Primary School Assessment Kit

Set 3: Writing

Notes for teachers

- At levels A1 and A2 assessment is based on picture prompts.

- An example is provided on each A1 and A2 sheet.

- If necessary, teachers may provide support (non-verbal or verbal) in order to ensure that pupils understand fully the requirements of each stage. For example, the teacher may hold up a test sheet, indicate the sample answer and indicate that the pupil should write his/her answers on the blank lines provided.

- At level B1 the test requires free writing.

- Level B1 is scored in relation to descriptors for writing at this level.
Primary School Assessment Kit

Set 3: WRITING A1
Write the correct word under each picture.
Use the words in the box.
There are 2 extra words.

1. footballer
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________

hairdresser  waiter  teacher
plumber  artist  baker
dentist  shopkeeper  dancer
footballer  gardener  pilot
Set 3: WRITING   A2. (i)   Junior Primary

The pictures show people working on a building site.

Write a sentence for each picture by putting the words in the correct order.

1. red a drives tractor he
   
   He drives a red tractor.

2. pipe are they heavy a carrying
   
   ________________________________

3. to wood has she fix the
   
   ________________________________

3. hole his deep a digger made
   
   ________________________________
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Set 3: WRITING  A2. (ii)  Junior Primary

Look at this picture and finish the sentences.
There is a space for each missing word.

1. This restaurant has four tables and eight chairs.

2. One woman _____ drinking a glass _____ orange juice.

3. There _____ flowers _____ all the tables.

4. The _____ makes the food _____ the kitchen.
Set 3: WRITING A2. (i) Senior Primary

The pictures show people working on a building site.
Write a sentence for each picture by putting the words in the correct order.

1. red a drives tractor he
   He drives a red tractor.

2. new a building is house he
   ______________________________

3. pipe are they heavy a carrying
   ______________________________

4. to wood has she fix the
   ______________________________

5. up the climb he ladder must
   ______________________________

6. lots lift her things can of crane
   ______________________________

7. hole his deep a digger made
   ______________________________
Primary School Assessment Kit

Set 3: WRITING   A2. (ii)   (Senior Primary)

Look at this picture and finish the sentences.
There is a space for each missing word.

1. This restaurant has four **tables** and eight **chairs**.

2. One woman _____ drinking a glass _____ orange juice.

3. There _____ flowers _____ all the tables.

4. The _____ makes the food _____ the kitchen.

5. The girl with white trousers _____ to _____ for her lunch.

6. The man with the teapot _____ tea _____ the cups.

7. There is _____ sitting _____ the table with three chairs.
Set 3: WRITING   B1   Junior Primary

Write about a person who has helped you.
   What is this person’s job?
   How did this person help you?
   How did you feel at that time?

Use lots of the words you know
Write 5 sentences.

Someone who helped me

_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________

_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________
Think about a person who has helped you.
When did this person help you?
Where did this person help you?
How did this person help you?
How did you feel at that time?

Write a letter to thank this person for helping you.
Write clearly, using lots of different words.
Write as much as you can.

Dear __________________,

__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

Yours,

___________
Primary School Assessment Kit

Set 3: WRITING

CORRECTION KEY

A1. 1. footballer
   2. baker
   3. gardener
   4. dancer
   5. pilot
   6. hairdresser
   7. plumber
   8. dentist
   9. waiter
  10. artist

Junior primary

A2. (i) 1. He drives a red tractor.
   2. They are carrying a heavy pipe.
   3. She has to fix the wood.
   4. His digger made a deep hole.

(Anticipated responses)

A2. (ii) 1. This restaurant has four tables and eight chairs.
   2. One woman is drinking a glass of juice.
   3. There are flowers on the tables.
   4. The chef/cook makes the food in the kitchen.

Senior primary

A2. (i) 1. He drives a red tractor.
   2. He is building a new house.
   3. They are carrying a heavy pipe.
   4. She has to fix the wood.
   5. He must climb up the ladder.
   6. Her crane can lift lots of things.
   7. His digger made a deep hole.

(Anticipated responses)

A2. (ii) 1. This restaurant has four tables and eight chairs.
   2. One woman is drinking a glass of juice.
   3. There are flowers on the tables.
   4. The chef/cook makes the food in the kitchen.
   5. The girl with white trousers has to pay for her lunch.
   6. The man with the teapot pours tea into the cups.
   7. There is nobody/no-one sitting at the table with three chairs.
Junior primary
(Possible response)

B1. SOMEONE WHO HELPED ME

The doctor helped me when I was sick.
I had a very bad cold.
My mum took me to the doctor.
She told me to take some medicine.
I felt a lot better.

Senior primary
(Possible response)

B1.

1st June 2005

Dear Mr. Mc Donald,

Thank you for showing me around your farm last week. I was glad that we went there for our school trip. I really loved seeing the animals and learning about them. The best thing for me was feeding the lambs. Thank you for telling me what to do. I felt very excited because I had never fed a baby animal before. Thank you for showing us the horses as well. They are beautiful. I would like to visit your farm again some day.

Yours,

Maya
Set 3: WRITING

Scoring and rating

Level A1

Put tick in correct box.

<table>
<thead>
<tr>
<th>Points</th>
<th>Vocabulary incorrect</th>
<th>Vocabulary correct Spelling inaccurate</th>
<th>Vocabulary correct Spelling accurate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>baker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gardener</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dancer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pilot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hairdresser</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>plumber</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dentist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>waiter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>artist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pupil's total score | Level | The next stage
---|-------|-----------------|
0-8 | A1.1  | Continue at this level
9-15| A1.2  | Continue at this level
16-18| A1.3  | Progress to level A2
**Primary School Assessment Kit**

**Level A2. (i)  Junior Primary**

Put tick in correct box.

