Primary School Assessment Kit

PLACEMENT TEST: Listening

Notes for teachers

- The script for these tests should be read aloud by the teacher.

- The test script should be read at the speed normally used when reading stories aloud to the class. An indication of the time that should be taken is given at the top of each task.

- Pupils will be unable to attempt test A2. (i) if they do not yet know the words for basic shapes (triangle, square etc.) It would be advisable to check that pupils understand this concept before testing.

- Instructions for teachers who are administering the tests are given in italics. These instructions prompt the teacher to indicate aspects of the test, for example *Indicate the pictures of familiar objects*.

- The instructions specify the pauses that should be left between questions to allow pupils time to answer. The pauses are of 3 or 5 seconds’ duration, for example *Pause for 3 seconds*. This can be measured consistently by counting silently “one-and-two-and-three”.

- To ensure consistent test administration, it is necessary to adhere strictly to the script. Pupils must not be given any assistance beyond what is indicated in the script.

- It is suggested that these answer sheets could be photocopied and laminated as a permanent resource. Pupils could then use non-permanent markers to indicate their responses.
Placement: LISTENING SCRIPT

Level A1. (i) 4 minutes

Look at these eight pictures. Indicate the pictures on page 39.
Pause for 5 seconds.
Edgar indicate picture of boy is going to talk about six of these things.
You must listen to what Edgar says, find the matching picture, and draw a line from the
number you hear to the picture.

Find number one on the page.
Pause for 3 seconds.
This one is done for you. Listen carefully:

(Example)

1. Number one, number one.
Pause for 3 seconds.
I have a new ball.
Pause for 3 seconds.
Indicate line joining the number 1 to picture of ball.
Pause for 5 seconds.

Now listen and choose the pictures that match what Edgar says. If you can’t match a picture, just listen for the next number and try again.

2 Number two, number two.
Pause for 3 seconds.
I take good care of my pet rabbit.
Pause for 3 seconds.
I take good care of my pet rabbit.
Pause for 5 seconds.

3 Number three, number three.
Pause for 3 seconds.
I need this hat in winter.
Pause for 3 seconds.
I need this hat in winter.
Pause for 5 seconds.

4 Number four, number four.
Pause for 3 seconds.
My favourite toy is this red car.
Pause for 3 seconds.
My favourite toy is this red car.
Pause for 5 seconds.

5 Number five, number five.
Pause for 3 seconds.
I love to eat ice-cream on a sunny day.
Pause for 3 seconds.
I love to eat ice-cream on a sunny day.
Pause for 5 seconds.
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6 Number six, number six.
Pause for 3 seconds.
I’m reading a new library book.
Pause for 3 seconds.
I’m reading a new library book.
Pause for 5 seconds.

Tell pupils to finish now.

Placement: LISTENING SCRIPT

Level A1. (ii) 5 minutes

Now turn the page and look at the eight pictures.

Indicate the eight pictures on page 40.

Listen carefully to Edgar (indicate picture of boy) as he tells us what he does with six of these things.

Each time you must find the picture that matches what Edgar is saying and draw a line from the number you hear to the picture.

Find number one on the page.
Pause for 3 seconds.
This one is done for you. Listen carefully:

(Example)
1. Number one, number one.
Pause for 3 seconds.
I can bounce this or kick it.
Pause for 3 seconds.
I can bounce this or kick it.
Indicate line joining the number 1 to picture of ball.
Pause for 5 seconds.

Now listen and choose the pictures that match what Edgar says.
If you can’t match a picture, just listen for the next number and try again.

2 Number two, number two.
Pause for 3 seconds.
I wear this to keep my head warm.
Pause for 3 seconds.
I wear this to keep my head warm.
Pause for 5 seconds.

3 Number three, number three.
Pause for 3 seconds.
I always drink this at lunchtime.
Pause for 3 seconds.
I always drink this at lunchtime.
Pause for 5 seconds.

