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LEVELS  
3-4

2003

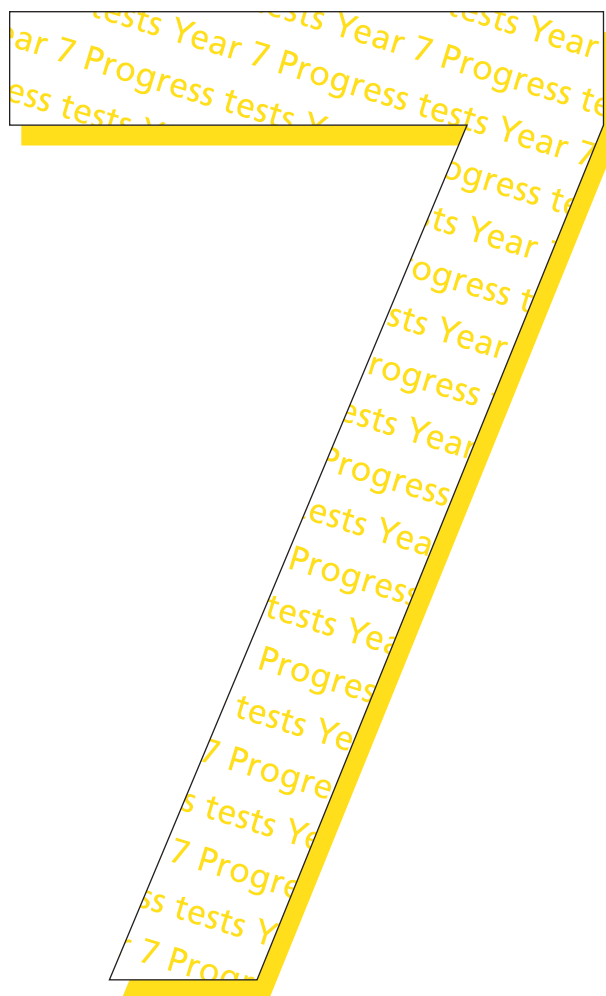
2003

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# Year 7 progress tests in English

## Teacher's guide

This booklet is provided for teachers who will be supervising the administration of the English tests.



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# Introduction

These notes are for teachers who will be supervising the administration of the 2003 year 7 progress tests in English. These tests have a new format this year. They are designed specifically for pupils who did not achieve level 4 at the end of key stage 2, and who are assessed by their teacher to be working at level 3 or 4 during year 7. They are not suitable for pupils working at levels 1 and 2 of the national curriculum at the end of year 7.

This guidance applies to the reading, writing and spelling tests. All teachers must read sections 1 and 2 of this booklet, which provide guidance on administering the tests. Teachers administering the tests to pupils who require special arrangements must also read section 3 of this booklet. Additional information can be found in the 2003 *Guidance on administering the years 7 and 8 tests* booklet.

## Timetable

Schools may administer the year 7 progress tests at any time during the test period of **Wednesday 4 June – Tuesday 10 June** inclusive. There is no set timetable within these dates. However, the reading test **must** be administered before the writing and spelling tests. In order to give teachers flexibility and enable the administration of the tests to take place in lesson times, both the reading and writing tests can be split into two sessions. For detailed guidance on the timings of the test, please refer to section 2 of this booklet. A summary of the time allowed for each test is provided below.

Test	Test time
Reading test	One hour (one or two sessions)
Writing test	One hour (one or two sessions)
Spelling test	10–15 minutes

# Section 1: Administering the tests

The tests are designed to assess pupils' ability to read and write in English. **General instructions may be translated, paraphrased or explained, but no assistance may be given with reading or interpreting the text of the passages, the questions or the writing tasks.** These requirements also apply to pupils who use British Sign Language or other sign-supported communication.

No dictionaries (including bilingual), word lists or thesauri of any kind are allowed in the English reading test or the spelling test. Dictionaries may be used in the writing test if this is normal classroom practice. However, thesauri may not be used in the writing test. Electronic spellcheckers may be used only in the reading and writing tests but not in the spelling test.

