

## Foreword

The tests of English language proficiency presented in this book were developed by Integrate Ireland Language and Training (David Little, Barbara Lazenby Simpson, Bronagh Finnegan Čatibusič) with the help of language support teachers working in primary schools around the country. The tests are based on IILT's English Language Proficiency Benchmarks (revised version, September 2003), the three levels of which correspond to the three proficiency levels (1, 2 and 3) formerly required by the Department of Education and Science in applications for language support. The benchmarks specify what pupils should be able to do in English at each level and thus reflect the task-based approach to teaching and learning promoted by IILT. In designing the tests every effort has been made to select tasks that pupils encounter regularly in their language support classes and to design scoring procedures that will achieve accurate results provided the tests are administered strictly according to the instructions provided.

Draft tests were presented at in-service seminars for primary language support teachers as follows: *speaking* and *writing* in autumn 2004, *reading* in spring 2005, *listening* in autumn 2005. Each set of tests was piloted by some 50 language support teachers working in different parts of the country. Feedback indicated that most teachers found the tests easy to administer within the language support context, that the tests elicited an accurate representation of pupils' English language proficiency, and that taking the tests was a positive experience for both teachers and pupils. At the end of the piloting process the tests were revised on the basis of pupil performance and detailed feedback from teachers. A report on the piloting process is available on the IILT web site ([www.iilt.ie](http://www.iilt.ie)).

We acknowledge with gratitude the role played by language support teachers in the development of the tests. The feedback they gave us at in-service seminars and especially via the piloting process played a crucial role in determining the final form of the tests.

We are also grateful to the Educational Company of Ireland Limited and artists whose work they have used for permission to reproduce copyright material in some of the tests.

David Little, Barbara Lazenby Simpson, Bronagh Finnegan Čatibusič  
Integrate Ireland Language and Training  
August 2006

## Introduction

This pack contains three complete sets of tasks for English language assessment.

### **SET 1 Placement assessment**

This set is intended for use with pupils who have arrived in the school recently as the content of the tests is not dependent on any curriculum learning.

It is generally recommended that these tests are best applied some weeks after the pupil has begun language support in order to allow for a settling down period.

### **SET 2 Progress and achievement assessment including the themes: Myself, Our school, Colours, shapes and opposites**

### **SET 3 Progress and achievement assessment including the themes: People who help us, Myself, Our school, Colour, shapes and opposites, Transport and travel, The local and wider community**

Sets 2 and 3 are based on the Units of Work of the English Language Proficiency Benchmarks (see page 6) and include items related to thematic learning in language support class. These assessment tasks are suitable for use at any stage of language support, both to identify a pupil's progress and to identify when language support may be terminated.

### **Pupils changing schools**

In addition, Sets 2 and 3 are suitable for use with pupils who have transferred from another primary school and who have already received some language support.

### **Four skills**

As language proficiency for educational purposes is dependent on the appropriate development of four separate skills – listening, speaking, reading and writing – it is essential that assessment is carried out for all appropriate skills.

Assessment should take into consideration the capabilities of the peer group of native English-speaking pupils and be appropriate to age and class groupings.

### **Scoring and grading**

A sheet is provided for recording assessment (see page 18). All grading is carried out in relation to the three levels used in the English Language Proficiency Benchmarks – A1, A2 and B1.

The lowest level is A1 and, for newly arrived pupils with no existing English language proficiency, this level becomes the first teaching/learning target.

The highest level used in the language support programme is B1. When pupils are capable of performing in the assessment tasks at this level, and of achieving the scores indicated, then their full integration into mainstream learning is possible.

The levels A1, A2 and B1 reflect the first three levels of the six point scale of the Common European Framework of Reference for Languages (© Council of Europe). These three levels replace the levels 1, 2 and 3 which have been in use in schools to date. Previous level 1 becomes A1, level 2 becomes A2 and level 3 becomes B1.

In order to achieve an accurate assessment of a pupil's ability, each level has been subdivided into three sub levels. These three levels reflect the concept of the pupil's ability to 'do' a particular task – *with a lot of help, with a little help, and with no help.*

### **Pupil profile**

A sheet is provided for the development of an individual pupil profile of proficiency in English (see page 20). It is inevitable that progress will be made at different rates across the four skills. This sheet allows for successive assessments to be recorded and for progress and achievement relative to the different skills to be immediately apparent.

# Primary School Assessment Kit

## Assessment tasks

All assessment tasks have been designed as typical classroom activities, therefore it is not necessary to introduce the activity as a test if it is felt that this will cause undue concern to pupils.

## Using the levels

All sets begin at level A1 and continue to level B1. When using the Placement Assessment it is recommended that a pupil should begin with A1 and continue until he/she is unable to complete a test sheet. The teacher should avoid continuing with any test as soon as it becomes clear that the pupil is experiencing difficulty proceeding.

For later progress assessment, using Sets 2 or 3, it is suggested that the language support teacher, in the knowledge of a pupil's abilities, may decide to begin the assessment at a higher level. For example, it would be appropriate to continue testing at the point at which a pupil ended on the previous occasion.