4 Number four, number four.
Pause for 3 seconds.
I feed it every day – it likes carrots.
Pause for 3 seconds.
I feed it every day – it likes carrots.
Pause for 5 seconds.
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5  Number five, number five.
Pause for 3 seconds.
When I push this, its wheels go round.
Pause for 3 seconds.
When I push this, its wheels go round.
Pause for 5 seconds.

6  Number six, number six.
Pause for 3 seconds.
After school, I watch some programmes on this.
Pause for 3 seconds.
After school, I watch some programmes on this.
Pause for 5 seconds.

Tell pupils to finish now.

Placement: LISTENING SCRIPT

Level A1. (iii)  5 minutes
Now turn to the next page and look at the eight pictures once more.
Indicate the eight pictures on page 41.
Now listen to Edgar (indicate picture of boy) as he talks again about six of these things. Each time you must find the picture that matches what Edgar is saying and draw a line from the number you hear to the picture.

Find number one on the page.
Pause for 3 seconds.
This one is done for you. Listen carefully:

(Example)
1. Number one, number one.
Pause for 3 seconds.
Good catch! Now throw it back.
Pause for 3 seconds.
Good catch! Now throw it back.
Indicate line joining the number 1 to picture of ball.
Pause for 5 seconds.

Now listen and choose the pictures that match what Edgar says. If you can’t match a picture, just listen for the next number and try again.

2  Number two, number two.
Pause for 3 seconds.
Can I have a glass, please? I’m really thirsty.
Pause for 3 seconds.
Can I have a glass, please? I’m really thirsty.
Pause for 5 seconds.

3  Number three, number three.
Pause for 3 seconds.
This story is very funny – I’m on the last page already.
Pause for 3 seconds.
This story is very funny – I’m on the last page already.
Pause for 5 seconds.
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4 Number four, number four.
   Pause for 3 seconds.
   Switch that on – I want to see the football match.
   Pause for 3 seconds.
   Switch that on – I want to see the football match.
   Pause for 5 seconds.

5 Number five, number five.
   Pause for 3 seconds.
   Feel its long, soft ears!
   Pause for 3 seconds.
   Feel its long, soft ears!
   Pause for 5 seconds.

6 Number six, number six.
   Pause for 3 seconds.
   Please get me one – it’s so hot and I’m hungry.
   Pause for 3 seconds.
   Please get me one – it’s so hot and I’m hungry.
   Pause for 5 seconds.

Tell pupils to finish now.

Placement: LISTENING SCRIPT

Level A2. (j) 5 minutes
   This is Orla.
   Indicate picture of girl at top of page 42.
   Look at this picture of Orla at school.
   Indicate picture of classroom.
   Now listen carefully to some sentences about this picture.
   Indicate picture of classroom a second time.
   You must draw the correct shape on the picture for each sentence that you hear.
   Indicate shapes.
   The first shape is done for you. Listen carefully:

(Example)

1. Number one, number one.
   Draw a heart around Orla – she is painting a fish.
   Indicate heart around picture of girl.
   Pause for 3 seconds.

2. Number two, number two.
   Draw a circle around the teacher – she is writing at her desk.
   Indicate circle around picture of teacher.
   Pause for 3 seconds.
3 Number three, number three.
Pause for 3 seconds.
Draw a triangle around the boy who is wearing glasses.
Pause for 3 seconds.
Draw a triangle around the boy who is wearing glasses.
Pause for 5 seconds.

4 Number four, number four.
Pause for 3 seconds.
Draw a square around the box of pencils on the table at the front.
Pause for 3 seconds.
Draw a square around the box of pencils on the table at the front.
Pause for 5 seconds.

5 Number five, number five.
Pause for 3 seconds.
Draw a diamond around the girl with red hair – she is getting a crayon.
Pause for 3 seconds.
Draw a diamond around the girl with red hair – she is getting a crayon.
Pause for 5 seconds.

6 Number six, number six.
Pause for 3 seconds.
Draw a rectangle around the telephone on the wall beside the door.
Pause for 3 seconds.
Draw a rectangle around the telephone on the wall beside the door.
Pause for 5 seconds.
Tell pupils to finish now.

