

En

KEY STAGE

1

LEVELS

1-3

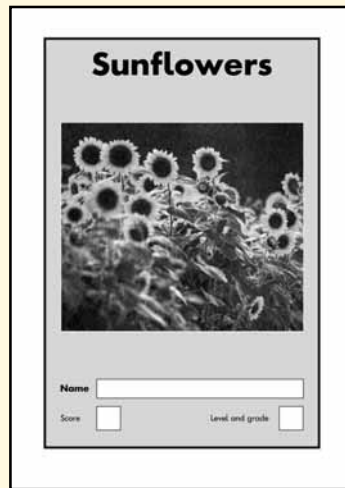
2003

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

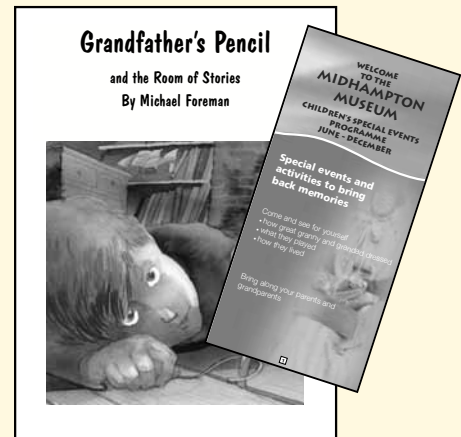
English tests

# Teacher's guide

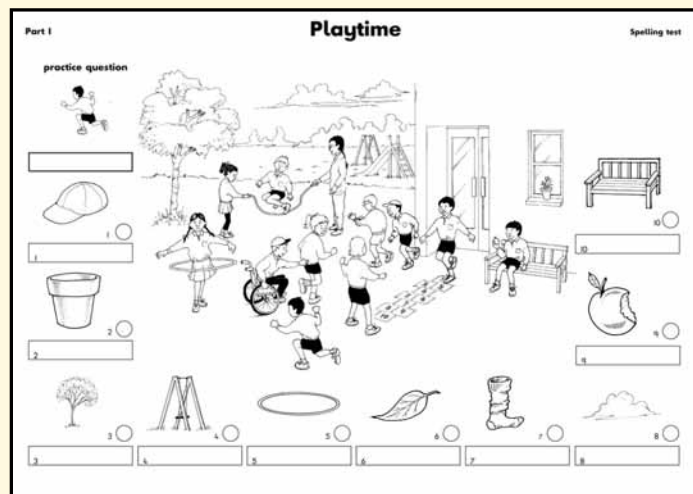
Level 2



Level 3



Spelling test



department for

**education and skills**

creating opportunity, releasing potential, achieving excellence

2003



Guarding standards

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# Background information

## Children to be tested

### ***The level 2 reading test***

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

### ***The level 3 reading test***

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

### ***The levels 1–3 spelling test***

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

## Structure of the tests

For the level 2 reading test, the materials include:

- a level 2 booklet, *Sunflowers*, containing these passages: a story called *Billy's Sunflower*, some information about Vincent Van Gogh and a set of instructions called *Making a Paper Sunflower*;
- two double-sided posters, to support shared reading of useful words and practice pages;
- administration and marking instructions contained in this *Teacher's guide*;
- *Optional grid for test analysis* for recording and reviewing individual, group or class patterns of achievement.

For the level 3 reading test, the materials include:

- a story called *Grandfather's Pencil* and a leaflet entitled *Welcome to the Midhampton Museum*;
- a question booklet, *Memories*, containing questions and spaces for answers;

- administration and marking instructions contained in this *Teacher's guide*;
- *Optional grid for test analysis* for recording and reviewing individual, group or class patterns of achievement.

For the spelling test, the materials include:

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

The 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 national literacy strategy, and there are some words from the high frequency list. Credit is given for the correct spelling of each whole word.

### **Age standardised scores**

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

### **Timing**

All three tests should be carried out and completed during the month of May 2003. While there is no time limit for the reading tests, trialling has shown that most children demonstrate what they can do in about half an hour's *working* time for the first section of the test *after it has been introduced*, and rather less than this for the second session. Overall, children whose working time exceeds one hour are likely to be struggling to work with the degree of independence required at levels 2 and 3.

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

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

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

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

### **Grouping children for the tests**

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

### **Assistance**

Since the reading tests are testing children's reading comprehension, **you should not help them read any words in the reading booklets or the question booklets when they are working on their own.** You may, however, help them with any spellings they 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 9–14 of this *Teacher's guide* to ensure that children know what they are being asked to do and how they are expected to respond. Two posters are included to use, if you wish, when introducing the two sections of the test. These allow teachers to work through the introductory pages and the practice questions, and to focus on unfamiliar vocabulary in a large group or whole class shared reading session.

### **Level 3**

When introducing the test materials, you must use the explanatory sections on pages 21–25 of this *Teacher's guide* to ensure that children know what they are being asked to do and how they are expected to respond, and to allow them to become familiar with the layout of the booklets.

# Specific guidance

## Children learning English as an additional language

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

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

## Special educational needs

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

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

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

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

### ***Children with hearing impairments***

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

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

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

### ***Children with visual impairments***

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

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

Children using braille or modified large print tests are likely to require more time to complete them than fully sighted children, to take account of their slower reading speeds. 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 the children are aware that there is text below the pictures on page 10, and that the questions on pages 9 and 19 relate to the text on pages 8 and 18.

#### ***Level 3 reading test***

Ensure that the children are aware that the test is in two parts: *Grandfather's Pencil* and *The Midhampton Museum* leaflet.

#### ***Levels 1–3 spelling test***

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



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

### *Braille*

Both the level 2 and the level 3 reading tests will be available in grade 2 braille in April 2003, and can be ordered free of charge from Pia, QCA's agency for the distribution of modified tests.