If for some reason a pupil's proficiency has dropped in the interim, by absence from school, return to a home country etc., it may be necessary to lower the starting point of the assessment.

## Testing and teaching

It is important to note that the tests are designed to assess a pupil's level of proficiency on entry to the school and, following that, to determine progress across broad curriculum themes (units of work). The themes for language support are fully described in the 'English Language Proficiency Benchmarks' which should be used as the curriculum for teaching. It is not appropriate to teach exclusively in relation to the tests.

## Introducing new activities under test conditions

If it is thought that a particular task or process in assessment is unfamiliar to a pupil and may cause additional uncertainty, it is recommended that the teacher introduces this in advance.

For example, if a teacher decides to record the assessment of 'speaking' in order to score the pupil's performance afterwards, it may be necessary to introduce the use of a recording device to the class in advance.

## Timing

Strict timing has not been indicated on any tests except the scripts for Listening assessment. The times indicated on the scripts for all Listening tests should be strictly adhered to.

For Speaking, Reading and Writing it is appropriate that the teacher administering the tests should judge the matter of timing in relation to the ages and levels of proficiency of pupils. It will be immediately clear when a pupil is unable to continue a test and it is appropriate that the teacher would end the test at that time for the pupil.

## Monitoring and recording of pupils' progress

An individual file for each pupil should be maintained by the Language Support Teacher to include all assessments, scoring sheets and pupil assessment profiles. Samples of pupils' written work should also be maintained on the files and dated accordingly.

## Maintaining and using the assessment material

Schools are advised to make master copies of relevant pages and have them laminated in order to retain them in the school as a permanent resource.

## The curriculum for language support

The 'English language proficiency benchmarks for non-English-speaking pupils at primary level' (Version 2.0 August 2003) are published by Integrate Ireland Language and Training (IILT). The Benchmarks were developed in collaboration with language support teachers and they constitute the curriculum for language support. They focus specifically on the English language necessary for engagement with mainstream class learning and for socialization in the school. Copies of the Benchmarks may be obtained directly from IILT and may also be downloaded from [www.iilt.ie](http://www.iilt.ie).

## Administration of Assessment Tasks

The tests are located in the pack as shown below.

A full index of contents is provided at the beginning of each set of tests.

Placement	Page 21
Set 2	Page 90
Set 3	Page 159

### For all LISTENING assessments

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

### For all SPEAKING assessments

- All tests of speaking are based on pictures
- The question prompts for teachers are provided as an integral part of the test.
- Additional prompts are provided, such as *If necessary indicate street*
- Teachers should restrict interaction to the prompts provided
- It is important that the teacher familiarises him/herself with the descriptors contained in the grid at the top of each test in advance of administering the test.
- If a teacher feels uncertain about carrying out the test while scoring the pupils' performance at the same time, it would be appropriate, where possible, to use the assistance of another teacher, or to record the test for scoring afterwards.

### For all READING assessments

- The instructions for each task are indicated on the assessment sheet.
- An example is provided on each 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 and indicate the sample answer.
- No additional help should be given as the purpose of the test is to determine the pupil's ability to read the assessment tasks.
- The teacher may end the test when it is evident that a pupil is no longer able to continue.

### For all WRITING assessments

- Assessment at levels A1 and A2 is based on picture prompts. Level B1 assessment requires free writing.
- An example is provided on each sheet of the A1 and A2 tests.
- 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.

# Scoring and Grading

## Listening Reading

All listening and reading tests present **six** questions.

In every case, the **first question is an example**.

The remaining **five answers are scored with 1 point each**.

### At each level A1, A2 and B1

15 answers in total, equalling 15 points per level.

### Grading the performance of a pupil

Pupil's total score at any one level	Pupil's proficiency (level of test)	The next stage
0–7	A1.1 or A2.1 or B1.1	Continue at this level.
8–12	A1.2 or A2.2 or B1.2	Continue at this level.
13–15	A1.3 or A2.3	Progress to the next level. From A1 to A2 or from A2 to B1.
13–15	B1.3	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.

## Speaking

Scoring is carried out simultaneously during the tests of speaking. Alternately, the test may be recorded for later scoring.

### Level A1

Assessment is carried out in relation to Vocabulary and Pronunciation only:

Category of competence	A1.1 = 1 point	A1.2 = 2 points	A1.3 = 3 points
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Seems to recognize what is being pointed at</li> <li>Does not always produce the correct word/phrase</li> <li>May require assistance if production is not forthcoming or choice of vocabulary is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes what is being pointed at</li> <li>May produce a word/phrase that is less than fully correct</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes what is being pointed at</li> <li>Produces the correct word/phrase</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>Pronunciation is very difficult to understand without reference to the picture prompt</li> <li>May require assistance if production is unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation is recognizable without reference to the picture prompt</li> <li>Pronunciation less than fully correct</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation is correct, though it may be strongly coloured by the pupil's first language</li> </ul>

# Primary School Assessment Kit

Example of scoring grid for A1 (teacher enters ✓):

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary	✓		
Pronunciation		✓	

Maximum of 30 points at level A1.