Placement: LISTENING SCRIPT

Level A2. (ii) 5 minutes
Look at these eight pictures.
Indicate pictures of children on page 43.
Listen to Orla talking about six of her friends.
Indicate picture of girl in top corner.
You must find the picture of each friend and draw a line from the number you hear to the picture.
Indicate numbers on page.
The first one is done for you. Listen carefully:

(Example)
1. Number one, number one.
Pause for 3 seconds.
Kevin is wearing a white T-shirt and blue trousers. He has blond hair.
Pause for 3 seconds.
Kevin is wearing a white T-shirt and blue trousers. He has blond hair.
Indicate line joining the number 1 to picture of boy wearing white T-shirt.
Pause for 5 seconds.
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2  Number two, number two.
   Pause for 3 seconds.
   Carla has a white sweatshirt and red shorts. She's wearing pink shoes, too. She has brown hair and she is running.
   Pause for 3 seconds.
   Carla has a white sweatshirt and red shorts. She's wearing pink shoes, too. She has brown hair and she is running.
   Pause for 5 seconds.

3  Number three, number three.
   Pause for 3 seconds.
   Danny is wearing his new blue runners. His trousers are white and his T-shirt is red. He has curly hair.
   Pause for 3 seconds.
   Danny is wearing his new blue runners. His trousers are white and his T-shirt is red. He has curly hair.
   Pause for 5 seconds.

4  Number four, number four.
   Pause for 3 seconds.
   Sasha has a stripy jumper. It's red and white. His trousers are blue and his hair is brown. He is jumping.
   Pause for 3 seconds.
   Sasha has a stripy jumper. It's red and white. His trousers are blue and his hair is brown. He is jumping.
   Pause for 5 seconds.

5  Number five, number five.
   Pause for 3 seconds.
   Amy's shoes are red and white. She's wearing a pink skirt and there are green spots on her T-shirt. She is laughing.
   Pause for 3 seconds.
   Amy's shoes are red and white. She's wearing a pink skirt and there are green spots on her T-shirt. She is laughing.
   Pause for 5 seconds.

6  Number six, number six.
   Pause for 3 seconds.
   Tina is wearing a pink coat because it's raining. Her tights are green with yellow spots. She has boots and a hat as well.
   Pause for 3 seconds.
   Tina is wearing a pink coat because it's raining. Her tights are green with yellow spots. She has boots and a hat as well.
   Pause for 5 seconds.

Tell pupils to finish now.

Placement: LISTENING SCRIPT

Level A2. (iii) 6 minutes

Look at the next page.
Indicate page 44
This shows some of the buildings on Orla's street
Now look at these eight pictures of different buildings.
Indicate pictures of buildings.
Listen to Orla talking about six buildings on her street.
You must draw a line from each number to the building that Orla talks about.
Indicate numbers on page.
The first one is done for you. Listen carefully:

(Example)
1. Number one, number one.
   Pause for 3 seconds.
   I live at Number 1. My house is yellow with a red roof. It has a blue door and three windows.
   Pause for 3 seconds.
   I live at Number 1. My house is yellow with a red roof. It has a blue door and three windows.
   Indicate ‘Orla’s house’ and the line to number 1 on the street map.
   Pause for 5 seconds.

2. Number two, number two.
   Pause for 3 seconds.
   The building at number two has a big window and there’s a green letter-box beside the door. It’s the post office.
   Pause for 3 seconds.
   The building at number two has a big window and there’s a green letter-box beside the door. It’s the post office.
   Pause for 5 seconds.

3. Number three, number three.
   Pause for 3 seconds.
   Number three is the tallest building on my street. Lots of people live there because it’s an apartment block. It’s grey with a green roof.
   Pause for 3 seconds.
   Number three is the tallest building on my street. Lots of people live there because it’s an apartment block. It’s grey with a green roof.
   Pause for 5 seconds.

