

En

KEY STAGE

1

LEVELS

1-3

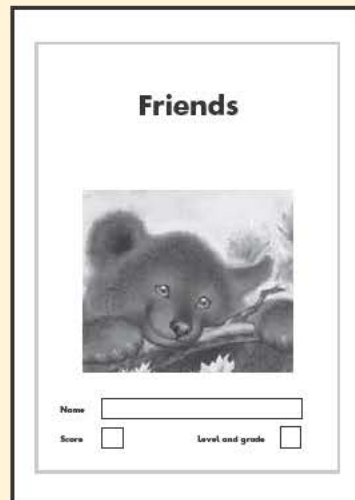
2004

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

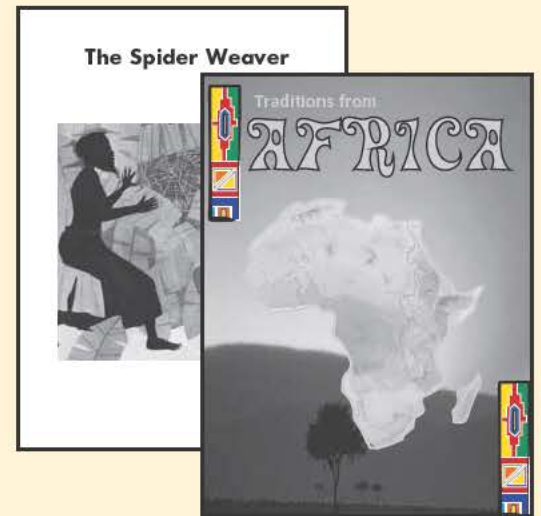
English tests

Teacher's guide

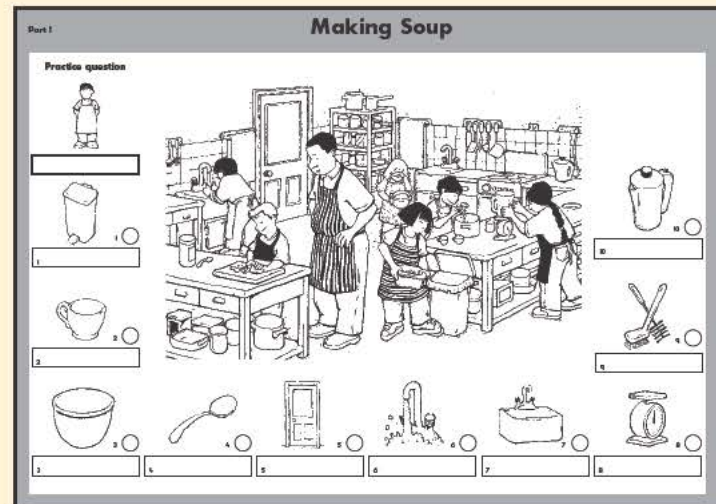
Level 2



Level 3



Spelling test



department for

education and skills

creating opportunity, releasing potential, achieving excellence

Sourced from www.11pluscentre.co.uk

First published in 2004

© Qualifications and Curriculum Authority 2004

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

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

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

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

Contents

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

Administering the spelling test

The spelling test

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

Please note especially the following points:

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

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

Resources

Each child will need:

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

Administering the test fairly

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

THEREFORE YOU MUST:

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

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

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

DO NOT:

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

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

Starting the test

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

Introduction

Tell the children that:

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

Working through the test

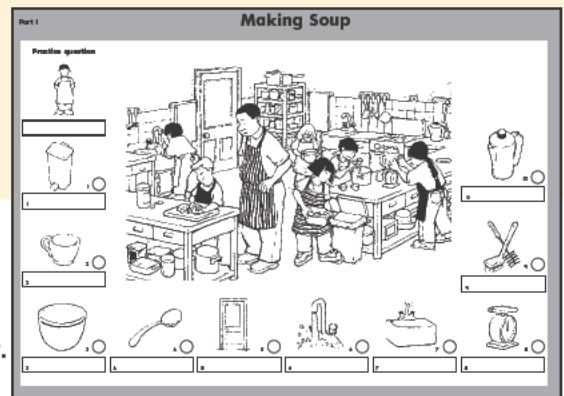
Suggested instructions for you to read out to the children are given in the yellow boxes that follow. The wording of these instructions can be adapted, provided the meaning is retained. You should use words and phrases familiar to the children, and you may repeat them as many times as necessary to ensure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

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

Part 1

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

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



boy (practice word)

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

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

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

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

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

what to say

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

It is a bin.

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

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

what to do

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

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

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

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

Part 2

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

what to say

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

what to do

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

what to say

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

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

what to do

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

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

End of the spelling test

Dictation passage

Stone Soup

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

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

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

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

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

Marking the spelling test

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

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

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

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

Part 1 – picture items

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

Part 2 – dictation passage

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

The maximum score is 20.

Please see page 40 for conversion table for spelling marks.

Finding the spelling mark to add to the writing mark

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

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

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

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

Age standardised scores

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

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

Calculating age standardised scores

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

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

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

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

Making use of age standardised scores

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

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

See page 42.

See page 41.

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

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

National comparisons – using the shaded bands

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

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

Confidence bands

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

Reading (level 2) – Friends

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

Very low and very high scores are printed in the table as ***.

This means that they would be below 70 or above 110.

Reading (level 3) – Africa

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

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

Spelling – Making Soup

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

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

EARLY YEARS

NATIONAL
CURRICULUM
5–16

GCSE

GNVQ

GCE A LEVEL

NVQ

OTHER
VOCATIONAL
QUALIFICATIONS

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

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

(tel: 01787 884444; fax: 01787 312950)

Order ref QCA/04/1276 (teacher pack)

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

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

259882