

MINISTRY FOR EDUCATION

Literacy Assessment

for Year Three primary students

Scholastic year 2020 – 2021

Guidelines

Task A: Word Matching Task

Task B: Sentence Matching Task

Task C: English Word Spelling Task

Task D: English Comprehension Task

Task E: English Writing Task

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Literacy Assessment and Learning Outcomes Level 4

1. **'I can identify various patterns in written language and can apply these patterns to my reading and writing' (p.7).**

Task D – Comprehension task

2. **'I can use my emergent writing skills for entertainment, communication, documentation or information purposes' (p.7).**

Task E – The English writing task

3. **'I can use some basic print conventions in my writing e.g. directionality, word spacing, capitalization etc.' (p.7).**

Task E – The English writing task

4. **'I can create my own text which I can explain and elaborate on in multiple ways' (p.7).**

Task E – The English writing task

Literacy Assessment and Learning Outcomes Level 5

1. **'I can read silently on my own and demonstrate understanding' (p.7).**

Task A – Word matching task

Task B – Sentence matching task

2. **'I can use a range of strategies to aid comprehension and find the required information in the text' (p. 7).**

Task D – Comprehension task

3. **'I can use various strategies to spell correctly' (p. 9).**

Task C – The English spelling task

4. **'I can write a paragraph appropriately for an audience and with a purpose' (p. 9).**

Task E – The English writing task

References:

<http://www.schoolslearningoutcomes.edu.mt/en/subjects/english>

https://curriculum.gov.mt/en/new_syllabi/Documents/Yr03_to_Yr06_English/English_yr03_Supporting_Document_for_Yr03_Teachers_2019_2020.pdf

Before starting the assessment

- 1. This assessment should be done in two parts:
Students are to work on exercises A to C. Then there should be a 30-minute break. After the break students work on exercises D and E.**
- 2. Distribute a folder to each child.**
- 3. Tell each child to write their name, surname, class and school on the label on the front of the folder and on the first page in the folder.**

When they are ready, you may start the assessment.

Task A - Word Matching Task

The aim of this task is for the teacher to assess the students' ability to read and understand individual words.

Procedures for the administration of *The Word Matching Task*

Task is to be administered as a whole class.

1. Ask the students to find Task A - Word Matching Student's sheet from their folder.

2. Ask the learners to look at the sheet with a set of pictures and words.

Tell the students:

'Look at the picture. Read the three words next to the picture and circle the word which matches the picture.'

Do not read out any of the words on the sheet.

Students are to read the words by themselves and in silence.

At the end of this task ask the students to put the task sheet back into their folder.

Time allotted for this task is 5 minutes.

Total mark for this task is 5 marks.


A




Task A – Word Matching Task


Read the words and circle the one which matches the picture.

The first one has been done for you.

0.  **woman** man worm

1.  hat hen chin

2.  duck drink desk

3.  sick brick stick

4.  hamster mouse house

5.  rat rabbit robot

Task B – Sentence Matching Task

The aim of this task is for the teacher to assess the students' ability to read and understand sentences.

Procedures for the administration of *The Sentence Matching Task*

Task is to be administered as a whole class.

1. Ask the students to find Task B - Sentence Matching Student's sheet from their folder.
2. Ask the students to look at the sheet with a set of pictures and sentences.

Tell the students:

'Look at the picture. Read the three sentences next to the picture and tick the sentence which matches the picture.'

Do not read out any of the sentences on the sheet.

Students are to read the words by themselves and in silence.

At the end of this task ask the students to put the task sheet back into their folder.

Time allotted for this task is 10 minutes.




Total mark for this task is 5 marks.




B



Task B – Sentence Matching Task

Read the sentences and tick (✓) the one which matches the picture. The first one has been done for you.

0.		<input type="checkbox"/>	The children are playing.
		<input checked="" type="checkbox"/>	The children are reading a book.
		<input type="checkbox"/>	The child is writing a story.
1.		<input type="checkbox"/>	The cat is playing.
		<input type="checkbox"/>	The cat is eating.
		<input type="checkbox"/>	The cat is sleeping.
2.		<input type="checkbox"/>	The girl is singing.
		<input type="checkbox"/>	The girl is painting a flower.
		<input type="checkbox"/>	The girl is painting a fish.

3.		The girl is putting some books on the table.
		The girl is putting the broom on the table.
		The girl is putting some books in her bag.
4.		The bowl is full of vegetables.
		The bowl is full of fruit.
		The bowl is full of sweets.
5.		The ball is on the armchair.
		The slippers are under the armchair.
		The dog is on the armchair.

Task C - The English Word Spelling Task

The aim of this task is for the teacher to check the students' ability to spell and write words with different sound patterns.

Procedures for the administration of *The English Word Spelling Task*

Task is to be administered as a whole class.

1. Ask the students to find Task C - Word Spelling Student's Sheet from their folder.
2. Tell the class that they will write a number of words on the paper given. They will write each word next to the number in the box.

