

MINISTRY FOR EDUCATION

Literacy Assessment

for Year Three primary students

Second Session

Guidelines for Teachers

Task A: Word Matching Task

Task B: Sentence Matching Task

Task C: Word Spelling Task

Task D: Comprehension Task

Task E: Writing Task

**The Heads of Department Literacy
and the National Literacy Agency**

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 out exercises A, B and C. Then there should be a short break. After the break students work out exercises D and E.
2. Distribute a plastic folder containing the script to each child.
3. Tell each child to write their name, surname, class and school on the front page of the script.
4. When they are ready, you may start the assessment.
5. Students with LSE support may do the assessment, provided that the support by the LSE is limited to the reading of the instructions for each exercise. If the support given is more than this, the LSE should indicate the type of support provided. However, please note that if the support provided goes beyond the reading of the instructions, the script will be marked but the score and level of competence will not be defined.

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** task on page 1 of the script.
2. Ask the learners to look at the page 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 page.

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

Time allotted for this task is 5 minutes.

Total mark for this task is 5 marks.

A

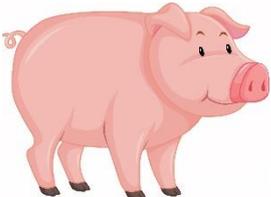


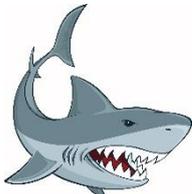
Task A – Word Matching Task.

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

The first one has been done for you.

0.  **woman** man worm

1.  pig pin pot

2.  park shark spark

3.  slug slip sleep

4.  snake rake snail

5.  tap tape trap

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** on page 2 of the script.

2. Ask the students to look at the page 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 page.

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

Point out to the students that Task B starts on page 2 and continues on page 3.

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 rabbit is sleeping.
		<input checked="" type="checkbox"/>	The rabbit is eating.
		<input type="checkbox"/>	The rabbit is running.
1.		<input type="checkbox"/>	The frog is sleeping.
		<input type="checkbox"/>	The frog is jumping.
		<input type="checkbox"/>	The frog is sitting.
2.		<input type="checkbox"/>	He is selling fresh fish.
		<input type="checkbox"/>	He is selling fresh bread.
		<input type="checkbox"/>	She is selling fresh flowers.
3.		<input type="checkbox"/>	The box is full of sand.
		<input type="checkbox"/>	The bucket is full of stones.
		<input type="checkbox"/>	The bucket is full of sand.
4.		<input type="checkbox"/>	The children are driving a car.
		<input type="checkbox"/>	Jan and Pam are flying a kite.
		<input type="checkbox"/>	The children are riding a bike.
5.		<input type="checkbox"/>	The farmer has a goat and a dog.
		<input type="checkbox"/>	The farmer has a horse and a goat.
		<input type="checkbox"/>	The farmer has a horse and a dog.

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** on page 4 of the script.
2. Tell the class that they will write a number of words on page 4. 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 shelf. Write the word '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.

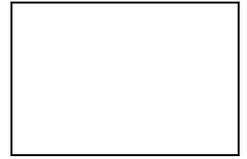
Time allotted for this task is 30 minutes.

Total mark for this task is 30 marks.

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

1.	on	The book is on the shelf.
2.	sit	You can all sit down.
3.	fox	The fox is a clever animal.
4.	jug	The water jug is empty.
5.	hat	I wear a hat on sunny days.
6.	clap	We clap our hands to the beat.
7.	do	They can do all the work.
8.	chest	The pirates found a treasure chest.
9.	pond	The fish are swimming in the pond.
10.	help	We like to help each other.
11.	he	This is Sam and he is my brother.
12.	wish	Make a wish before you blow the candles.
13.	fast	A sports car is very fast.
14.	tall	The tall man stood at the back row.
15.	shark	Jim has never seen a real shark.
16.	keep	I keep the keys in my pocket.
17.	take	You can take one of the pencils.
18.	bird	I can hear a bird chirping in the trees.
19.	why	Why is she crying?
20.	you	I will call you later.
21.	was	She was looking at the mirror.
22.	bike	Anne is learning to ride a bike.
23.	goes	The girl goes to school by bus.
24.	there	The dog is over there.
25.	rainbow	There are seven colours in the rainbow.
26.	bookmark	He keeps a bookmark in his books.
27.	cooked	Grandma cooked a delicious meal for us.
28.	only	My sister is only one year old.
29.	always	She is always late for school.
30.	because	We did not go out because it was raining.