4. Number four, number four.
   Pause for 3 seconds.
   The house at number four is bigger than mine. It’s got five windows and its door is green, not blue.
   Pause for 3 seconds.
   The house at number four is bigger than mine. It’s got five windows and its door is green, not blue.
   Pause for 5 seconds.

5. Number five, number five.
   Pause for 3 seconds.
   Number 5 is a newsagent’s shop. It’s painted pink and it sells things like bread and sweets. Its sign is yellow and so is its door.
   Pause for 3 seconds.
   Number 5 is a newsagent’s shop. It’s painted pink and it sells things like bread and sweets. Its sign is yellow and so is its door.
   Pause for 5 seconds.
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6  Number six, number six.
   Pause for 3 seconds.
The last building on my street is number six. It’s grey and it has lots of windows and a flat roof. It's my school.
   Pause for 3 seconds.
The last building on my street is number six. It’s grey and it has lots of windows and a flat roof. It's my school.
   Pause for 5 seconds.
   Tell pupils to finish now.

Placement: LISTENING SCRIPT

Level B1, (i)  7 minutes
Now Orla is going to tell us about a place she likes.
Indicate picture of girl at top of page 45.
As Orla tells her story, you will hear some questions about what she says.
You must answer each question by drawing a circle round the correct picture.
Indicate numbers and pictures of items on grid.
The first question is answered for you. Listen carefully:

(Example)
1. This is what Orla says:
   Orla: There are lots of good places to go in my town, but the park is the place that I like most of all.
   Pause for 3 seconds.
   Question one, question one.
   Pause for 3 seconds.
   What is Orla's favourite place?
   The answer is the park. Orla said that the place she likes most of all is the park.
   Indicate “park” picture
   Pause for 5 seconds.

2  Now listen to Orla.
   Orla: The park is really lovely and it's not too far from my house. You just go past the traffic lights and it's right beside the bakery.
   Pause for 3 seconds.
   Question two, question two.
   Pause for 3 seconds.
   What is next to Orla's favourite place?
   Pause for 5 seconds.

3  Now listen to Orla.
   Orla: I love to go there with my friends, after school or at the weekend. My mum sometimes brings my baby sister there in the mornings, when I am at school.
   Pause for 3 seconds.
   Question three, question three.
   Pause for 3 seconds.
   Who goes with Orla to this place?
   Pause for 5 seconds.
4 Now listen to Orla.

Orla: There are lots of nice things to do in the park. I like looking at the ducks in the pond and going on the swings, but best of all, I love whizzing down the slide. It's great fun.

Pause for 3 seconds.

Question four, question four.
Pause for 3 seconds.

Which of the things in the park does Orla like best?
Pause for 5 seconds.

5 Now listen to Orla.

Orla: The park is full of beautiful flowers. Of course you mustn't pick them, but they look very pretty. There are lots of birds too and people can feed them. No-one is allowed to throw rubbish on the ground, though. You have to put it in a litter-bin instead.

Pause for 3 seconds.

Question five, question five.
Pause for 3 seconds.

Which of these are you allowed to do in this place?
Pause for 5 seconds.

6 Now listen to Orla.

Orla: I love the park at any time of year, but especially in the autumn because the trees are so colourful then.

Pause for 3 seconds.

Question six, question six.
Pause for 3 seconds.

Which season does Orla like best in this place?
Pause for 3 seconds.

Now listen to Orla talking again, then listen to the questions once more and check your answers.

Orla: There are lots of good places to go in my town, but the park is the place that I like most of all. The park is really lovely and it's not too far from my house. You just go past the traffic lights and it's right beside the bakery. I love to go there with my friends, after school or at the weekend. My mum sometimes brings my baby sister there in the mornings, when I am at school. There are lots of nice things to do in the park. I like looking at the ducks in the pond and going on the swings, but best of all, I love whizzing down the slide. It's great fun.

The park is full of beautiful flowers. Of course you mustn't pick them, but they look very pretty. There are lots of birds too and people can feed them. No-one is allowed to throw rubbish on the ground, though. You have to put it in a litter-bin instead. I love the park at any time of year, but especially in the autumn because the trees are so colourful then.