Tell the students:

- *'I am going to ask you to write down some words.'*
- *'I would like you to listen very carefully.'*
- *'I will first say the word on its own, then say it in a sentence and after I will say the word again.'*
For example: 'cake'. 'My mother is baking a cake. Write the word cake'
- Proceed to read out **each word** slowly and carefully, read out the sentence given and then repeat the word (refer to document titled – Word Spelling Task - Teacher's Sheet).
'Number 1. On. The book is on the table. Write 'on'.
- Please check that the students are writing the word in its correct box.
- Should any child have difficulty with sound-symbol correspondence or cannot write any words correctly, encourage the child to write whatever is possible.
- When done, ask the students if they have left any boxes empty. If so, repeat the words and sentences as above.
- At the end of this task ask the students to put the task sheet back into their folder.

Time allotted for this task is 30 minutes.

Total mark for this task is 30 marks.

Task C – English Word Spelling Task – Teacher’s sheet

1.	in	The cake is in the oven.
2.	pig	The little pig built a house made of sticks.
3.	job	Dad started a new job today.
4.	sun	The sun is shining brightly.
5.	bat	We saw a bat in the cave.
6.	frog	There is a frog in the pond.
7.	to	We are going to school.
8.	chips	They had burgers and chips for lunch.
9.	best	He is the best at football.
10.	milk	I drink a glass of milk every day.
11.	go	We go shopping on Saturday.
12.	fish	We saw a lot of fish at the aquarium.
13.	belt	My grandpa likes to wear a belt.
14.	fall	Humpty Dumpty had a great fall.
15.	shelf	The book is on the shelf.
16.	deep	The sea is very deep.
17.	made	Mum made a cake for my birthday.
18.	farm	Jack works on a farm.
19.	when	When I grow up I want to be a teacher.
20.	she	This is Lisa. She is a doctor.
21.	have	I have a lot of books at home.
22.	like	Children like to eat chocolate.
23.	about	We read a story about a horse.
24.	they	These are Mark and David. They are brothers.
25.	handbag	The old lady lost her handbag.
26.	cupcake	Maria gave all the children in class a cupcake.
27.	looked	They looked at him as he left the room.
28.	sister	My sister is older than me.
29.	friend	She is my best friend.
30.	school	I go to school every day.

C



Task C – English Word Spelling Task – Student’s Sheet

Write down the words the teacher reads to you. Put one word in each box.		0. cake
1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.
16.	17.	18.
19.	20.	21.
22.	23.	24.
25.	26.	27.
28.	29.	30.

Task D – English Comprehension Task

The aim of this task is for the teacher to assess the students' ability to read and comprehend a text and answer questions about it.

Procedure for the administration of the Reading Comprehension Task

The Reading Comprehension Task is administered on a whole-class basis.

Procedures:

1. Ask the students to find Task D - Comprehension from their folder.

2. Tell the class:

'Look at the picture on your sheet. Read the passage and read the questions. Read the passage again and answer the questions. Pay attention to work all the exercises/questions A to C'

3. At the end of the time allotted inform the learners to stop writing and place their scripts in their folder.

4. Exercises A and B will carry one mark for each correct answer. In exercise C, questions 1, 2 and 4 will have one mark each and questions 3, 5 and 6 two marks each.

5. For the comprehension task spelling and writing mistakes will not be penalised provided that the words can be understood and are legible.

Time allotted for this task is 30 minutes.

Total mark for this task is 15 marks.

D

Task D – English Comprehension Task

Read the text and answer the questions below.

This is Tom. Tom is a vet and he works in a clinic. Every day, Tom wakes up at seven o'clock, has breakfast and sets off to work.



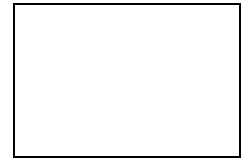
The clinic opens at 9 am and Tom starts seeing his patients.

Most of his patients are cats and dogs, but he even sees birds, rabbits and hamsters. Tom loves working with animals.

It is nice to be able to take care of animals and help them to keep healthy. When an animal is unwell, Tom gives it medicine to make it feel better.

Sometimes Tom gets a call to visit animals on a farm. Farmers do not take farm animals to the clinic. They call the vet and he visits them on the farm. Tom loves working with farm animals and he loves working with horses the most.

A. Look at the picture and underline the correct answer. The first one has been done for you.



0. Tom is (crying, smiling, sad).
1. Tom is a (teacher, chef, vet).
2. Tom is wearing a white (coat, vest, hat).
3. In the picture there is a (hamster, dog, horse).

B. Mark the following True (T) or False (F)
The first one has been done for you.

	True	False
0. Tom works in a school.		F
1. Tom treats only cats and dogs.		
2. Tom loves horses.		
3. Tom opens his clinic at 10 am.		

C. Answer the following questions

1. At what time does Tom wake up?

2. Where does Tom work?

3. Write down two animals found in the story.

4. What does Tom give to animals when they are unwell?

5. Farmers don't take farm animals to a vet's clinic. Why do you think the vet goes to the farm instead?

6. Would you like to be a vet? Why?

Task E - The English Writing Task

The aim of this task is for the teacher to assess the students' ability to write in English.