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.

Procedures for the administration of the *Reading Comprehension Task*:

The Reading Comprehension Task is administered as a whole class.

1. Ask the students to find **Task D – Comprehension** on pages 5 and 6 of the script.
The text is on a loose sheet in the centre of the script.

2. Tell the class:

'Look at the picture on your sheet and read the passage. Then read the exercises and questions on pages 5 and 6 of your paper. Read the passage again and answer the questions. Make sure you work all the exercises and questions.'

3. At the end of the time allotted inform the learners to stop writing.
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. Questions 3, 5 and 6 will have 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 below.

This is Kate. She is a Year 3 teacher. Kate is young and smart.



Every day Kate wakes up at six o'clock, has breakfast and takes her dog out for a

walk. Then she takes a shower and gets ready for school. It takes her ten minutes to walk to school. School starts at eight o'clock.

Kate is a hardworking teacher and all the students at school love her. During break time Kate organises a spelling club. Students who join this club can play spelling games such as Scrabble and Hangman. This club is very popular at school.

After school, Kate goes home and starts correcting students' work. She also prepares lessons and activities for her students. Kate loves her job and she wouldn't change it for anything.

D



Task D – English Comprehension Task.

A. Look at the picture and underline the correct answer.

The first one has been done for you.

0. Kate is wearing (a skirt, trousers, shorts).
1. Kate is a (doctor, lawyer, teacher).
2. Kate has (short, long, curly) hair.
3. I can see (three, four, five) students.

B. Put a circle around True or False.

The first one has been done for you.

- | | | |
|--|------|--------------|
| 0. School starts at nine o'clock. | True | <u>False</u> |
| 1. Kate has a dog at home. | True | False |
| 2. Kate goes to school by car. | True | False |
| 3. Many students like the spelling club. | True | False |

C. Answer the following questions:

1. At what time does Kate wake up?

2. Where does Kate work?

3. Mention **two** things Kate does before she goes to work.

4. What does Kate do during break?

5. Why do you think all the students love Kate? Give **two** reasons.

6. Would you like to become a teacher? 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 as a whole class.

1. Ask the students to find **Task E - English Writing Task** on the last page of the script.

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 you are going to write a few sentences about it in English. You 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 you are going to write in English. If you do not know how to spell a word, try it out. You 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.
Should you need more paper on which to write, use the lined paper on the other side of the comprehension passage.
Please note that you do not have to colour the picture.'*

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 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.

10. When the testing is over, ask the students to put their script in the plastic folder with their name showing at the front.

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

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

Time allotted for this task is 15 minutes.

Total mark for this task is 30 marks.

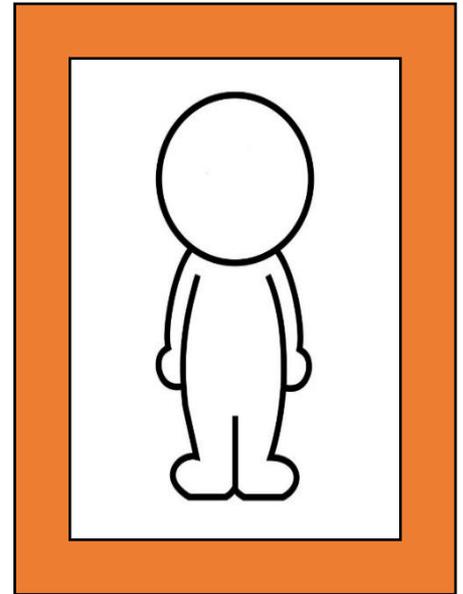
E

Task E - English Writing Task.

Write about your favourite person.

These questions can help you:

- Who is your favourite person?
- What does he or she look like?
- What does he or she like to do?
- Why is he or she your favourite person?



My favourite person