## Before the tests

### *Teachers should:*

- ensure that pupils are able to work individually, undisturbed and without access to any unauthorised material such as notes, textbooks or classroom displays;
- ensure that pupils have been given the correct test papers. For the reading test, these are a reading booklet, *It's a Dog's Life*, and a *Reading answer booklet*. For the writing test, these are a writing answer booklet and a longer writing task booklet. For the spelling test, pupils will have a spelling test booklet. A teacher's copy is also provided in each pupil pack, with the full text, including the words that the pupils are required to spell. The teacher's copy is required for the administration of the spelling test;
- have ruled A4 paper for pupils who complete an answer booklet and ask for extra paper;
- ensure that pupils write their names, the name of their school and the date in the spaces provided on the front cover of the answer booklets;
- identify pupils requiring special arrangements and ensure that those arrangements are in place for the test (further information can be found on pages 29–44 of the 2003 *Guidance on administering the years 7 and 8 tests* booklet);
- draw pupils' attention to the 'Remember' section on the front covers of the test booklets. Before each test begins, teachers should read through this section with the pupils and advise them on how best to use their time. This is especially important for the reading and writing test, where timings may vary, depending on whether the test is administered in one or two sessions;
- remind pupils that if they are unsure about what to do they may ask for help.

## During the tests

### ***Teachers should:***

- give appropriate time reminders, for example halfway through the test and 5 minutes before the end. Specific guidance for each test is given in section 2 of this booklet;
- ensure that no inappropriate support is given; this includes pointing to an answer and indicating that the pupil should think again or reading the test to the whole class.

## After the tests

### ***Teachers should:***

- collect all answer booklets from the pupils at the end of each test, together with any additional sheets of paper used by pupils for their answers. Pupils should be reminded to check that they have written their name, the name of their school and the date on the answer booklets and all extra sheets of paper;
- ensure that all pupils' test scripts are sealed immediately after the completion of each test and are kept under secure conditions, in a locked place, until they are sent to the external marker;
- ensure that the scripts are not looked at, annotated or reviewed in any way unless a transcript is to be made (see page 49 of the 2003 *Guidance on administering the years 7 and 8 tests* booklet for further details). Teachers **must not** retain the scripts for any reason after the test has been completed;
- refer to the 2003 *Year 7 Progress tests: Schools' Guide* booklet, sent by the external marking agency, for detailed guidance on completing marksheets and dispatching scripts for external marking.

## Section 2: Guidance to pupils before and during the tests

### Reading test: *It's a Dog's Life*

- The reading test **must** be administered first.
- The reading test is one hour long. It is in two parts and can either be administered in one session or be split over two sessions.

Reading test: Administration in one session
<ul style="list-style-type: none"><li>• 15 minutes reading time</li><li>• 45 minutes to answer the questions</li></ul>



- Pupils **must** be instructed to read the whole booklet, *It's a Dog's Life* during the 15 minutes reading time. They **must not** look at the questions in the *Reading answer booklet* during this time.
- Pupils **must** be instructed to answer both Part 1 and Part 2 of the *Reading answer booklet* during the 45 minutes allowed to answer the questions.
- Pupils should be advised to work through the *Reading answer booklet*, referring to the reading booklet, *It's a Dog's Life*, as necessary. If they cannot answer a question, they should move on and return to it later.
- Pupils should be reminded of the time halfway through the test and 5 minutes before the end.
- Pupils should be told that if they are unsure about what to do they may ask for help.

Reading test: Administration in two sessions	
<b>Session 1:</b> <ul style="list-style-type: none"> <li>• 10 minutes reading time</li> <li>• 25 minutes to answer questions</li> </ul>	<b>Session 2:</b> <ul style="list-style-type: none"> <li>• 5 minutes reading time</li> <li>• 20 minutes to answer questions</li> </ul>

### Session one

- Pupils have 10 minutes reading time. They **must** be instructed to read only *The Monster of the Common* section of the reading booklet, *It's a Dog's Life*. They **must not** look at the questions in the *Reading answer booklet* during this time.
- Pupils **must** be instructed to stop reading when they reach the bottom of page 7.
- Pupils have 25 minutes to answer the questions. They **must** be instructed to answer Part 1 **only** of the *Reading answer booklet*, stopping at the bottom of page 7.
- Pupils should be advised to work through Part 1 of the *Reading answer booklet*, referring only to the section of the reading booklet titled *The Monster of the Common* as necessary. If they cannot answer a question, they should move on and return to it later.
- Pupils should be reminded of the time halfway through the test and 5 minutes before the end.
- Pupils should be told that if they are unsure about what to do they may ask for help.
- Teachers **must** collect in all the test materials and store them securely until they are required for session two.