Rating pupils' performance:

Pupil's total score	Level	The next stage
1–14	A1.1	Continue at this level
15–25	A1.2	Continue at this level
26–30	A1.3	Progress to level A2

## Levels A2 and B1

Assessment includes Vocabulary, Grammar and Pronunciation:

Category of competence	A2.1 = 1 point	A2.2 = 2 points	A2.3 = 3 points
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Produces some of the required items of vocabulary</li> <li>• May have difficulty remembering words</li> <li>• May require assistance if choice of vocabulary is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Produces most of the required items of vocabulary</li> <li>• Only occasional difficulty</li> <li>• May make some errors</li> </ul>	<ul style="list-style-type: none"> <li>• Produces all the required items of vocabulary without difficulty or serious error</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Can produce structured phrases and simple sentences, but hesitantly and with obvious errors</li> <li>• May require assistance if production is not forthcoming or if the structure produced is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Can produce structured phrases and simple sentences without hesitation but with some errors</li> </ul>	<ul style="list-style-type: none"> <li>• Can produce structured phrases and sentences without hesitation or serious error</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• Pronunciation is only partly accurate</li> <li>• Phrases/sentences are often difficult to understand</li> <li>• May require assistance if aspects of production are unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation is mostly accurate and phrases/sentences are only occasionally difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation is accurate and phrases/sentences are easily understood,</li> <li>• The accent may still be markedly "foreign"</li> </ul>

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Uses mostly familiar vocabulary learnt in class</li> <li>• Occasionally has difficulty remembering a word or phrase</li> <li>• May require assistance if choice of vocabulary is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Can go beyond familiar vocabulary learnt in class</li> <li>• Rarely has difficulty remembering a word or phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently goes beyond vocabulary learnt in class</li> <li>• Uses relevant vocabulary with ease and confidence</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Uses appropriate sentence-length structures</li> <li>• Still makes errors and may be hesitant</li> <li>• May require assistance if no response is forthcoming or if the structure produced is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate sentence-length structures fluently but not always accurately</li> <li>• Meaning is clear despite errors</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate sentence-length structures fluently, with confidence, and mostly accurately</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• Pronunciation of individual words sometimes inaccurate and intonation sometimes difficult to understand</li> <li>• May require assistance if aspects of production are unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation of individual words generally accurate,</li> <li>• Intonation may occasionally be difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation of individual words generally accurate and intonation easy to understand</li> <li>• There may still be strong traces of a “foreign” accent</li> </ul>

Example of scoring grid for A2 and B1 (teacher enters ✓):

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>		✓	
<b>Grammar</b>		✓	
<b>Pronunciation</b>			✓

Maximum of 45 points at levels A2 and B1.

Rating pupils' performance:

Pupil's total score	Level	The next stage
1–22	A2.1 or B1.1	Continue at this level
23–38	A2.2 or B1.2	Continue at this level
39–45	A2.3	Progress to level B1
39–45	B1.3	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.

# Primary School Assessment Kit

## Writing

The writing assessment is as follows:

### Level A1

One test for all pupils containing 9 single word items with a word bank provided on the answer page.

Example of scoring grid for A1 (teacher enters ✓):

	Vocabulary incorrect	Vocabulary correct Spelling inaccurate	Vocabulary correct Spelling accurate
Points	0	1	2
reading		✓	
skipping			✓
etc.			✓
TOTAL scores		1	4
Overall TOTAL	5		

Maximum of 18 points at level A1.

### Levels A2 and B1

Rating pupils' performance:

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

### Level A2 Junior Primary

A2. (i) Constructing 3 sentences from words provided.

	Word order correct	Punctuation and spelling correct (capital and full stop)
Points	1	1
Sentence 1	✓	✓
Sentence 2		✓
Sentence 3	✓	
TOTAL scores	2	2
Overall TOTAL	4	

**A2. (ii)** Inserting words into 3 sentences (6 words). No words provided.

	Correct vocabulary (both words)	Spelling accurate
<b>Points</b>	1	1
<b>Sentence 1</b>	✓	✓
<b>Sentence 2</b>	✓	✓
<b>Sentence 3</b>		
<b>TOTAL scores</b>	2	2
<b>Overall TOTAL</b>	4	

Maximum of 12 points at level A2.

Rating pupils' performance:

Pupil's total score	Level	The next stage
0–5	A2.1	Continue at this level
6–10	A2.2	Continue at this level
11–12	A2.3	Progress to level B1

## Level A2 Senior Primary

**A2. (i)** Constructing 6 sentences from words provided.

	Word order correct	Punctuation and spelling correct (capital and full stop)
<b>Points</b>	1	1
<b>Sentence 1</b>	✓	✓
<b>Sentence 2</b>		✓
<b>Sentence 3</b>	✓	
<b>etc.</b>		
<b>TOTAL scores</b>		
<b>Overall TOTAL</b>		

**A2. (ii)** Inserting words into 6 sentences (12 words). No words provided.

	Correct vocabulary (both words)	Spelling accurate
<b>Points</b>	1	1
<b>Sentence 1</b>	✓	✓
<b>Sentence 2</b>	✓	✓
<b>Sentence 3</b>		
<b>etc.</b>		
<b>TOTAL scores</b>		
<b>Overall TOTAL</b>		

# Primary School Assessment Kit

Maximum of 24 points at level A2.

