

# En

KEY STAGE

# 1

LEVELS

# 1-3

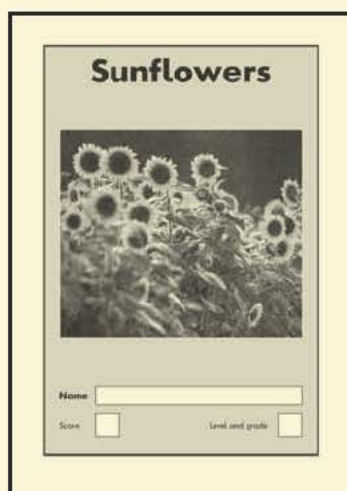
# 2003

Reading (level 2 and level 3)  
and spelling (levels 1-3)

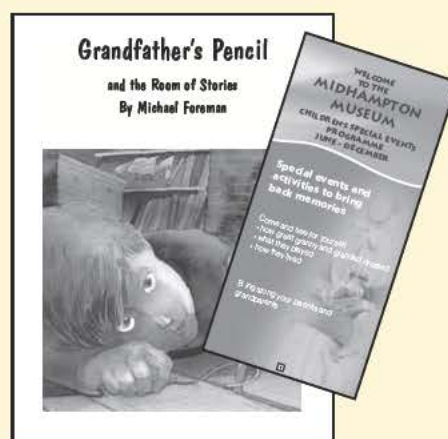
English tests

# Teacher's guide

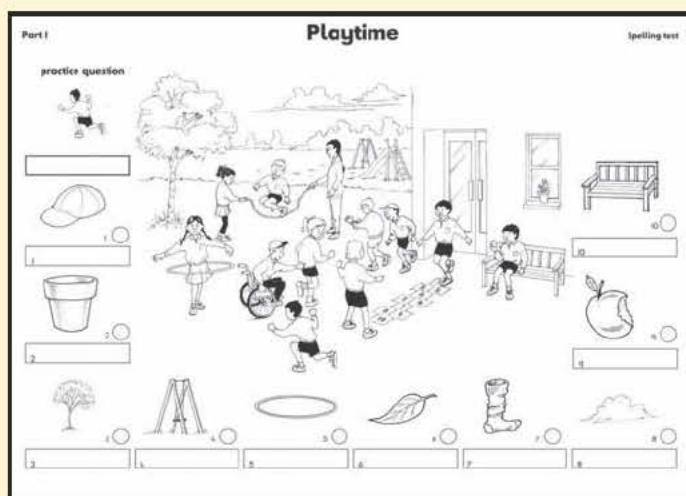
Level 2



Level 3



Spelling test



department for

## education and skills

creating opportunity, releasing potential, achieving excellence

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# 2003

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# Administering the spelling test

## The spelling test

The approach to spelling has been updated for 2003. It is essential to read through the guidance carefully and ensure you are clear about what to do.

The main changes are:

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

This new approach is designed to be quicker to administer and mark. As before, children's success in spelling words in isolation 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, *Playtime*.

## Administering the test fairly

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

### THEREFORE YOU MUST:

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

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

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

**DO NOT:**

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

Teachers of children with special educational needs should refer to the further guidance on pages 5–8 of this 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 harder. If they are not sure how to spell a word, they should have a go and write the beginning of the word and any other letters or sounds that they think are correct.

## Working through the test

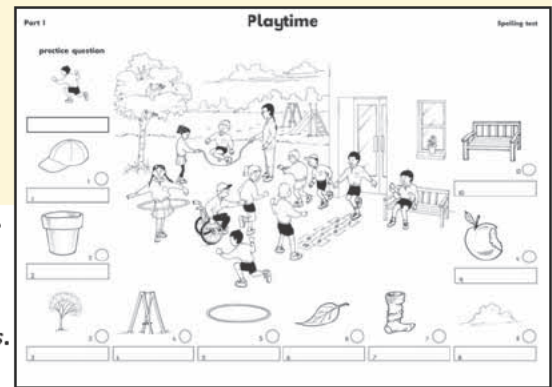
Suggested instructions for you to read out to the children are given in the yellow boxes that follow. The wording of these instructions can be adapted, provided the meaning is retained. You should use words and phrases familiar to the children, and you may repeat them as many times as necessary to ensure that the children understand. The sentences in italics are prompts for you and are not intended to be read out. You should also hold up 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 school playground? Look carefully and you'll see all the small pictures somewhere in the playground.

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



boy (practice word)

- |         |         |          |          |           |
|---------|---------|----------|----------|-----------|
| 1. cap  | 2. pot  | 3. tree  | 4. swing | 5. hoop   |
| 6. leaf | 7. sock | 8. cloud | 9. apple | 10. bench |

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

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

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

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

what to say

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

It is a cap.

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

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

what to do

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

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

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

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

## **Part 2**

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

what to say

I am going to read part of a story. It is called *Lion at School*. You do not need to do anything yet. Just listen carefully.

what to do

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

what to say

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

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

what to do

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

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

**End of the spelling test**



### ***Dictation passage***

#### **Lion at School**

Once upon a **time** there was a little girl who didn't **like** going to school. She always set off late. Then she had to hurry, but she never hurried fast enough.

**One** morning she was hurrying along as usual when she **turned** a corner and there stood a lion, blocking her way. He stood waiting for her. He growled: 'I'm going to eat you up UNLESS you take me to school **with** you.'

He crouched down on the **pavement** and the little girl **climbed** on to his back. She held on by his mane. Then they went on together towards the school, the little girl **riding** the lion.

The teacher **stopped** calling the register when she saw the little girl and the lion. The other **children** stared at the lion wondering what the teacher was going to say. The teacher said to the little girl: 'You **know** you are not allowed to bring pets to school.'