### Session two

- Pupils **must** be reissued with their *Reading answer booklet* from session one, and a copy of the reading booklet, *It's a Dog's Life*.
- Pupils **must** be reminded that they may need to refer to the whole reading booklet, including *The Monster of the Common*, when answering questions in Part 2 of the *Reading answer booklet*.
- Pupils have 5 minutes reading time. They **must** be instructed to read only the *Canine Communication* section of the reading booklet, *It's a Dog's Life*. They **must not** look at the questions in the *Reading answer booklet* during this time.
- Pupils have 20 minutes to answer the questions. They **must** be instructed to answer Part 2 **only** of the *Reading answer booklet*, starting at page 8 and continuing until they have reached the end of the booklet.
- Pupils should be advised to work through Part 2 only of the *Reading answer booklet*, referring to the whole reading booklet where necessary. If they cannot answer a question, they should move on and return to it later.
- Pupils should be reminded of the time halfway through the test and 5 minutes before the end.
- Pupils should be told that if they are unsure about what to do they may ask for help.

## Writing test

- The writing test **must** be administered after the reading test.
- If a pupil misses the reading test they **must** read the reading booklet, *It's a Dog's Life*, before the writing test is administered.
- The writing test is one hour long. It is in two parts and can either be administered in one session or be split over two sessions.

Writing test: Administration in one session	
Shorter writing task	Longer writing task
• 20 minutes including up to 5 minutes planning time	• 40 minutes including up to 10 minutes planning time

- Pupils **must** complete the shorter task first.
- It is recommended that pupils are given a short break in the order of 5–10 minutes between the two writing tasks.
- For the shorter task, *I'm Sorry*, issue the pupils with the *Writing answer booklet*.
- Pupils should be advised that they have 20 minutes in which to complete the shorter writing task **including** up to 5 minutes planning time. When they have completed their planning they may move straight on to the writing task.
- Pupils should be reminded to move on from planning after the designated time and should be reminded of the time remaining approximately halfway through the test and 5 minutes before the end.
- For the longer task, *Strange Sighting*, pupils require the booklet titled *Writing prompt for the longer task* as well as their *Writing answer booklet*.
- Pupils should be advised that they have 40 minutes in which to complete the longer writing task **including** up to 10 minutes planning time. When they have completed their planning they may move straight on to the writing task.
- Pupils should be reminded to move on from planning after the designated time and should be reminded of the time remaining approximately halfway through the test and 5 minutes before the end.
- Pupils should be reminded that brief notes, even one or two words for the main ideas, are quite sufficient for the planning sheet. These notes are for their own use and will not be marked.
- Pupils should be told that if they are unsure about what to do they may ask for help.



Writing test: Administration in two sessions	
<p><b>Session 1:</b> Shorter writing task</p> <ul style="list-style-type: none"> <li>• 20 minutes including up to 5 minutes planning time</li> </ul>	<p><b>Session 2:</b> Longer writing task</p> <ul style="list-style-type: none"> <li>• 40 minutes including up to 10 minutes planning time</li> </ul>

### **Session one**

- Pupils **must** complete the shorter task first.
- For the shorter task, *I'm Sorry*, issue pupils with the *Writing answer booklet*.
- Pupils should be advised that they have 20 minutes in which to complete the shorter writing task, **including** up to 5 minutes planning time. When they have completed their planning they may move straight on to the writing task.
- Pupils should be reminded to move on from planning after the designated time and should be reminded of the time remaining approximately halfway through the test and 5 minutes before the end.
- Pupils should be reminded that brief notes, even one or two words for the main ideas, are quite sufficient for the planning sheet. These notes are for their own use and will not be marked.
- Pupils should be told that if they are unsure about what to do they may ask for help.