Rating pupils' performance:

Pupil's total score	Level	The next stage
0–11	A2.1	Continue at this level
12–20	A2.2	Continue at this level
21–24	A2.3	Progress to level B1

**Level B1 Junior Primary** Writing five sentences on a topic

**Level B1 Senior Primary** Writing a description or letter with prompts provided.

Scoring of free writing is based on the descriptors below:

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Can use a small amount of vocabulary additional to basic items</li> <li>Does not yet combine and extend vocabulary in free writing</li> </ul>	<ul style="list-style-type: none"> <li>Can use an increasing amount of vocabulary additional to basic items</li> <li>Begins to combine and extend vocabulary in free writing</li> </ul>	<ul style="list-style-type: none"> <li>Can use a lot of vocabulary additional to basic items</li> <li>Confidently combines and extends vocabulary in free writing</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Uses a small range of grammatical structures makes errors but can sometimes correct them when they are pointed out</li> </ul>	<ul style="list-style-type: none"> <li>Uses an increasing range of grammatical structures with growing control of tenses, pronouns, prepositions, word order, etc.</li> <li>Errors remain in some areas</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of grammatical structures with confidence and control</li> <li>Errors generally confined to attempts to use new or unfamiliar patterns</li> </ul>
<b>Handwriting, spelling and punctuation</b>	<ul style="list-style-type: none"> <li>Can write short connected sentences, but spelling and punctuation are inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>Can write short connected sentences with minor errors of layout, punctuation and capitals</li> </ul>	<ul style="list-style-type: none"> <li>Can write short connected sentences with generally accurate layout, punctuation and capitals</li> </ul>

## Example of scoring free writing

Teacher enters ✓

Category of competence	B1.1 1 point	B1.2 2 points	B1.3 3 points
<b>Vocabulary</b>		✓	
<b>Grammar</b>		✓	
<b>Handwriting, spelling and punctuation</b>			✓
<b>Overall TOTAL</b>		7	

Maximum of 9 points at level B1.

Rating pupils' performance:

Pupil's total score	Level	The next stage
1-4	B1.1	Continue at this level
5-7	B1.2	Continue at this level
8-9	B1.3	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.

# Differentiation between Junior and Senior Primary pupils

In order to take account of the development of literacy, tests of reading and writing are not provided for pupils in infant classes.

For READING, different tests are provided for pupils in 1st–3rd class and 4th–6th class at Levels A2 and B1.

For WRITING, the same applies.

The table below indicates the levels at which test sets are provided:

Test sets	Skills	Levels	Differentiation
<b>Set 1</b> <ul style="list-style-type: none"> <li>• Placement</li> </ul>	<b>Listening</b>	A1 A2 B1	<b>Junior Infants – 6th Class</b>
	<b>Speaking</b>	A1 A2 B1	<b>Junior Infants – 6th Class</b>
<b>Set 2</b> <ul style="list-style-type: none"> <li>• Myself,</li> <li>• Our school,</li> <li>• Colours, shapes and opposites</li> </ul>	<b>Reading</b>	A1	<b>1st–6th Class</b>
		A2	<b>1st–3rd Class 4th–6th Class</b>
<b>Set 3</b> <ul style="list-style-type: none"> <li>• People who help us</li> <li>• Myself</li> <li>• Our school,</li> <li>• Colour, shapes and opposites</li> <li>• Transport and travel</li> <li>• The local and wider community</li> </ul>		B1	<b>1st–3rd Class 4th–6th Class</b>
	<b>Writing</b>	A1	<b>1st–6th Class</b>
		A2	<b>1st–3rd Class 4th–6th Class</b>
		B1	<b>1st–3rd Class 4th–6th Class</b>

# Initial Interview Assessment for New Pupils

On the following page there is a set of questions for initial interview assessment of a new pupil. An interpretation of this assessment is provided below.

The purpose of this interview is to gain an initial view of a pupil's proficiency in Listening and Speaking. A more detailed assessment of the pupil's language proficiency will be conducted when the pupil has become familiar with the school surroundings.

The interpretation provided allows the pupil's early performance to be graded at A1, A2 and B1. These levels may be equated to the 1, 2, and 3 previously used by Department of Education and Science (see table below) in applications for Language Support Teachers. In the case that there appears to be a complete absence of any English language proficiency, the grade 0 (zero) may be applied.

Level 1 (now Level A1)	Level 2 (now level A2)	Level 3 (now level B1)
Very poor comprehension of English and very limited spoken English.	Understands some English and can speak English sufficiently well for basic communication.	Has competent communication skills in English.