Procedures for Administration of *The English Writing Task*

The Writing Task is administered on a whole-class basis.

1. Ask the students to find Task E - English Writing Task from their folder.

2. Tell the class:

'I'm going to read out a writing prompt to you. The prompt will help you think about what you will write about. It is the same prompt you have printed on your paper. Then we are going to write a few sentences about it in English. We are going to write for 15 minutes. I am going to write too.'

3. Read out the prompt and clarify any vocabulary that the learners are not sure of.

4. Tell the class:

'Now we are going to write in English. If you do not know how to spell a word, try it out. We have 15 minutes in which to write. I will tell you when two minutes are left from the end. I'm going to read out the prompt again.'

5. Read out the prompt again and ask the learners to start writing.

6. Learners and administrator write their responses independently.

7. Should there be any learners who persist in trying to ask questions, the administrator should go quietly near the learners to encourage them to write independently.

8. Two minutes before the end of the time allotted inform the class by saying *'2 minutes left'*.

9. At the end of the time allotted inform the learners to stop writing and ask the students to place the scripts in their folder.

10. There will be 5 marks for each of the following aspects of writing:

Ideas, organisation, voice, word choice, sentence fluency and organisation.

11. When the testing is over, ask the students to put their folders in the box provided.

Time allotted for this task is 15 minutes.

Total mark for this task is 30 marks.

E

Task E - English Writing Task

Write about the things you enjoy doing the most when you are at home.

How do you spend your time?

What activities do you enjoy the most?

Who is with you?



Scoring Criteria for the English Writing Assessment

Writing Trait	
Ideas (5 marks)	
Organisation (5 marks)	
Voice (5 marks)	
Word choice (5 marks)	
Sentence fluency (5 marks)	
Conventions (5 marks)	
Total Mark:	

Remarks:

Answers:

Task A	<ol style="list-style-type: none"> 1. hen 2. desk 3. sick 4. house 5. rabbit <p style="text-align: right;">(1 mark each = 5 marks)</p>
Task B	<ol style="list-style-type: none"> 1. The cat is sleeping. 2. The girl is painting a flower. 3. The girl is putting some books on the table. 4. The bowl is full of fruit. 5. The dog is on the armchair. <p style="text-align: right;">(1 mark each = 5 marks)</p>
Task C	<p>Follow instructions on page 9 of the Guidelines.</p> <p style="text-align: right;">(30 marks)</p>
Task D	<p>A1: vet A2: coat A3: dog</p> <p style="text-align: right;">(1 mark each = 3 marks)</p>
	<p>B1: False B2: True B3: False</p> <p style="text-align: right;">(1 mark each = 3 marks)</p>
	<p>C1: Tom wakes up at seven o'clock. (1 mark)</p> <p>C2: Tom works in a clinic. (1 mark)</p> <p>C3: Any two of the following: (2 marks) cats/dogs/birds/rabbits/hamsters/horses</p> <p>C4: When animals are unwell Tom gives them medicine. (1 mark)</p> <p>C5: Some farm animals are too big to be taken to a vet's clinic. Accept any answers that make sense.</p> <p>C6. Accept any answers that make sense. (2 marks each = 4 marks)</p> <p>Spelling mistakes are not to be penalised in the comprehension provided the correct meaning is conveyed.</p> <p>Total mark for the English Comprehension Task is 15 marks.</p>
Task E	<p>Follow instructions on page 16 and the scoring criteria on page 18 of the Guidelines.</p> <p style="text-align: right;">(30 marks)</p>

Score Sheet – Summary

Name and surname: _____

Gender: _____

Date of birth: _____

Date: _____

School: _____

Class: _____

Teacher: _____

TASK	TITLE	MARK	REMARKS*		
			CL-1	CL-2	LO 5
Task A	Word Matching (5 marks)				
Task B	Sentence Matching (5 marks)				
Task C	Word Spelling (30 marks)				
Task D	Comprehension (15 marks)				
Task E	Ideas (5 marks)				
	Organisation (5 marks)				
	Voice (5 marks)				
	Word choice (5 marks)				
	Sentence fluency (5 marks)				
	Conventions (5 marks)				
	Task E Total (30 marks)				

***CL-1 – To work on checklist 1**

CL-2 – To work on checklist 2

LO 5 – Working towards Learning Outcome Level 5

Other remarks:

	To work on Checklist 1	To work on Checklist 2	Working towards Learning Outcome Level 5
Task A Word matching	0-2 correct	3-4 correct	5 correct
Task B Sentence matching	0-1 correct	2-4 correct	5 correct
Task C Word spelling	Up to 8 correct	9-22 correct	23-30 correct
Task D Comprehension	0-3 marks	4-10 marks	11-15 marks
Task E Writing	0-6 marks	7-14 marks	15-30 marks