Pia  
Victoria Street  
Cwmbrân  
NP44 3YT

Tel: 0870 321 6727

Fax: 0870 321 6429

Where the grade 2 braille contains contractions unknown to the child, or as yet untaught, you may provide the material in a mixture of grade 1 and grade 2 braille so that it matches the child's knowledge of the braille code.

Alternatively, if grade 2 braille is preferred, and unknown contractions or word signs are met, you should not read to the child the word or part of the word represented by the contraction. Instead, you should spell out the word sign or contraction using letter names or sounds.

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

### *Modified large print*

The level 2 and the level 3 reading tests and, for the first time in 2003, the levels 1–3 spelling sheet have been produced in modified large print and are produced in black and white. Although designed for children with visual impairments, these modified large print papers may be used by other children who have special educational needs. For example, some children with particular physical disabilities may find them more accessible than unmodified papers. The modified papers are produced on A4 size paper using bold print and simplified illustrations, with all extraneous information removed. Copies of the modified large print tests are available free of charge. Examples can be seen on the QCA website at [www.qca.org.uk/ca/tests/modified\\_tests](http://www.qca.org.uk/ca/tests/modified_tests)

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

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

You should have ordered these test materials by photocopying the order form on page 41 of the 2003 *Assessment and reporting arrangements* booklet for key stage 1.

***Children with physical disabilities***

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

***Children with emotional and behavioural difficulties***

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

# Administering the level 2 test

This test is designed for children working at level 2.

See page 10.

## Resources

The teacher will need:

- a copy of the level 2 test booklet, *Sunflowers*;
- 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, *Sunflowers*.

## Administering the test fairly

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

### THEREFORE YOU MUST:

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

## DO NOT:

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

Teachers of children with special educational needs should refer to the further guidance on pages 5–8 of this 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 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;

- 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.** 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.*

what to say

In this booklet, there is a story called *Billy's Sunflower*, some information about an artist called *Vincent Van Gogh* and some instructions for *Making a Paper Sunflower*. There are also some questions.

**Useful words**

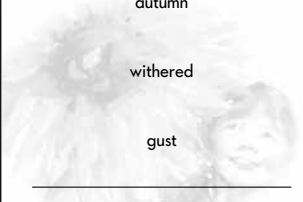
wrinkled

droopy

autumn

withered

gust



what to do

*If you are using the posters for shared reading, point out that poster 1, side a, and poster 2, side a, are the same as pages 2 and 3 of the booklet. Ask the children to look at page 2 or display poster 1, side a. Talk about the letters and sounds in each of the useful words, to ensure that the children will recognise each of them when they meet them in the text. Then display poster 2, side a, or ask the children to look at page 3 in their booklet.*

what to say

This is the first page of the story about a boy called Billy. You will notice there are three 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.

**Billy's Sunflower**

By Nicola Moon

Billy had a beautiful sunflower that he'd grown from a seed.

It was taller than Billy. It was taller than his big sister Laura. It was taller than his mum. It was even taller than his dad.

Every day Billy looked at its bright green leaves. Every day he admired its golden yellow petals. Every day he looked up at its tall straight stem.

"My flower is as tall as the sky," he told his friends.

**Practice questions**

A What did Billy grow from a seed?

a daisy       a rose

a sunflower       a buttercup

B How tall was Billy's sunflower?

\_\_\_\_\_

C Who else was in the story with Billy?

Tick

Ben      Mum      \_\_\_\_\_

Laura      Dan      \_\_\_\_\_

Dad      Louise      \_\_\_\_\_

3

what to do

*Read page 3 of Billy's Sunflower aloud to the children.*

what to say

Look at the bottom of the page. There are three questions about the page I have just read. Let's look at the first question. It says, 'What did Billy grow from a seed?' There are four little boxes and four different answers. Which one do you think is the right answer? Don't forget to look at all the answers before you decide.

what to do

*Allow the children time to think about their answer. Then discuss the options with them, encouraging the children to think through all the choices before making a decision. Then complete the poster by ticking 'a sunflower'.*

*Stress to the children the importance of examining all the possible answers, even if they think they have found the correct one straight away.*

what to say

Let's look at the second question. It says, 'How tall was Billy's sunflower?'. You will see there is a dotted line to write your answer. Write what you think is the best answer.

what to do

*Allow the children time to think. There are several correct answers: as tall as the sky, taller than Billy, etc. Discuss the children's suggestions and explain that they might have used different words to explain the same idea. You may like to write an answer on the poster.*

what to say

Let's look at the third question. Read what it says to yourself. It tells you to tick 3 answers. Read all of the answers, then put a tick next to the three that you think are the right ones. Read all the answers carefully before you decide which ones to tick.

what to do

*Allow the children time to read through the answers. Work through with the children, ticking the correct answers after reading them all, either on the poster or in their answer booklets, to ensure they understand how to complete this question type.*

*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.*

*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 three sorts of question: those where you put a tick in the one box next to the answer that you think is right, those where you write the answer on the dotted line, and those where you have to tick the number of answers it tells you to.

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

Now find the top of page 4. In a moment, you can read this page carefully in your head and then answer the questions at the bottom of the page. If you change your mind about an answer, you can cross it out clearly [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.