## Rating and grading for initial interview assessment

Performance	Interpretation	Action
<b>Questions 1–6</b> No real response	Has little or no English language proficiency	<b>First learning target is A1</b> in the Language Proficiency Benchmarks
	May be passing through a non-verbal period.	Apply the <b>Observation checklist for the non-verbal period</b> over the following weeks.
<b>Questions 1–6</b> Responses to some or all questions	Some level of proficiency at least to <b>A1 level</b> . More rigorous assessment after 'settling down' will clarify this.	Work at <b>A1</b> level and observe the pupil's performance in different skills – reading, writing, listening and speaking.
<b>Questions 7–13</b> Pupil understands the question but responds inaccurately	Some level of proficiency at A2 level. More rigorous assessment later.	Work at <b>A1/A2</b> level and observe the pupil's performance in different skills – reading, writing, listening and speaking.
<b>Questions 7–13</b> Pupil understands the questions and responds with general accuracy.	Proficiency in spoken interaction in the A2/B1 range. Further assessment required later.	Work at <b>A2/B1</b> level and observe the pupil's performance in different skills – reading, writing, listening and speaking.

It is important to remember that language proficiency will generally not be consistent at the same level across all skills areas and units of work. Learning objectives should be set in accordance with observed individual strengths and weaknesses.

It should also be noted that it may be difficult to obtain a clear view of a pupil's proficiency at an initial interview. Many factors can influence performance including strangeness, shyness, fear, shock etc.

## Initial interview assessment for new pupil

✓ appropriate box as interview proceeds

\* response may not be accurate but indicates a reasonable level of comprehension

NAME \_\_\_\_\_ CLASS \_\_\_\_\_

		No response	Some comprehension but unsure response	Response indicating comprehension*
<b>1</b>	Can you say 'Hello' to me?			
<b>2</b>	What is your name?			
<b>3</b>	What is your age?			
<b>4</b>	Where do you live?			
<b>5</b>	Have you got brothers and sisters?			
<b>6</b>	What games do you like to play?			
<b>Only proceed to 7 if the pupil has answered some or all of questions 1–6</b>				
<b>7</b>	How did you come to school today?			
<b>8</b>	Did you go to school in another place? (if applicable)			
<b>9</b>	Tell me about your last school			
<b>10</b>	What was your best subject?			
<b>11</b>	What did you not like in school?			
<b>12</b>	What will you do today after school?			
<b>13</b>	What would you like to be when you finish school?			

# Primary School Assessment Kit

## Sheet for recording placement and progress assessment

Name of pupil \_\_\_\_\_

Class \_\_\_\_\_

Class teacher \_\_\_\_\_

Date(s) of assessment \_\_\_\_\_

Assessment set used (✓): Placement \_\_\_\_ Set 2 \_\_\_\_ Set 3 \_\_\_\_

Level achieved. Enter tick (✓) in relevant box.

Level	Listening	Speaking	Reading	Writing
A1.1				
A1.2				
A1.3				
A2.1				
A2.2				
A2.3				
B1.1				
B1.2				
B1.3				

Signed \_\_\_\_\_

## Pupil assessment profile

The individual profiling form on the following page allows for a pupil's proficiency to be recorded in relation to performance in placement and subsequent progress tests.

The sheet is divided into columns which represent the three main levels, A1, A2 and B1. Each of these levels is subdivided into three to allow for accurate monitoring and to reflect the scoring of assessment tests. Progress can be recorded by shading the relevant boxes (example 1), drawing a line through the boxes (example 2) or ticking (example 3). Shading and using a continuous line both allow for partial proficiency at a level to be recorded.

Information should be entered with the date of the assessment. It is important to note that the rate of progress demonstrated by pupils in the different skills of language will generally differ. One or two skills will probably develop faster than the remaining ones.

### Example 1 (shaded profile)

		Level A1			Dates
		A1.1	A1.2	A1.3	
Placement	Listening				12/9
	Speaking				22/9
	Reading				25/9
	Writing				26/9

### Example 2 (continuous line)

		Level A1			Dates
		A1.1	A1.2	A1.3	
Placement	Listening				12/9
	Speaking				22/9
	Reading				25/9
	Writing				26/9

### Example 3 (ticking)

		Level A1			Dates
		A1.1	A1.2	A1.3	
Placement	Listening	✓	✓	✓	12/9
	Speaking	✓	✓		22/9
	Reading	✓	✓		25/9
	Writing	✓			26/9

**Note:** Testing in the different skills need not be conducted during a single assessment session. It is quite appropriate to administer tests at intervals which fit into the teaching programme, recording the dates to show when the assessment was carried out.

# Primary School Assessment Kit

Name of pupil \_\_\_\_\_

Class: \_\_\_\_\_ Teacher: \_\_\_\_\_ Class: \_\_\_\_\_ Teacher: \_\_\_\_\_

Test Set		Level A1			Level A2			Level B1		
		A1.1	A1.2	A1.3	A2.1	A2.2	A2.3	B1.1	B1.2	B1.3
Placement	Listening									
	Speaking									
	Reading									
	Writing									
Set 2	Listening									
	Speaking									
	Reading									
	Writing									
Set 3	Listening									
	Speaking									
	Reading									
	Writing									

# 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.

**I have a new ball.**

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 second.

