



MINISTRY FOR EDUCATION

# **Literacy Assessment**

for Year Four 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](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.

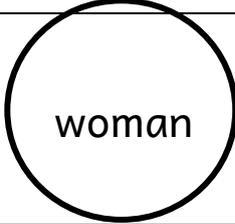
# A



## 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.   man worm

1.  room moon broom

2.  round cloud found

3.  water waiter weather

4.  people paper parrot

5.  children could child

## 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 girl is playing the piano.
		<input type="checkbox"/>	The girl is playing the guitar.
		<input type="checkbox"/>	The girl is playing the violin.
2.		<input type="checkbox"/>	The weather is hot and sunny.
		<input type="checkbox"/>	The weather is cold and rainy.
		<input type="checkbox"/>	The weather is very windy .

3.			The cubs are drinking.
			The cubs are sleeping.
			The cubs are playing.
4.			The street is empty.
			The street is full of people.
			The airport is empty.
5.			Some boats are fast on water.
			Some planes are very big and have room for 100 people.
			Some planes can land on water.

## 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.	on	The book is on the table.
2.	big	They live in a very big house.
3.	not	That boy is not his brother.
4.	but	He likes to eat fruit, but he doesn't like vegetables.
5.	pet	I wish I had a pet at home.
6.	flag	There is a pirate flag on the boat.
7.	truck	He likes to play with his toy truck.
8.	no	We asked her to play with us but she said no.
9.	chin	The boy fell and hurt his chin.
10.	left	They left home late.
11.	must	You must wash your hands regularly.
12.	does	She does a lot of voluntary work.
13.	crush	You need to crush the biscuits well.
14.	milk	They drink a lot of milk every day.
15.	tall	Her sister is very tall.
16.	shout	The children in the class next to us shout a lot.
17.	outside	We met outside the school.
18.	round	The thief was hiding round the corner.
19.	soil	They planted the seeds in the soil.
20.	there	I put the money over there but someone took it.
21.	cowboy	The film was about a cowboy and his horse.
22.	butterfly	There is a beautiful butterfly in the garden.
23.	carpet	Please don't step on the carpet.
24.	farmer	The farmer works very hard.
25.	Wednesday	The match will take place on Wednesday afternoon.
26.	with	I am going to a restaurant with my parents.
27.	knew	I knew you were going to win the race.
28.	people	There were a lot of people in the streets.
29.	mother	My mother is baking a cake.
30.	children	The children in my class are very friendly.

# 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 the Comprehension Task D 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.'*

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, 3 and 4 will have one mark each and questions 2, 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 marks for this task is 15 marks.**

# D

## Task D – English Comprehension Task

Read the text and answer the questions below.



Max is a dog. Max is not just a pet. He is a guide dog. Max has been trained to help his owner Sue to live on her own. Even Sue needed training to work with Max. Max and Sue need to work as a team.

Sue lost her eyesight when she was twenty years old. She is blind. Max helps Sue with a lot of everyday things such as crossing the road and closing a door. He also picks up things, turns the lights on and off, gets Sue's mobile phone and barks for help.

When they go out, Max is allowed to go into places such as restaurants, shops, buses and other places where dogs are not usually allowed. Sue loves Max and every evening she gives him treats as a thank you for helping her out.

Dogs help people in many ways. Some dogs are trained to help the police and others are trained to help with search and rescue. Dogs sometimes risk their own lives to save ours. So let's make sure we look after our brave and amazing friends.



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

The first one has been done for you.

- 0. The story is about Max the (cat, elephant, dog).
- 1. The dog in the picture works as a (rescue, police, guide) dog.
- 2. The dog is (working, sleeping, drinking).
- 3. The dog is wearing a (collar, scarf, harness).

**B. Mark the following True (T) or False (F).**

The first one has been done for you.

	True	False
0. Max is a very small dog.		F
1. Max helps Sue to live on her own.		
2. Sue and Max have to work as a team.		
3. Max helps Sue to wash the dishes.		

**C. Answer the following questions**

- 1. What happened to Sue when she was twenty years old?

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2. Mention two ways in which Max helps Sue.

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3. Why did Sue and Max need training?

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4. Why is Max allowed in shops and other dogs are not?

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5. Sue is very fond of Max. How do we know?

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6. Dogs help people in many ways. Apart from working as guide dogs, mention two ways in which dogs help people.

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## 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 two writing prompts to you. The prompts will help you think about what you will write about. They are the same prompts you have printed on your paper. Then you are going to choose **ONE** prompt and 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. You have an extra sheet of lined paper if you need more space where to write. 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 Assessment

Choose title A or B

A. Imagine you are the teacher of your class for a day.

What will you do?

What lessons will you teach?

Is there anything special you will do on that day?



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## 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)	
<b>Total Mark:</b>	

**Remarks:**

## Answers:

<b>Task A</b>	<ol style="list-style-type: none"> <li>1. moon</li> <li>2. cloud</li> <li>3. waiter</li> <li>4. parrot</li> <li>5. children</li> </ol> <p style="text-align: right;">(1 mark each = 5 marks)</p>
<b>Task B</b>	<ol style="list-style-type: none"> <li>1. The girl is playing the piano.</li> <li>2. The weather is very windy.</li> <li>3. The cubs are playing.</li> <li>4. The street is empty.</li> <li>5. Some planes can land on water.</li> </ol> <p style="text-align: right;">(1 mark each = 5 marks)</p>
<b>Task C</b>	<p>Follow instructions on page 9 of the Guidelines.</p> <p style="text-align: right;">(30 marks)</p>
<b>Task D</b>	<p>A1: guide A2: working A3: harness</p> <p style="text-align: right;">(1 mark each = 3 marks)</p>
	<p>B1: True B2: True B3: False</p> <p style="text-align: right;">(1 mark each = 3 marks)</p>
	<p>C1: Sue lost her eyesight. (1 mark)</p> <p>C2: Any two of the following: He helps her cross the road/closes doors/picks up things/turns the light on and off/gets the mobile/barks for help. (2 marks)</p> <p>C3: Because they need to work as a team. (1 mark)</p> <p>C4: Because he is a guide dog. (1 mark)</p> <p>C5: Accept any other answers that make sense. (2 marks)</p> <p>C6. Accept any answers that make sense. (2 marks)</p> <p>Spelling mistakes are not to be penalised in the comprehension provided the correct meaning is conveyed.</p> <p>Total marks for the English Comprehension Task is 15 marks.</p>
<b>Task E</b>	<p>Follow instructions on page 17 and the scoring criteria on page 21 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
<b>Task A</b>	Word Matching (5 marks)				
<b>Task B</b>	Sentence Matching (5 marks)				
<b>Task C</b>	Word Spelling (30 marks)				
<b>Task D</b>	Comprehension (15 marks)				
<b>Task E</b>	Ideas (5 marks)				
	Organisation (5 marks)				
	Voice (5 marks)				
	Word choice (5 marks)				
	Sentence fluency (5 marks)				
	Conventions (5 marks)				
	<b>Task E Total (30 marks)</b>				

\*CL-1 – To work on checklist 1

CL-2 – To work on checklist 2

LO 5 – Working towards Learning Outcome Level 5

**Other remarks:**

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