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 on page 11. Put your hand up when you have got to the end of the questions.

what to do

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

*Ask the children to check that they have not missed out any questions by mistake.*

*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 So Many Sunflowers! before they have had this break and the second part of the test booklet (page 13) has been introduced.*

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

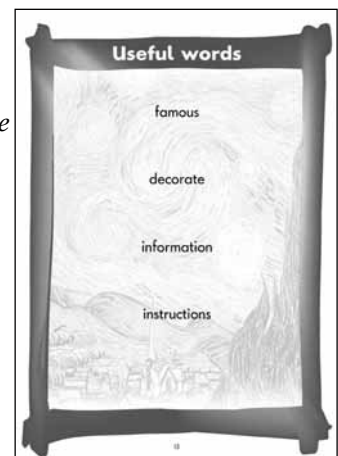
*Check the answers of children who you think may have had difficulty. Those who clearly have not managed to answer more than two or three questions correctly may be given other work if you judge it would be inappropriate for them to continue with the test.*

### **Second session**

what to do

*When the children have taken a break, ask them to turn to page 13 of their booklets. If you are using the poster for shared reading, point out that poster 1, side b, is the same as page 13 of the booklet.*

*Ask the children to look at page 13 or display poster 1, side b. Look at the useful words 'famous', 'decorate', 'information' and 'instructions' with the children. Make sure the children will recognise these words when they read them later in the text.*



what to say

Now look at page 14. This is the beginning of a section called *So Many Sunflowers!*. It has two texts in it. The first text is some information about *Vincent Van Gogh* and the second tells you how to make a paper sunflower. I will read page 14 to you and you can follow. Then we will answer the questions together.

what to do

*Read page 14 or poster 2, side b, to the children. Now answer the two practice questions with the children. Offer the same sort of support as you did previously.*

**So Many Sunflowers!**

In the story, Billy had fun growing a sunflower in his garden.

Now you are going to read two sets of information. First you will read about an artist called Vincent Van Gogh who was famous for his pictures of sunflowers. Then you will find some instructions about how to make a paper sunflower.

**Practice questions**

A What is the name of the artist you will read about?

\_\_\_\_\_

B What are the instructions for?

making a paper sunflower     making a newspaper

making a cake     making a paper poppy

14

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

what to say

Now you can finish reading quietly as you did before. Answer the questions on each page as you go along. You should look back at the page as often as you need to help you decide your answers.

For some questions you will have to tick a box next to one of the four answers you think is right. Do not put a tick in more than one box for each of those questions. Sometimes you will have to write the answer on a dotted line. Sometimes you will have to tick the numbers of answers it tells you, like in *Billy's Sunflower*.

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

what to do

*Check that the children are not waiting at the end of each page. Remind the children to check that they have not missed out any questions they are able to answer.*

**End of the level 2 test**



## Marking the level 2 test

When the children have completed the test, mark it, giving either one or two marks as appropriate for a correct answer. The mark scheme helps you to identify appropriate answers, giving one mark for each correct answer except questions 8 and 15, 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 the two pages. Marking the multiple choice questions is simply a matter of checking that the child has ticked the correct box. If additional boxes have been ticked, no marks should be awarded. The other questions require a single word or short response.

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

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

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

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

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

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

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

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

## Sunflowers

### *Billy's Sunflower*

Question	Assessment focus	Answer	Mark
A	2	✓ A sunflower.	practice
B	2	✓ As tall as the sky. ✓ Taller than Billy/him. ✓ Taller than his big sister (Laura)/his mum/his dad/all his family.	practice
C	2	✓ Laura, Dad, Mum.	practice
1	2	✓ They didn't seem so bright.	1
2	2	✓ "What's wrong with my flower" ■ what was the matter with his/the flower. <i>Also accept:</i> ✓ "Why was his flower different" <b>Unacceptable:</b> ✗ "Does my flower need water?" ✗ What was wrong.	1
3	2	✓ The (golden yellow) petals.	1
4	2	✓ The stem.	1
5	3	✓ Because he was worried about his flower.	1
6	2	<i>Award 1 mark for any two of the following:</i> ✓ (It's when) leaves turn brown. ✓ (The) days get shorter. ✓ Flowers die. <b>Unacceptable:</b> ✗ It was autumn.	1

Question	Assessment focus	Answer	Mark
7	3	✓ He was upset about autumn.	1
8	3	<p>Award 1 mark for each reason.</p> <p>One mark can be awarded for responses relating to Mum comforting Billy:</p> <p>✓ She dried his tears ■ she wiped his tears away.</p> <p>✓ She calmed Billy down ■ she comforted him.</p> <p>One mark can be awarded for an answer indicating that Mum explained autumn was a natural part of the year, for example:</p> <p>✓ She explained more ■ she told him more about autumn.</p> <p>✓ She told Billy what autumn really means.</p> <p>✓ She told him that autumn was when the world gets ready for winter.</p> <p>✓ She said winter would be too cold and dark for his flower.</p> <p>✓ She told him about winter.</p> <p>Also accept:</p> <p>✓ She tried to stop him worrying about it.</p> <p><b>Unacceptable:</b></p> <p>✗ Mum talked to him ■ she explained it.</p> <p>✗ Autumn is when flowers die.</p> <p>✗ Copying sections of text without explanation.</p>	1 or 2
9	5	<p>✓ It was going to die/was dying/dead.</p> <p>Also accept:</p> <p>✓ It needed watering.</p> <p>✓ The flower was very old ■ the flower was not healthy.</p> <p><b>Unacceptable:</b></p> <p>✗ It's got autumn.</p> <p>✗ They describe it.</p> <p>✗ It was like that.</p> <p>✗ It has changed ■ it tells you how it had changed.</p> <p>✗ An answer that repeats question stem such as: "It was sad and turning brown" ■ "That his flower was brown, sad and drooping".</p>	1
10	2	✓ "I don't want you to die."	1
11	3	✓ The wind rustled the leaves.	1
12	3	✓ The seeds were falling like rain.	1
13	3	✓ To show them the seeds.	1
14	2	<p>Accept answers that refer to seeds and the number and/or properties of the seeds, for example:</p> <p>✓ Five of the (biggest, shiniest) seeds.</p> <p>Also accept:</p> <p>✓ Some seeds.</p> <p><b>Unacceptable:</b></p> <p>✗ These ones.</p> <p>✗ A seed.</p> <p>✗ A bag of seeds.</p>	1