Question 1 is the example question.

What is Orla's favourite place?
Now look at your answers.

Question 2. What is next to Orla's favourite place?
Pause for 3 seconds.

Question 3. Who goes with Orla to this place?
Pause for 3 seconds.
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Question 4. Which of these does Orla like the most?
Pause for 3 seconds.

Question 5. Which of these are you allowed to do in this place?
Pause for 3 seconds.

Question 6. Which season does Orla like best in this place?
Pause for 3 seconds.

Tell pupils to finish now.

Placement: LISTENING SCRIPT

Level B1. (ii) 7 minutes
Look at these pictures.
Indicate eleven pictures related to activities on page 46.
Six of the pictures show some of the things that Edgar did on Saturday.
(Indicate picture of boy)
As Edgar tells his story, you must put these six pictures in order by drawing a line from each number to the correct picture.
The first one is done for you. Listen carefully:

(Example)
1. Number one, number one.
Pause for 3 seconds.
This is what Edgar says:
Edgar:
I had a very busy day last Saturday. I got up a little later than usual and had my breakfast.
The answer is 'he got up'. Edgar said that he got up a little later than usual on Saturday morning.
Indicate line joining the number 1 to the picture of the boy getting up.
Pause for 5 seconds.

2. Number two, number two.
Pause for 3 seconds.
This is what Edgar says:
Edgar:
After that I wanted to go shopping, but my mum told me that I had to clean my room first. I made my bed and quickly tidied everything while Mum wrote a shopping list.
Pause for 5 seconds.

3. Number three, number three.
Pause for 3 seconds.
This is what Edgar says:
Edgar:
Then we went to town together. We bought a lot of fruit and vegetables. On the way back, I met my friend Orla. She was coming out of the book shop.
Pause for 5 seconds.
4. Number four, number four.
Pause for 3 seconds.
This is what Edgar says:
Edgar:
When I got home, Dad was making lunch. He made soup for Mum and some sandwiches for me. I ate my lunch and then I phoned my friend Kevin.
Pause for 5 seconds.

5. Number five, number five.
Pause for 3 seconds.
This is what Edgar says:
Edgar:
I wanted to play football outside, but Kevin said he was too tired. He told me to come over to his house instead. I went there and we played lots of computer games together. I stayed at Kevin’s house until dinnertime and then I went back home.
Pause for 5 seconds.

6. Number six, number six.
Pause for 3 seconds.
This is what Edgar says:
Edgar:
After dinner, I was going to watch TV, but my sister wanted to see a really boring film. I didn’t want to watch it so I went upstairs and listened to my radio until it was time to go to bed.
Pause for 5 seconds.
Now listen to Edgar talking again and, while you are listening, check your answers.
Read at ‘story’ speed
I had a very busy day last Saturday. I got up a little later than usual and had my breakfast. After that I wanted to go shopping, but my mum told me that I had to clean my room first. I made my bed and quickly tidied everything while Mum wrote a shopping list. Then we went to town together. We bought a lot of fruit and vegetables. On the way back, I met my friend Orla. She was coming out of the book shop.
Pause for 3 seconds
When I got home, Dad was making lunch. He made soup for Mum and some sandwiches for me. I ate my lunch and then I phoned my friend Kevin. I wanted to play football outside, but Kevin said he was too tired. He told me to come over to his house instead. I went there and we played lots of computer games together. I stayed at Kevin’s house until dinnertime and then I went back home. After dinner, I was going to watch TV, but my sister wanted to see a really boring film. I didn’t want to watch it so I went upstairs and listened to my radio until it was time to go to bed.
Pause for 5 seconds, then tell pupils to finish.
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Now you will hear an example. Listen carefully:

*Read the following like a story.*

‘Orla, are you going anywhere this summer?’ asked Edgar.

‘Yeah, I’m going to the seaside. What about you?’ replied Orla.