### **Session two**

- Pupils **must** have completed the shorter task before starting the longer task.
- For the longer task, *Strange Sighting*, issue the pupils with their *Writing answer booklet* and the booklet titled *Writing prompt for the longer task*.
- Pupils **must** be reissued with their *Writing answer booklet* from session one, as they will need to answer the longer writing task in the same booklet.
- Pupils should be advised that they have 40 minutes in which to complete the longer writing task, including up to 10 minutes planning time. When they have completed their planning they may move straight on to the writing task.
- Pupils should be reminded to move on from planning after the designated time and should be reminded of the time remaining approximately halfway through the test and 5 minutes before the end.
- Pupils should be reminded that brief notes, even one or two words for the main ideas, are quite sufficient for the planning sheet. These notes are for their own use and will not be marked.
- Pupils should be told that if they are unsure about what to do they may ask for help.

## Spelling test

- The spelling test may be administered at any time after the reading test is completed.
- Allow approximately 10–15 minutes for the spelling test. There is no time limit and, within reason, the pace should be adapted to that of the slowest writer.
- Pupils **must** be issued with a pupil copy of the spelling test, *All about Dogs*.
- Teachers **must** have the teacher's copy of the spelling test, *All about Dogs*, in order to administer the test to pupils.
- Teachers **must** read the complete passage aloud, including the words in the gaps, while pupils follow in their own spelling booklet.
- Teachers **must** explain to the pupils that they will hear the whole passage a second time, during which they should write in the words spoken by the teacher in the correct gaps.
- Teachers **must** read the passage a second time, allowing pupils sufficient time to write in the missing word before continuing to read.
- Pupils should attempt all the words, making their writing as clear as possible.
- Pupils should be told that if they are unsure about what to do they may ask for help.

## Section 3: Special arrangements

The tests have been designed to be accessible to the majority of pupils. Modified large print (MLP), braille and enlarged versions of the tests have been made available. Additional guidance notes for teachers administering braille and modified tests will have been sent to schools that have ordered braille or modified papers.

Permission is required for early opening of a test paper for any pupil, regardless of that pupil's stage on the SEN Code of Practice, for whom you wish to make special arrangements.

Detailed guidance on special arrangements for the tests is given in the 2003 *Guidance on administering the years 7 and 8 tests* booklet, sent to schools in autumn 2002. The section on 'Special arrangements for the tests' (pages 29–44) gives details about the use of readers, communicators, signers, amanuenses, transcripts, school-based adaptations to the tests and other special arrangements such as allowing additional time. It also provides guidance on the administration of the English tests with pupils for whom English is an additional language.

### Use of a reader, communicator or signer

Readers, communicators and signers must not be used in the English tests, except for help with reading general instructions, as these are tests of reading and writing.

### Use of amanuensis or word processor

Pages 34–35 of the 2003 *Guidance on administering the years 7 and 8 tests* booklet gives detailed guidance on the use of amanuenses.

An amanuensis **must** ensure that all language, punctuation and phrasing are the pupil's own. Markers will judge the quality of the performance of pupils who have used an amanuensis on the basis of the quality of written expression, and will not involve those parts of the performance criteria which relate to spelling and handwriting.

If an amanuensis or word processor has been used, the appropriate forms supplied by the external marking agency in the *Year 7 progress tests: Schools Guide* booklet for this purpose, **must** be completed and attached to the pupil's answer booklets when these are sent to the external marker.

Where the pupil has used an amanuensis or word processor, in appropriate circumstances markers will apply a mean mark of 2 for handwriting. Tools that may assist punctuation and grammar must be switched off on the word processor. See page 52 of the 2003 *Guidance on administering the years 7 and 8 tests* booklet.

### Transcripts

A transcript can be made of any of the English tests but should be made only when it would be very difficult to read a pupil's handwriting. The pupil's original script must always be sent to the marker with the transcript. Judgements about handwriting will be made on the basis of the pupil's original script.

The full range of marks will be available for pupils who use a transcriber.

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