**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.

# Primary School Assessment Kit

**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.*

- 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.*

# Primary School Assessment Kit

- 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. (i) 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.**  
*Pause for 3 seconds.*  
**Draw a heart around Orla – she is painting a fish.**  
*Pause for 3 seconds.*  
**Draw a heart around Orla – she is painting a fish.**  
*Indicate heart around picture of girl.*  
*Pause for 5 seconds.*
- 2. Number two, number two.**  
*Pause for 3 seconds.*  
**Draw a circle around the teacher – she is writing at her desk.**  
*Pause for 3 seconds.*  
**Draw a circle around the teacher – she is writing at her desk.**  
*Pause for 5 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.*

# Primary School Assessment Kit

**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.*

# Primary School Assessment Kit

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.*

# Primary School Assessment Kit

## 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.*

# Primary School Assessment Kit

**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:**

*Read the following like a story.*

*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.*

## Placement: LISTENING SCRIPT

### Level B1. (iii) 7 minutes

**Listen to Edgar and Orla talking about their summer holidays.**

*Indicate pictures of boy and girl at top of page 47.*

**After each part of their conversation you will hear a question.**

*Indicate numbers and pictures of items on grid.*

**You must choose the correct answer for each question by ticking Edgar (indicate picture of boy on grid) or Orla (indicate picture of girl on grid) or Edgar and Orla (indicate picture of boy and girl together on grid).**

# Primary School Assessment Kit

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.

*(Example)*

**1. Question one, question one.**

*Pause for 3 seconds.*

**Who is going to the seaside?**

*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 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, question two.**

*Pause for 3 seconds.*

**Who is going to travel by aeroplane?**

*Pause for 5 seconds.*

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, 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, 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, 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, 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.*

# Primary School Assessment Kit

## 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

# Primary School Assessment Kit

## Placement: LISTENING

### Scoring and rating

Total of 15 questions per level. One point for each correct answer.

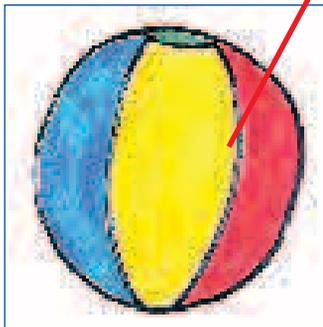
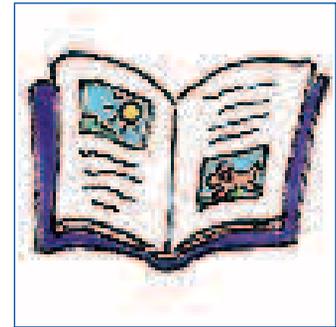
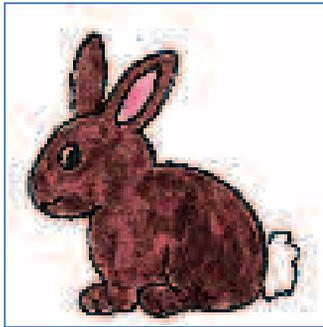
Test level	Number of correct answers/points	Pupil's level of proficiency (✓)
A1.1		
A1.2		
A1.3		
A2.1		
A2.2		
A2.3		
B1.1		
B1.2		
B1.3		

Pupil's total score at any one level	Pupil's proficiency (level of test)	The next stage
0–7	A1.1 or A2.1 or B1.1	Continue at this level.
8–12	A1.2 or A2.2 or B1.2	Continue at this level.
13–15	A1.3 or A2.3	Progress to the next level. From A1 to A2 or from A2 to B1.
13–15	B1.3	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.

Placement: LISTENING



A1. (i)



1

2

3

4

5

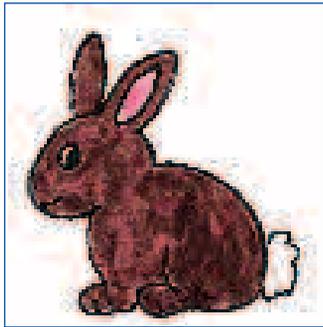
6

# Primary School Assessment Kit

## Placement: LISTENING



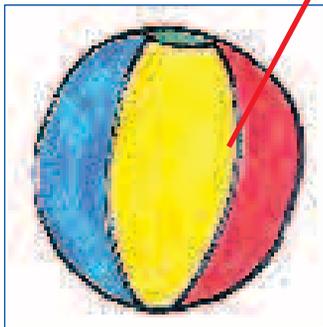
A1. (ii)



1



2



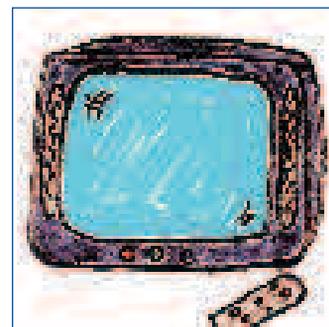
3



4



5

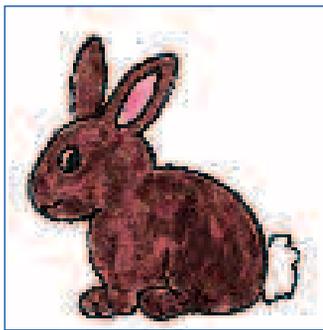


6

Placement: LISTENING



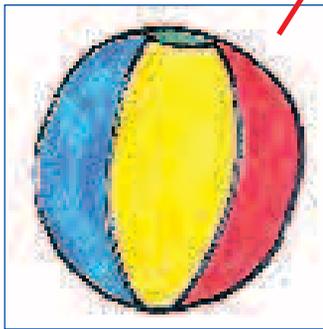
A1. (iii)