Question	Assessment focus	Answer	Mark						
15A	6	<p><i>Award 1 mark for explanation for each emotion.</i></p> <p><b>It is sad because ...</b></p> <ul style="list-style-type: none"> <li>✓ Billy was sad when his sunflower died.</li> <li>✓ The/his/Billy's/(old) sunflower died ■ it died.</li> <li>✓ Billy thought his sunflower was going to die.</li> <li>✓ The sunflower was turning brown/drooping down.</li> </ul> <p><b>Unacceptable:</b></p> <ul style="list-style-type: none"> <li>✗ Billy cried.</li> <li>✗ It dropped to bits/pieces.</li> </ul>	1						
15B	6	<p><b>It is happy because ...</b></p> <ul style="list-style-type: none"> <li>✓ He is happy at the end because he is looking forward to growing new sunflowers ■ he had some seeds to grow a new sunflower.</li> <li>✓ He kept 5 seeds ■ he had some/more/new seeds.</li> <li>✓ He is looking forward to it being spring so that he can grow some new seeds.</li> <li>✓ He planted his 5 seeds in the garden.</li> <li>✓ He is going to grow the tallest sunflower in the world.</li> </ul> <p><i>Also accept:</i></p> <ul style="list-style-type: none"> <li>✓ <i>Answers that refer to the original flower at the beginning of the story, such as:</i>  “He had a big sunflower” ■ “His sunflower grew very tall”  ■ he cared for his sunflower.</li> </ul> <p><b>Unacceptable:</b></p> <ul style="list-style-type: none"> <li>✗ He has got a new flower ■ he’s got a new one.</li> <li>✗ He had 5 new flowers ■ he grew more.</li> <li>✗ It was raining seeds.</li> <li>✗ He liked his sunflower ■ he grows a sunflower (not specific).</li> </ul>	1						
16	2	<p><i>Award 1 mark for all three ticks in correct place.</i></p> <table border="0"> <tr> <td>Sunflowers stay green in winter.</td> <td>Sunflowers turn brown in autumn. ✓</td> </tr> <tr> <td>Sunflower seeds are shiny. ✓</td> <td>Sunflower stems are always straight.</td> </tr> <tr> <td>A sunflower will never die.</td> <td>Birds like to eat sunflower seeds. ✓</td> </tr> </table> <p><b>Unacceptable:</b></p> <ul style="list-style-type: none"> <li>✗ More than three ticked.</li> </ul>	Sunflowers stay green in winter.	Sunflowers turn brown in autumn. ✓	Sunflower seeds are shiny. ✓	Sunflower stems are always straight.	A sunflower will never die.	Birds like to eat sunflower seeds. ✓	1
Sunflowers stay green in winter.	Sunflowers turn brown in autumn. ✓								
Sunflower seeds are shiny. ✓	Sunflower stems are always straight.								
A sunflower will never die.	Birds like to eat sunflower seeds. ✓								
<b>So Many Sunflowers!</b>									
A	2	Vincent Van Gogh.	practice						
B	2	Making a paper sunflower.	practice						

Question	Assessment focus	Answer	Mark												
17	2	<ul style="list-style-type: none"> <li>✓ (He was) an artist.</li> <li>✓ (He was) a painter.</li> <li>✓ A famous painter/artist.</li> <li>✓ A man who was famous for painting sunflowers.</li> </ul> <p><b>Unacceptable:</b></p> <ul style="list-style-type: none"> <li>✗ An illustrator ■ a famous man</li> </ul>	1												
18	2	<ul style="list-style-type: none"> <li>✓ More than a hundred years ago.</li> </ul>	1												
19	2	<ul style="list-style-type: none"> <li>✓ His friend.</li> </ul>	1												
20	2	<ul style="list-style-type: none"> <li>✓ He kept two (of the paintings with him).</li> <li>✓ He carried two sunflower paintings around with him.</li> <li>✓ He ordered some sunflower seeds.</li> <li>✓ He bought some sunflower seeds.</li> <li>✓ He grew some sunflowers himself.</li> </ul> <p><i>Also accept:</i></p> <ul style="list-style-type: none"> <li>✓ He painted a picture of Vincent painting/at work.</li> </ul> <p><b>Unacceptable:</b></p> <ul style="list-style-type: none"> <li>✗ He liked them.</li> <li>✗ He painted a picture/sunflowers.</li> <li>✗ He kept two of the sunflowers ■ he ordered sunflowers.</li> </ul>	1												
21	2	<ul style="list-style-type: none"> <li>✓ Not many people bought his paintings.</li> </ul>	1												
22	3	<p><i>Award 1 mark for a sensible justification related to the text.</i></p> <ul style="list-style-type: none"> <li>✓ People pay a lot of money to own one of his paintings.</li> <li>✓ When they are sold, people pay a lot of money for them.</li> <li>✓ People go and look at his paintings.</li> <li>✓ The paintings are on show all over the world.</li> <li>✓ Because they are old and valuable.</li> </ul> <p><i>Also accept:</i></p> <ul style="list-style-type: none"> <li>✓ People buy them.</li> <li>✓ Because he is more famous now.</li> </ul> <p><b>Unacceptable:</b></p> <ul style="list-style-type: none"> <li>✗ Answers to <i>why</i> people like them such as ‘they are more colourful’.</li> </ul>	1												
23	4	<ul style="list-style-type: none"> <li>✓ What you need to make a paper sunflower.</li> </ul>	1												
24	2	<ul style="list-style-type: none"> <li>✓ <i>Award 1 mark for all 3 ticks correct.</i></li> </ul> <table style="width: 100%; border: none;"> <tr> <td style="width: 40%;">Yellow paper</td> <td style="width: 10%; text-align: center;">✓</td> <td style="width: 40%;">Blue paper</td> <td style="width: 10%;"></td> </tr> <tr> <td>A cardboard box</td> <td></td> <td>Seeds</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Leaf shape</td> <td style="text-align: center;">✓</td> <td>Paper clips</td> <td></td> </tr> </table>	Yellow paper	✓	Blue paper		A cardboard box		Seeds	✓	Leaf shape	✓	Paper clips		1
Yellow paper	✓	Blue paper													
A cardboard box		Seeds	✓												
Leaf shape	✓	Paper clips													
25	6	<ul style="list-style-type: none"> <li>✓ Instructions.</li> </ul>	1												
26	2	<ul style="list-style-type: none"> <li>✓ So that the glue does not dry out.</li> <li>✓ So that the glue will still be sticky and hold the seeds on.</li> </ul> <p><b>Unacceptable:</b></p> <ul style="list-style-type: none"> <li>✗ So the glue does not run out.</li> </ul>	1												
27	2	<ul style="list-style-type: none"> <li>✓ Tape the leaves to the stick.</li> <li>✓ Stick the leaves to the stem.</li> </ul> <p><i>Also accept:</i></p> <ul style="list-style-type: none"> <li>✓ Stick them on.</li> </ul>	1												
28	4	<ul style="list-style-type: none"> <li>✓ To tell you which order to do things.</li> </ul>	1												