‘I’m going to spend the whole summer with my granny’, said Edgar.

‘That’s very nice’, said Orla.

Edgar explained, ‘Well my granny lives really far away, so I’ll have to go by plane’.

‘Wow, I love aeroplanes!’ said Orla. ‘But this year, we’re only going by car’.

2 Question two.

Pause for 3 seconds.

Who is going to travel by aeroplane?

Pause for 5 seconds.

Indicate a “tick” under the picture of a girl on grid.

The answer is Orla because she said that she is going to the seaside.

Edgar said, ‘Bet you’ve got lots of packing to do, though’.

‘Yeah, I’m bringing all my summer clothes’ said Orla, ‘but I’ll pack an umbrella just in case it rains’.

‘Mmm … I’m only taking light clothes ‘cause it’ll be very hot’, Edgar replied.

3 Question three.

Pause for 3 seconds.

Who is going to bring an umbrella?

Pause for 5 seconds.

Orla said, ‘Of course I’ll bring my swimsuit too … I want to go swimming’.

‘So do I’, said Edgar, ‘there’s a big lake near my granny’s house. I’ll go there with my cousins’.

4 Question four.

Pause for 3 seconds.

Who would like to go swimming?

Pause for 5 seconds.

‘And I’m going to eat fish and chips every day’, Orla said.

‘I don’t like chips’, said Edgar, ‘but I’ll eat lots of cake ‘cause my granny is a great cook’.

5 Question five.

Pause for 3 seconds.

Who will eat chips?

Pause for 5 seconds.

‘Lucky you’, said Orla, ‘well, my dad will buy me ice-cream … and then I’ll go and buy some presents for my friends’.

And Edgar said, ‘Me too … I’ll bring lots of nice things back’.

6 Question six.

Pause for 3 seconds.

Who will buy some presents?

Pause for 5 seconds.
Now listen to Edgar and Orla again.
Then listen to the questions once more and check your answers.

‘Orla, are you going anywhere this summer?’ asked Edgar.
‘Yeah, I’m going to the seaside. What about you?’ replied Orla.
‘I’m going to spend the whole summer with my granny,’ said Edgar.
‘That’s very nice’, said Orla.

Edgar explained, ‘Well my granny lives really far away, so I’ll have to go by plane’.
‘Wow, I love aeroplanes!’ said Orla. ‘But this year, we’re only going by car’.
‘Edgar said, ‘Bet you’ve got lots of packing to do, though’.
‘Yeah, I’m bringing all my summer clothes’, said Orla, ‘but I’ll pack an umbrella just in case it rains’.
‘Mmm … I’m only taking light clothes ‘cause it’ll be very hot’, Edgar replied.

Orla said, ‘Of course I’ll bring my swimsuit too … I want to go swimming’.
‘So do I,’ said Edgar, ‘there’s a big lake near my granny’s house. I’ll go there with my cousins’.
‘And I’m going to eat fish and chips every day’, Orla said.
‘I don’t like chips’, said Edgar, ‘but I’ll eat lots of cake ‘cause my granny is a great cook’.
‘Lucky you’, said Orla, ‘well, my dad will buy me ice-cream … and then I’ll go and buy some presents for my friends’.

Edgar said, ‘Me too … I’ll bring lots of nice things back’.

Question 1 is the example question.

Question one: Who is going to the seaside?

Now look at your answers.

Question two: Who is going to travel by aeroplane?

Pause for 3 seconds.

Question three: Who is going to bring an umbrella?

Pause for 3 seconds.

Question four: Who would like to go swimming?

Pause for 3 seconds.

Question five: Who will eat chips?

Pause for 3 seconds.

Question six: Who will buy some presents?

Pause for 3 seconds.