<table>
<thead>
<tr>
<th>Points</th>
<th>Correct vocabulary (both words)</th>
<th>Spelling accurate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

They are carrying a heavy pipe.
She has to fix the wood.
His digger made a deep hole.

**Total scores**

Overall **TOTAL**

**Level A2. (ii)  Junior Primary**

Put tick in correct box.

<table>
<thead>
<tr>
<th>Points</th>
<th>Correct vocabulary (both words)</th>
<th>Spelling accurate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

is of
are on
chef/cook in

**Total scores**

Overall **TOTAL**

Maximum of 12 points at level A2.

Rating pupils’ performance:

<table>
<thead>
<tr>
<th>Pupil’s total score</th>
<th>Level</th>
<th>The next stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–5</td>
<td>A2.1</td>
<td>Continue at this level</td>
</tr>
<tr>
<td>6–10</td>
<td>A2.2</td>
<td>Continue at this level</td>
</tr>
<tr>
<td>11–12</td>
<td>A2.3</td>
<td>Progress to level B1</td>
</tr>
</tbody>
</table>
Level A2. (i) Senior Primary

Put tick in correct box.

<table>
<thead>
<tr>
<th>Points</th>
<th>Word order correct</th>
<th>Punctuation and spelling correct (capital and full stop)</th>
</tr>
</thead>
<tbody>
<tr>
<td>He is building a new house.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>They are carrying a heavy pipe.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She has to fix the wood.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He must climb up the ladder.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Her crane can lift lots of things.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>His digger made a deep hole.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL scores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Level A2. (ii) Senior Primary

Put tick in correct box.

<table>
<thead>
<tr>
<th>Points</th>
<th>Correct vocabulary (both words)</th>
<th>Spelling accurate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipated responses</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>is</td>
<td>of</td>
<td></td>
</tr>
<tr>
<td>are</td>
<td>on</td>
<td></td>
</tr>
<tr>
<td>chef/cook</td>
<td>in</td>
<td></td>
</tr>
<tr>
<td>has</td>
<td>pay</td>
<td></td>
</tr>
<tr>
<td>pours</td>
<td>into</td>
<td></td>
</tr>
<tr>
<td>nobody/no one</td>
<td>at</td>
<td></td>
</tr>
<tr>
<td>TOTAL scores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Primary School Assessment Kit

**Maximum of 24 points at Level A2.**
**Rating pupils' performance:**

<table>
<thead>
<tr>
<th>Pupil's total score</th>
<th>Level</th>
<th>The next stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–11</td>
<td>A2.1</td>
<td>Continue at this level</td>
</tr>
<tr>
<td>12–20</td>
<td>A2.2</td>
<td>Continue at this level</td>
</tr>
<tr>
<td>21–24</td>
<td>A2.3</td>
<td>Progress to level B1</td>
</tr>
</tbody>
</table>

### Level B1  Junior and Senior Primary

<table>
<thead>
<tr>
<th>Category of competence</th>
<th>B1.1 = 1 point</th>
<th>B1.2 = 2 points</th>
<th>B1.3 = 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Can use a small amount of vocabulary additional to basic items *</td>
<td>* Can use an increasing amount of vocabulary additional to basic items *</td>
<td>* Can use a lot of vocabulary additional to basic items *</td>
</tr>
<tr>
<td></td>
<td>* Does not yet combine and extend vocabulary in free writing *</td>
<td>* Begins to combine and extend vocabulary in free writing *</td>
<td>* Confidently combines and extends vocabulary in free writing *</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Uses a small range of grammatical structures makes errors but can sometimes correct them when they are pointed out *</td>
<td>* Uses an increasing range of grammatical structures with growing control of tenses, pronouns, prepositions, word order, etc. *</td>
<td>* Uses a wide range of grammatical structures with confidence and control *</td>
</tr>
<tr>
<td></td>
<td>* Errors remain in some areas *</td>
<td></td>
<td>* Errors generally confined to attempts to use new or unfamiliar patterns *</td>
</tr>
<tr>
<td>Handwriting, spelling and punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>* Can write short connected sentences, but spelling and punctuation are inaccurate *</td>
<td>* Can write short connected sentences with minor errors of layout, punctuation and capitals *</td>
<td>* Can write short connected sentences with generally accurate layout, punctuation and capitals *</td>
</tr>
</tbody>
</table>

Put tick in correct box.

<table>
<thead>
<tr>
<th>Category of competence</th>
<th>B1.1 = 1 point</th>
<th>B1.2 = 2 points</th>
<th>B1.3 = 3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handwriting, spelling and punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Maximum of 9 points at level B1.
Rating pupils’ performance:

<table>
<thead>
<tr>
<th>Pupil’s total score</th>
<th>Level</th>
<th>The next stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–4</td>
<td>B1.1</td>
<td>Continue at this level</td>
</tr>
<tr>
<td>5–7</td>
<td>B1.2</td>
<td>Continue at this level</td>
</tr>
<tr>
<td>8–9</td>
<td>B1.3</td>
<td>Pupil has reached the objective of language support.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>When this has been reached for all 4 skills, the pupil is</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ready for full integration into the mainstream.</td>
</tr>
</tbody>
</table>