**The maximum score is 30.**

# Finding the level

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

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

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

<b>Number of marks</b>	<b>0–6 (inclusive)</b>	<b>7–14 (inclusive)</b>	<b>15–21 (inclusive)</b>	<b>22–30 (inclusive)</b>
<b>Level</b>	Level 2 not achieved	Level 2C achieved	Level 2B achieved	Level 2A achieved

This test is designed for children working at level 3.

# Administering the level 3 test

## Resources

Each child will need:

- a pen or pencil;
- a rubber (optional). If rubbers are not provided, you should tell the children that they may cross out any answers they wish to change;
- a copy of each of the two level 3 reading materials, *Grandfather's Pencil and the Room of Stories* and *Welcome to the Midhampton Museum*;
- a question booklet, *Memories*.

This year, the texts are presented in two separate parts, one for the story and one for the information text. The story should be presented first. Please ensure that you are familiar with the ways these should be administered.

## Administering the test fairly

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

### THEREFORE YOU MUST:

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

## DO NOT:

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

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

## Starting the test

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

## Introduction

Tell the children:

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

## Working through the test

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



## Grandfather's Pencil

what to do

*Hold up your copy of the booklets and show the children the contents.*

*Read the front cover and all of page 1 of Grandfather's Pencil to the children. Ask them to follow the text as you read.*

*Before you move on to the practice questions, check that the children have understood what you have read. You may wish to ask a few simple questions, eg 'Who is the story about?'*

what to say

Look at the front cover of your question booklet. There are two questions about the page I have just read. The page number tells you where to look for the answers. Let's look at the first question. It says, 'At the beginning of the story, what was the boy using the pencil for?' You have to write what you think is the best answer on the dotted lines. Do that now.

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

what to do

*Allow the children time to write their answer. Then allow the children to share their answers as a group.*

what to say

The right answer is 'writing a letter to his father'. So you should have written something about writing or finishing a letter to his father.

what to do

*Allow the children to comment on their own answer and to change it if they wish to do so. Make it clear that there is not only one way of expressing the answer. The words used might vary and still be acceptable.*

what to say

Let's look at the second question. Read what it says to yourself. 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. 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 tick a box, 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.*

what to say

The right answer is 'his mother'. So you should have ticked the box which says 'his mother'.

what to do

*Allow the children to comment on their own answers and to change them if they wish to do so.*

**Memories**  
Question booklet

Name   
Score  Level

**Grandfather's Pencil and the Room of Stories**  
Practice questions

(page 1)

A At the beginning of the story, what was the boy using the pencil for?  
.....

B Who came to say goodnight to the boy?

his father       his friend  
 his mother       his grandfather

1

what to say

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

You should read the story 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 2 of the reading booklet, where the rest of the story *Grandfather's Pencil* begins. Do not open your question booklet yet. In a moment I want you to read the whole of the rest of the story quietly to yourself. When you have finished reading the story you can open the question booklet to read and answer the other questions about *Grandfather's Pencil*. You should do this all by yourself. The page number shows you which pages of the story to look back to for help. Remember, you can look back at the story whenever you need to.

If you change your mind about an answer after you have written it down, you can cross it out clearly [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 sheet.

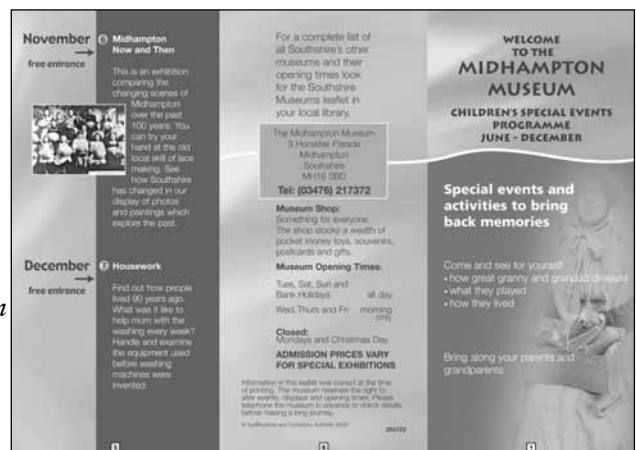
what to do

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

### **Welcome to the Midhampton Museum**

what to do

*Children should decide for themselves how to use the information text. Please do not guide them to read the leaflet through before answering the questions. However, please ensure that the children are told that there is information on both sides and that the leaflet can be opened up. You can do this by demonstrating to the*