*by Philippa Pearce*

# Marking the spelling test

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

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

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

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

## Part 1 – picture items

<i>Word</i>	<i>Answer</i> <i>1 mark for the whole word</i>
practice	boy
1	cap
2	pot
3	tree
4	swing
5	hoop
6	leaf
7	sock
8	cloud
9	apple
10	bench

## Part 2 – dictation passage

<i>Word</i>	<i>Answer</i> <i>1 mark for the whole word</i>
practice	time
11	like
12	one
13	turned
14	with
15	pavement
16	climbed
17	riding
18	stopped
19	children
20	know

The maximum score is 20.

## Finding the spelling mark to add to the writing mark

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

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

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

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

# Age standardised scores

This section provides age standardised scores from the 2003 key stage 1 English tests. Scores are provided for the level 2 reading test, *Sunflowers*, and the level 3 reading test, *Memories*. The scores are for **optional** use, and you need only refer to this section if you wish. The purpose of the information set out here is to allow you to convert the child's actual score in the tests – the 'raw score' – to an age standardised score. Age standardised scores take into account the child's age in years and months, so you have an indication of how each child is performing relative to other children of the same age. However, age standardised scores will not affect the child's level of achievement in the national curriculum as awarded by the outcome of the tests.

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

## **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 1996 and tested on 15 May 2003 would be 7 years and 1 month old.

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

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

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

## **Making use of age standardised scores**

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

- You may decide to inform parents about how a child's performance in the test relates to his or her age at the time the test was taken, eg *a standardised score of 112 shows us that the child's performance was above average for his or her age.*
- You could use the information in planning teaching, for example to identify children whose achievement, although within the expected range, may have been surprising in relation to their age at the time of taking the test, eg *these scores were very good for these children once their age was taken into account*

- perhaps I could be stretching that group with more challenging work.
- You may be able to identify patterns in results, which indicate teaching and learning issues to be addressed, *eg the performance of girls in our middle age group is consistently better than that of the boys in that group, but this pattern is not repeated in the other two age groups. Why might that be? Is there something we need to think about here?*
  - Standardised scores may be averaged across a group, for example the whole class or school. In the ‘average’ class or school, the average score should be close to 100; if it is much above or below this, the performance of your class or school varies from the national average.
  - Similarly, standardised scores could be used to consider differences in performance between boys and girls, or between children who are learning English as an additional language and those who are not, in your school. (This will give you useful information only if the group is reasonably large; the average of just a few children is not a reliable indicator.)

### **National comparisons – using the shaded bands**

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

\*\*\*

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

### **Confidence bands**

Any scores derived from a short test are subject to some margin of error. A margin of error does not mean children have been assessed incorrectly. It is simply a statistical estimate, based on the fact that tests can only sample the particular area of learning that they assess. To indicate how wide this margin of error is likely to be, a ‘90 per cent confidence band’ has been calculated. This means that you can be 90 per cent sure that the child’s true score lies within the confidence band. The 90 per cent confidence band is plus or minus 8 for the level 2 reading test, plus or minus 11 for the level 3 reading test and plus or minus 10 for the spelling test. So, for example, if a child has a standardised score of 110 in the level 2 reading test, you can be 90 per cent certain that the true score is between 102 and 118.

## Reading (level 2) – Sunflowers

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

Very low and very high scores are printed in the table as \*\*\*.  
This means that they would be below 70 or above 130.

## Reading (level 3) – Memories

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	73	73	72	72	71	71	70	70	***	***	***	***	***	***	***	***	***	***	***	
4	78	78	77	77	76	76	75	75	75	74	74	73	73	72	72	71	71	70	70	
5	82	82	81	81	81	80	80	79	79	78	78	77	77	76	76	76	75	75	74	
6	86	85	85	85	84	84	83	83	82	82	81	81	80	80	80	79	79	78	78	
7	90	89	88	88	87	87	86	86	85	85	85	84	84	83	83	82	82	81	81	
8	93	93	92	92	91	91	90	89	89	88	87	87	87	86	86	85	85	84	84	
9	97	96	95	95	94	94	93	93	92	92	91	90	90	89	89	88	87	87	87	
10	100	99	99	98	97	97	96	96	95	95	94	94	93	93	92	91	91	90	90	
11	102	102	101	101	100	100	99	99	98	98	97	97	96	95	95	94	94	93	93	
12	105	105	104	104	103	103	102	102	101	100	100	99	99	98	98	97	97	96	96	
13	108	107	107	106	106	105	105	104	104	103	103	102	102	101	101	100	100	99	98	
14	111	110	110	109	109	108	108	107	106	106	105	105	104	104	103	103	102	102	101	
15	113	113	112	112	111	111	110	110	109	109	108	108	107	107	106	105	105	104	104	
16	115	115	114	114	114	113	113	112	112	111	111	110	110	109	109	108	108	107	107	
17	118	118	117	117	116	116	115	115	114	114	113	113	113	112	112	111	111	110	110	
18	121	120	120	119	119	119	118	118	117	117	116	116	115	115	114	114	113	113	112	
19	124	123	123	122	122	121	121	121	120	120	119	119	118	118	117	117	116	116	115	
20	126	126	125	125	125	124	124	124	123	123	122	122	121	121	121	120	120	119	119	
21	129	128	128	128	127	127	127	126	126	126	125	125	125	124	124	124	123	123	122	
22	132	132	131	131	131	130	130	129	129	129	128	128	128	127	127	127	126	126	126	
23	136	136	136	135	135	134	134	134	133	133	133	132	132	131	131	131	130	130	130	
24	***	***	***	***	***	140	140	139	139	139	138	138	138	137	137	136	136	136	135	
25	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
26	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	

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



## Spelling – Playtime

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

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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