Tell pupils to finish now.
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Placement: LISTENING

CORRECTION    KEY

A1 (i)  1. ball
         2. rabbit
         3. hat
         4. car
         5. ice-cream
         6. book

A1 (ii) 1. ball
         2. hat
         3. juice
         4. rabbit
         5. car
         6. television

A1 (iii) 1. ball
          2. juice
          3. book
          4. television
          5. rabbit
          6. ice-cream

A2 (i)  1. heart around girl painting fish
         2. circle around teacher
         3. triangle around boy wearing glasses
         4. square around pencil box on front table
         5. diamond around girl with red hair at front table
         6. rectangle around telephone on wall

A2 (ii) 1. boy with blond hair and white T-shirt
         2. girl with white sweatshirt and red shorts
         3. boy with white trousers and red T-shirt
         4. boy with stripy jumper and blue trousers
         5. girl with spotty T-shirt and pink skirt
         6. girl with pink coat and hat
A2 (iii) 1. yellow house with three windows  
   2. white post office  
   3. tall grey apartment with green roof  
   4. pink shop with yellow door  
   5. yellow house with five windows  
   6. grey school with flat roof

B1 (i) 1. park  
   2. bakery  
   3. friends  
   4. slide  
   5. feed the birds  
   6. autumn

B1 (ii) 1. boy waking up  
   2. boy making bed  
   3. fruit and vegetable shop  
   4. sandwich  
   5. computer  
   6. radio

B1 (iii) 1. Orla  
   2. Edgar  
   3. Orla  
   4. Edgar and Orla  
   5. Orla  
   6. Edgar and Orla
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**Placement: LISTENING**

**Scoring and rating**
Total of 15 questions per level. One point for each correct answer.

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<thead>
<tr>
<th>Pupil’s total score at any one level</th>
<th>Pupil’s proficiency (level of test)</th>
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<tbody>
<tr>
<td>0–7</td>
<td>A1.1 or A2.1 or B1.1</td>
<td>Continue at this level.</td>
</tr>
<tr>
<td>8–12</td>
<td>A1.2 or A2.2 or B1.2</td>
<td>Continue at this level.</td>
</tr>
<tr>
<td>13–15</td>
<td>A1.3 or A2.3</td>
<td>Progress to the next level. From A1 to A2 or from A2 to B1.</td>
</tr>
<tr>
<td>13–15</td>
<td>B1.3</td>
<td>Pupil has reached the objective of language support. When this has been reached for all 4 skills, the pupil is ready for full integration into the mainstream.</td>
</tr>
</tbody>
</table>
Placement: LISTENING

A1. (i)
Primary School Assessment Kit

Placement: LISTENING

A1. (ii)
Primary School Assessment Kit

Placement: LISTENING

A1. (iii)
Primary School Assessment Kit

Placement: LISTENING

A2. (i)

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Primary School Assessment Kit

Placement: LISTENING

A2. (ii)
### Placement: LISTENING

**B1. (i)**

<table>
<thead>
<tr>
<th></th>
<th>![Image 1]</th>
<th>![Image 2]</th>
<th>![Image 3]</th>
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<tbody>
<tr>
<td>2.</td>
<td>![Image 7]</td>
<td>![Image 8]</td>
<td>![Image 9]</td>
</tr>
<tr>
<td>5.</td>
<td>![Image 16]</td>
<td>![Image 17]</td>
<td>![Image 18]</td>
</tr>
</tbody>
</table>
Primary School Assessment Kit

Placement: LISTENING

B1. (ii)

1
2
3
4
5
6
Primary School Assessment Kit

Placement: LISTENING

B1. (iii)

<p>| | | | |</p>
<table>
<thead>
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</thead>
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<td>1.</td>
<td><img src="image1" alt="Image of sun and starfish" /></td>
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<tr>
<td>2.</td>
<td><img src="image2" alt="Image of airplane" /></td>
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<tr>
<td>3.</td>
<td><img src="image3" alt="Image of umbrella" /></td>
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</tr>
<tr>
<td>4.</td>
<td><img src="image4" alt="Image of children playing" /></td>
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</tr>
<tr>
<td>5.</td>
<td><img src="image5" alt="Image of meal" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td><img src="image6" alt="Image of gift" /></td>
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</tbody>
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