1



2



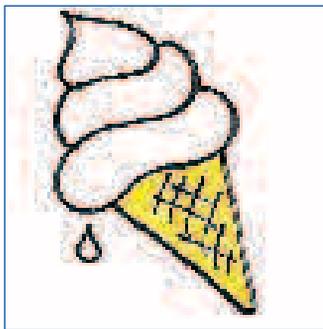
3



4



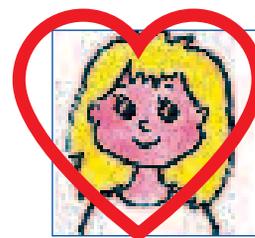
5



6

# Primary School Assessment Kit

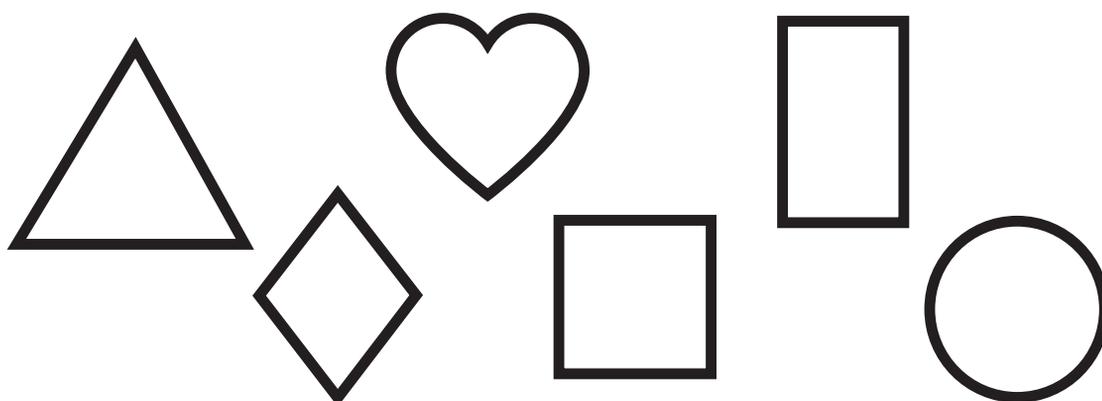
Placement: LISTENING



A2. (i)



© 2006 Kim Shaw with permission from The Educational Company of Ireland and Kim Shaw.

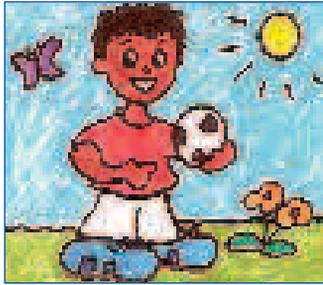


Placement: LISTENING



A2. (ii)

1



2



3

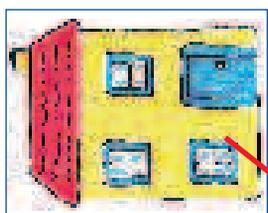
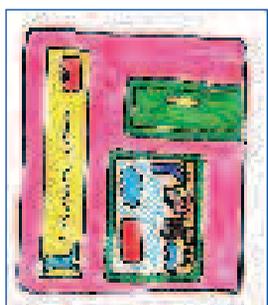
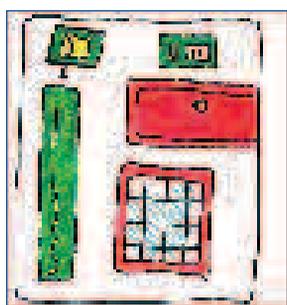
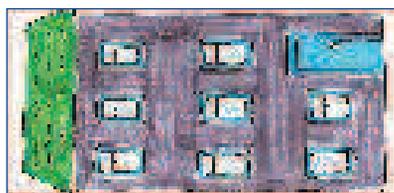


4

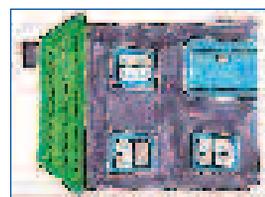
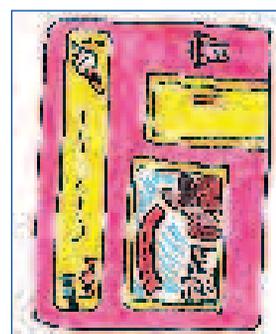
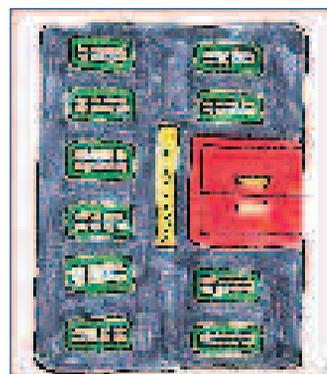
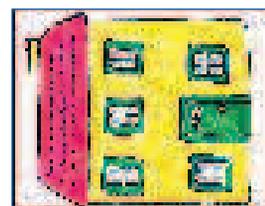
5