*children and referring them to their question booklets (page 6). Please give your children as much guidance as you feel they need. Ensure that your children are clear about the format of the leaflet. However, please do not instruct the children on the purpose of the text.*

what to say

I am going to give you an information leaflet called *Welcome to the Midhampton Museum*, but first look at the next pages in your question booklet. There is a picture of the information leaflet on page 6. The labels on the picture show you how to use the leaflet.

what to do

*When you are ready, give out the Welcome to the Midhampton Museum leaflets. Talk about the picture labels and how to use the leaflet.*

what to say

In a moment I want you to read the leaflet in the way you would read an information text, quietly to yourself. When you are ready you can turn to the question booklet to read and answer the questions about this leaflet. You should do all this by yourself. Remember, you can look at the leaflet whenever you need to, to help you decide your answers.

what to do

*Reassure any children who are unsure that they do not have to read the whole leaflet before they answer the questions (unless they wish to do so). Children may approach the reading in different ways, as appropriate with an information text.*

**End of the level 3 test**

# Marking the level 3 test

When the children have completed the test, mark it, giving either one or two 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 below. You will need to make decisions about the answers given by your children. Try to take account of what the child actually means, even though it may not be well expressed. If a child's response does not answer the question, it should be marked as incorrect even though you may understand why the child wrote it.

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

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

The 'focus' column has been added to provide fuller information about the focus of the question, that is to say, the particular reading process or skill the child needs to draw on in order to obtain their answer. These focuses are in use across all three key stages and assess children's ability to:

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

It is intended that these 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 particular test at any level.

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

## Memories

### *Grandfather's Pencil and the Room of Stories*

Question	Assessment focus	Answer	Mark
A	2	Writing a letter (to his father).	<b>practice</b>
B	2	His mother.	<b>practice</b>
1	5	✓ It was peaceful.	<b>1</b>
2	2	✓ Scratchy, scribbly.	<b>1</b>
3	3	✓ Because it used to be a tree. ✓ Because the pencil is made out of wood.	<b>1</b>
4	3	✓ They were (part of) a great ship/boat. ✓ They had travelled the sea. ✓ They were first floorboards for a great ship.	<b>1</b>
5	2	✓ It blew the paper out of the window. ✓ It made the pencil fall on the floor.	<b>Both</b> ticked correctly for <b>1</b> mark
6	5	<i>Accept minor spelling errors and extra phrases.</i> ✓ Pitching. ✓ Rolling. ✓ Whirled. ✓ Danced. ✓ Tumbling. ✓ Swooping. ✓ Rolled. ✓ Dropped. ✓ Flew. <i>Also accept:</i> ✓ Swish. ✓ Madly. <b>Unacceptable:</b> Whole copied out sentences, eg: ✗ The night wind whirled madly into the room.	<b>3</b> correct = <b>2</b> marks <b>2</b> correct = <b>1</b> mark <b>1</b> correct = <b>0</b> marks
7	2	✓ He sailed the oceans/seas. ✓ He became a sailor/traveller. <i>Also accept:</i> ✓ He told stories (to his grandson). ✓ He lived in a house by the sea.	<b>1</b>

Question	Assessment focus	Answer	Mark
8	2	<p>Award 1 mark for each reason.</p> <ul style="list-style-type: none"> <li>✓ To say thank you (for his holiday).</li> <li>✓ To say that he had a good time.</li> <li>✓ Because he had found the pencil.</li> <li>✓ To use the same pencil his grandfather had told him about.</li> <li>✓ To tell him about the other things beneath the floorboards.</li> </ul> <p>Also accept:</p> <ul style="list-style-type: none"> <li>✓ For the holiday.</li> </ul> <p><b>Unacceptable:</b></p> <ul style="list-style-type: none"> <li>✗ Because he liked writing letters.</li> <li>✗ Because he lived far away.</li> <li>✗ Because he missed/loved him.</li> <li>✗ Because he was on holiday.</li> </ul>	1 or 2
9	3	<ul style="list-style-type: none"> <li>✓ Many years ago.</li> </ul>	1
10	4	<ul style="list-style-type: none"> <li>✓ It tells the stories.</li> </ul>	1
11	6	<ul style="list-style-type: none"> <li>✓ Everything has a story to tell.</li> </ul>	1
12	3	<p>Answers should identify an aspect of the story that relates to a journey or journeys:</p> <ul style="list-style-type: none"> <li>✓ The things (pencil, paper, door, floorboards) had all made journeys from the forest to the boy's room.</li> <li>✓ The paper/the stories made a journey back to the forest.</li> <li>✓ Everything in the story had been on a journey.</li> <li>✓ The boy who grew up to be a sailor made sea journeys.</li> <li>✓ Jack was starting out on his own journey of life.</li> <li>✓ The other items (button, pin, coin) must have made a journey to end up under the floorboards.</li> </ul> <p><b>Unacceptable:</b></p> <p>Answers that are very imprecise or that do not add anything to the information given in the question:</p> <ul style="list-style-type: none"> <li>✗ Because it is about journeys.</li> <li>✗ They go on journeys.</li> <li>✗ It is about ships.</li> </ul>	1

