.

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Reading (level 3) – *The Netherlands* and *Katje the Windmill Cat*

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	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
3	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
4	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
5	72	71	71	71	70	70	70	70	***	***	***	***	***	***	***	***	***	***	***
6	75	75	75	74	74	74	74	73	73	73	73	72	72	72	72	71	71	71	70
7	79	78	78	78	77	77	77	77	76	76	76	76	75	75	75	75	74	74	74
8	81	81	81	81	80	80	80	80	79	79	79	79	78	78	78	78	77	77	77
9	84	84	84	83	83	83	83	82	82	82	82	81	81	81	80	80	80	80	79
10	87	86	86	86	86	85	85	85	85	84	84	84	84	83	83	83	83	82	82
11	89	89	89	88	88	88	88	87	87	87	87	86	86	86	85	85	85	85	84
12	92	91	91	91	90	90	90	90	89	89	89	89	88	88	88	88	87	87	87
13	94	94	93	93	93	92	92	92	92	91	91	91	91	90	90	90	90	89	89
14	96	96	95	95	95	95	94	94	94	94	93	93	93	93	92	92	92	92	91
15	98	98	98	97	97	97	97	96	96	96	96	95	95	95	94	94	94	94	93
16	101	100	100	100	99	99	99	99	98	98	98	97	97	97	97	96	96	96	96
17	103	103	103	102	102	102	101	101	101	100	100	100	100	99	99	99	98	98	98
18	106	106	105	105	105	105	104	104	104	103	103	103	102	102	102	101	101	101	100
19	108	108	108	107	107	107	107	106	106	106	106	105	105	105	104	104	104	103	103
20	111	110	110	110	110	109	109	109	108	108	108	108	107	107	107	107	106	106	106
21	113	113	113	113	112	112	112	111	111	111	111	110	110	110	109	109	109	109	108
22	116	116	115	115	115	115	114	114	114	114	113	113	113	113	112	112	112	112	111
23	119	119	118	118	118	118	117	117	117	117	116	116	116	116	115	115	115	114	114
24	122	122	122	121	121	121	121	121	120	120	120	119	119	119	119	118	118	118	117
25	126	125	125	125	125	124	124	124	124	123	123	123	123	122	122	122	122	122	121
26	129	129	129	129	128	128	128	128	127	127	127	127	127	126	126	126	126	125	125
27	134	133	133	133	133	133	132	132	132	132	132	131	131	131	131	130	130	130	130
28	138	138	138	138	137	137	137	137	137	137	136	136	136	136	136	136	135	135	135
29	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
30	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***

Very low and very high scores are printed in the table as ***.
This means that they would be below 70 or above 138.

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Spelling – *Toys and Games*

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	79	79	78	78	77	76	76	75	75	74	74	73	72	72	71	71	70	***	***
2	86	85	85	84	83	83	82	81	81	80	79	79	78	78	77	76	76	75	75
3	91	90	89	88	88	87	86	85	85	84	83	83	82	82	81	80	80	79	78
4	95	94	93	92	91	91	90	89	88	87	87	86	85	85	84	83	83	82	81
5	98	97	96	95	95	94	93	92	91	91	90	89	88	87	87	86	85	85	84
6	100	99	99	98	97	96	96	95	94	93	93	92	91	90	89	88	88	87	86
7	102	101	101	100	99	99	98	97	96	96	95	94	93	93	92	91	90	89	89
8	104	103	103	102	101	101	100	99	99	98	97	96	96	95	94	93	93	92	91
9	106	105	105	104	103	103	102	101	101	100	99	98	98	97	96	95	95	94	93
10	108	107	107	106	105	104	104	103	102	102	101	100	100	99	98	97	97	96	95
11	110	109	109	108	107	106	106	105	104	104	103	102	102	101	100	99	99	98	97
12	112	111	111	110	109	108	108	107	106	106	105	104	103	103	102	101	101	100	99
13	114	113	113	112	111	110	110	109	108	108	107	106	105	105	104	103	103	102	101
14	116	115	115	114	113	113	112	111	111	110	109	108	108	107	106	106	105	104	103
15	118	117	117	116	115	115	114	114	113	112	112	111	110	109	109	108	107	107	106
16	120	119	119	118	118	117	116	116	115	115	114	114	113	112	112	111	110	109	109
17	121	121	121	121	120	120	119	118	118	117	117	116	116	115	115	114	113	113	112
18	123	123	123	122	122	122	122	121	121	121	120	120	119	119	118	118	117	116	116
19	126	126	126	126	125	125	125	124	124	124	123	123	123	123	122	122	122	121	121
20	***	***	***	140	140	140	139	139	139	139	138	138	138	137	137	137	136	136	136

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

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