Question	Assessment focus	Answer	Mark									
<b>Midhampton Museum</b>												
13	3	<ul style="list-style-type: none"> <li>✓ Activities at a local history museum.</li> <li>✓ A special events programme for children.</li> <li>✓ The past/90 years ago/the olden days.</li> <li>✓ Local history.</li> <li>✓ It is about a museum/Midhampton Museum.</li> </ul> <p><b>Unacceptable:</b></p> <ul style="list-style-type: none"> <li>✗ Specific examples from the text, eg making jam tarts.</li> </ul>	<b>1</b>									
14	3	<ul style="list-style-type: none"> <li>✓ Things in the past.</li> </ul>	<b>1</b>									
15	2	<p><i>Answers must indicate active participation in an activity:</i></p> <ul style="list-style-type: none"> <li>✓ Make/making lace.</li> <li>✓ Do housework/washing.</li> <li>✓ Play with old toys.</li> <li>✓ Make a prescription.</li> <li>✓ Use a slate and chalk/go to school.</li> <li>✓ Have your photograph taken.</li> <li>✓ Try on clothes/dress up.</li> <li>✓ Make jam tarts/bread.</li> <li>✓ Go to a shop/chemist's.</li> </ul> <p><b>Unacceptable:</b></p> <ul style="list-style-type: none"> <li>✗ What they played.</li> <li>✗ Clothes.</li> <li>✗ Toys and noise.</li> <li>✗ Food.</li> <li>✗ Explore.</li> <li>✗ Discover.</li> </ul> <p><i>Passive, non-participatory activities:</i></p> <ul style="list-style-type: none"> <li>✗ Walk around.</li> <li>✗ Look at things.</li> <li>✗ Find out about things.</li> </ul>	<p><b>3</b> correct = <b>2</b> marks</p> <p><b>2</b> correct = <b>1</b> mark</p> <p><b>1</b> correct = <b>0</b> marks</p>									
16	2	<ul style="list-style-type: none"> <li>✓ July.</li> </ul>	<b>1</b>									
17	2	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Shop</td> <td style="width: 33%;">Housework</td> <td style="width: 33%; text-align: right;">✓</td> </tr> <tr> <td>Toys and Noise</td> <td>Schools</td> <td></td> </tr> <tr> <td>Clothes ✓</td> <td>Now and Then</td> <td style="text-align: right;">✓</td> </tr> </table>	Shop	Housework	✓	Toys and Noise	Schools		Clothes ✓	Now and Then	✓	All <b>3</b> parts ticked correctly for <b>1</b> mark
Shop	Housework	✓										
Toys and Noise	Schools											
Clothes ✓	Now and Then	✓										
18	3	<p><i>(Any month June – December inclusive)</i></p> <p><i>Award 1 mark for a justification related to the text for the month chosen, eg:</i></p> <ul style="list-style-type: none"> <li>✓ July – I would like making jam tarts.</li> <li>✓ June – dressing up would be fun.</li> </ul> <p><i>Also accept:</i></p> <ul style="list-style-type: none"> <li>✓ June/November/December – because I can get in free.</li> </ul> <p><b>Unacceptable:</b></p> <ul style="list-style-type: none"> <li>✗ Because it is my birthday/Christmas.</li> <li>✗ Because it is hot/snowy.</li> </ul> <p><i>Answers that refer to the wrong month.</i></p> <p><i>Very imprecise answers, eg:</i></p> <ul style="list-style-type: none"> <li>✗ Because I like doing it.</li> </ul>	<b>1</b>									

Question	Assessment focus	Answer	Mark						
19	3	<p><i>Answers indicating that it adds variety:</i></p> <ul style="list-style-type: none"> <li>✓ So you don't see the same thing every time ■ so it doesn't get boring ■ to make it more interesting</li> <li>■ because it would be silly to have the same thing all the time.</li> <li>✓ To make you want to go/so that you go often.</li> <li>✓ So that they can get more money.</li> <li>✓ So everyone doesn't come at the same time.</li> <li>✓ Because they can't fit it all in.</li> </ul> <p><b>Unacceptable:</b></p> <ul style="list-style-type: none"> <li>✗ Because it would be silly (<i>without further explanation</i>).</li> </ul> <p><i>General answers not specific to the variety of events:</i></p> <ul style="list-style-type: none"> <li>✗ You can find out about things.</li> <li>✗ So that you can learn about the past.</li> </ul>	1						
20	2	<table border="0"> <tr> <td>Monday afternoons</td> <td>Christmas Day</td> </tr> <tr> <td>Wednesday mornings ✓</td> <td>Saturday afternoons ✓</td> </tr> <tr> <td>All day Tuesday ✓</td> <td>Friday afternoons</td> </tr> </table>	Monday afternoons	Christmas Day	Wednesday mornings ✓	Saturday afternoons ✓	All day Tuesday ✓	Friday afternoons	All 3 parts ticked correctly for 1 mark
Monday afternoons	Christmas Day								
Wednesday mornings ✓	Saturday afternoons ✓								
All day Tuesday ✓	Friday afternoons								
21	4	<p><i>Answers should refer to the prominence of the number on the page, or the reason for its prominence, eg:</i></p> <ul style="list-style-type: none"> <li>✓ So that it is easier to see/shows up/stands out.</li> <li>✓ So people will notice it.</li> <li>✓ So that people do not forget it.</li> <li>✓ Because it is important information.</li> <li>✓ So you can see it.</li> </ul> <p><b>Unacceptable:</b></p> <p><i>Answers explaining why the telephone number is given, rather than why it is in bold, eg:</i></p> <ul style="list-style-type: none"> <li>✗ So you know what number to find out information.</li> <li>✗ So you can ring them up to see if they are open.</li> </ul>	1						
22	3	<ul style="list-style-type: none"> <li>✓ It encourages you to take part in the events at the museum.</li> </ul>	1						
23	3	<p><i>Answers should identify content, themes or ideas that are shared by story and leaflet, eg:</i></p> <ul style="list-style-type: none"> <li>✓ They both tell/explain/teach us about the past.</li> <li>✓ They both tell the stories of things/people from the past.</li> <li>✓ They tell us how things have changed.</li> <li>✓ They both have old people/grandparents.</li> <li>✓ They are both about memories/remembering things</li> <li>✓ They are both about keeping/collecting things.</li> </ul> <p><b>Unacceptable:</b></p> <p><i>Imprecise answers that do not relate to the content of the reading, eg:</i></p> <ul style="list-style-type: none"> <li>✗ They both give information.</li> <li>✗ They both have writing/pictures.</li> </ul>	1						

**The maximum score is 26.**



# Finding the level

Add up each child's total score out of a maximum of 26 marks (not including the practice questions), and write the total in the box on the front cover of the child's question booklet. Then refer to the table below to find the level. Also enter this on the front cover of the booklet. This information will then be available to transfer onto any recording or reporting document.

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

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

<b>Number of marks</b>	<b>0–14 (inclusive)</b>	<b>15–26 (inclusive)</b>
<b>Level</b>	Level 3 not achieved	Level 3 achieved

# 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

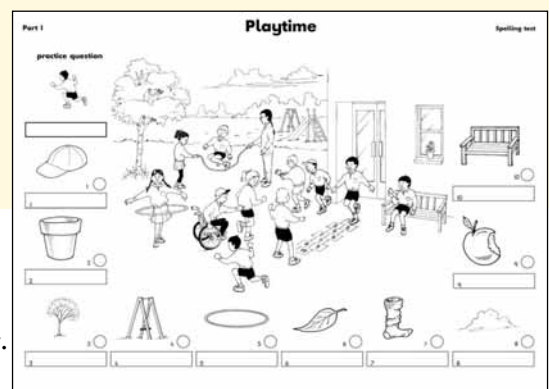
Suggested instructions for you to read out to the children are given in the yellow boxes that follow. **The wording of these instructions can be adapted, provided the meaning is retained.** You should use words and phrases familiar to the children, and you may repeat them as many times as necessary to 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>
<b>practice</b>	<b>boy</b>
<b>1</b>	cap
<b>2</b>	pot
<b>3</b>	tree
<b>4</b>	swing
<b>5</b>	hoop
<b>6</b>	leaf
<b>7</b>	sock
<b>8</b>	cloud
<b>9</b>	apple
<b>10</b>	bench



## Part 2 – dictation passage

<i>Word</i>	<i>Answer</i> <i>1 mark for the whole word</i>
<b>practice</b>	<b>time</b>
<b>11</b>	like
<b>12</b>	one
<b>13</b>	turned
<b>14</b>	with
<b>15</b>	pavement
<b>16</b>	climbed
<b>17</b>	riding
<b>18</b>	stopped
<b>19</b>	children
<b>20</b>	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	70
5	82	82	81	81	81	80	80	79	79	78	78	77	77	76	76	76	75	75	74	74
6	86	85	85	85	84	84	83	83	82	82	81	81	80	80	80	79	79	78	78	78
7	90	89	88	88	87	87	86	86	85	85	85	84	84	83	83	82	82	81	81	81
8	93	93	92	92	91	91	90	89	89	88	87	87	87	86	86	85	85	84	84	84
9	97	96	95	95	94	94	93	93	92	92	91	90	90	89	89	88	87	87	87	87
10	100	99	99	98	97	97	96	96	95	95	94	94	93	93	92	91	91	90	90	90
11	102	102	101	101	100	100	99	99	98	98	97	97	96	95	95	94	94	93	93	93
12	105	105	104	104	103	103	102	102	101	100	100	99	99	98	98	97	97	96	96	96
13	108	107	107	106	106	105	105	104	104	103	103	102	102	101	101	100	100	99	98	98
14	111	110	110	109	109	108	108	107	106	106	105	105	104	104	103	103	102	102	101	101
15	113	113	112	112	111	111	110	110	109	109	108	108	107	107	106	105	105	104	104	104
16	115	115	114	114	114	113	113	112	112	111	111	110	110	109	109	108	108	107	107	107
17	118	118	117	117	116	116	115	115	114	114	113	113	113	112	112	111	111	110	110	110
18	121	120	120	119	119	119	118	118	117	117	116	116	115	115	114	114	113	113	112	112
19	124	123	123	122	122	121	121	121	120	120	119	119	118	118	117	117	116	116	115	115
20	126	126	125	125	125	124	124	124	123	123	122	122	121	121	121	120	120	119	119	119
21	129	128	128	128	127	127	127	126	126	126	125	125	125	124	124	124	123	123	123	122
22	132	132	131	131	131	130	130	129	129	129	128	128	128	127	127	127	126	126	126	126
23	136	136	136	135	135	134	134	134	133	133	133	132	132	131	131	131	130	130	130	130
24	***	***	***	***	***	140	140	139	139	139	138	138	138	137	137	136	136	136	135	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	72	
5	89	88	87	86	85	84	83	83	82	81	80	79	78	78	77	77	76	75	75	
6	92	91	90	89	88	87	87	86	85	84	83	82	81	81	80	79	78	78	77	
7	95	94	93	92	91	90	89	89	88	87	86	85	84	83	83	82	81	80	79	
8	98	97	96	95	94	93	92	91	90	89	89	88	87	86	85	84	84	83	82	
9	101	100	99	98	97	96	95	94	93	92	91	90	89	89	88	87	86	85	84	
10	104	103	102	101	100	99	98	97	96	95	94	93	92	91	90	89	89	88	87	
11	106	105	104	104	103	102	101	100	99	98	97	96	95	94	93	92	91	90	89	
12	108	107	107	106	105	104	103	103	102	101	100	99	98	97	96	95	94	93	92	
13	110	110	109	108	107	107	106	105	104	104	103	102	101	100	99	98	97	96	95	
14	113	112	111	110	110	109	108	108	107	106	105	105	104	103	102	101	100	99	98	
15	115	115	114	113	112	112	111	110	110	109	108	107	107	106	105	104	104	103	102	
16	118	117	117	116	115	115	114	113	113	112	111	110	110	109	108	108	107	106	105	
17	121	120	120	119	119	118	117	117	116	115	115	114	113	113	112	111	110	110	109	
18	123	122	122	122	122	121	121	121	120	120	119	118	118	117	117	116	115	115	114	
19	126	126	125	125	125	125	124	124	124	123	123	123	122	122	122	122	121	121	121	
20	***	***	***	***	***	***	140	140	140	139	139	139	138	138	138	138	137	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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