6



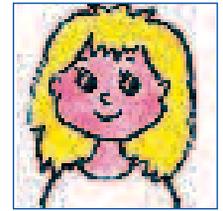
1	2	3	4	5	6
---	---	---	---	---	---



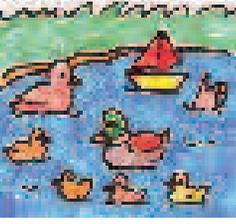
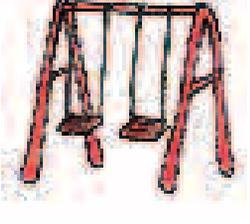
Placement: LISTENING

A2. (iii)

## Placement: LISTENING



B1. (i)

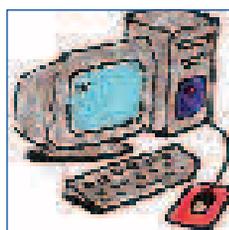
1.			
2.			
3.			
4.			
5.			
6.			

# Primary School Assessment Kit

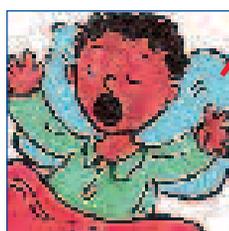
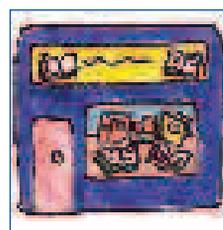
## Placement: LISTENING



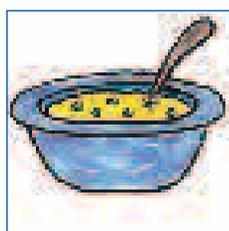
B1. (ii)



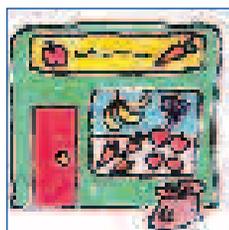
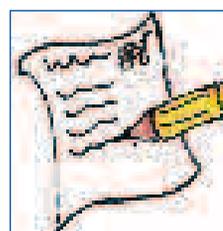
1



2



3



4



5



6

## Placement: LISTENING



B1. (iii)

					
1.			✓		
2.					
3.					
4.					
5.					
6.					

# Placement Test: Speaking

### Notes for teachers

- All levels of this test are based on the picture on page 49.
- The question prompts for teachers are provided as an integral part of the test.
- Additional prompts are provided, such as *'If necessary indicate street'*
- Teachers should restrict interaction to the prompts provided
- It is important that the teacher familiarises him/herself with the descriptors contained in the grid at the top of each test in advance of administering the test.
- Level A1 is marked in relation to Vocabulary and Pronunciation
- Levels A2 and B1 are marked in relation to Vocabulary, Grammar and Pronunciation
- If a teacher feels uncertain about carrying out the test while scoring the pupils' performance at the same time, it would be appropriate, where possible, to use the assistance of another teacher, or to record the test for scoring afterwards.
- The timing of these tests is determined by strict adherence to the prompts provided. If a pupil has obvious difficulty responding, then the test should end at that point. The pupil's current level of proficiency may be taken as the point at which he/she was unable to answer two or more questions in succession.



© 2006 Duo Design with permission from The Educational Company of Ireland and Duo Design

# Primary School Assessment Kit

## Placement: SPEAKING

This test, at all levels, is based on the picture on page 49.

### Level A1

Category of competence	A1.1 = 1 point	A1.2 = 2 points	A1.3 = 3 points
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Seems to recognize what is being pointed at</li> <li>Does not always produce the correct word/phrase</li> <li>May require assistance if production is not forthcoming or choice of vocabulary is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes what is being pointed at</li> <li>May produce a word/phrase that is less than fully correct</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes what is being pointed at</li> <li>Produces the correct word/phrase</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>Pronunciation is very difficult to understand without reference to the picture prompt</li> <li>May require assistance if production is unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation is recognizable without reference to the picture prompt</li> <li>Pronunciation less than fully correct</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation is correct, though it may be strongly coloured by the pupil's first language</li> </ul>

#### (Introduction)

**We are going to talk about this picture.** (indicate picture on page 49)

**I will ask you some questions and you will answer.**

**Try to say as much as you can for each answer.**

**Are you ready?** (check that pupil is ready to start)

- Look at this picture of a family in the kitchen.** (indicate picture)

**First look at the people in the picture.** (indicate people)

**Who is this?** (point to baby)

**Who is this?** (point to girl)

**Who is this?** (point to man)

Put tick (✓) in relevant box when pupil responds.

	A1.1 1 point	A1.2 2 points	A1.3 3 points
<b>Vocabulary</b>			
<b>Pronunciation</b>			

- Now look at some things in the kitchen.** (indicate picture)

**What is this?** (point to cooker)

**What is this?** (point to window)

**What are these?** (point to 2 chairs)

	A1.1 1 point	A1.2 2 points	A1.3 3 points
<b>Vocabulary</b>			
<b>Pronunciation</b>			

# Primary School Assessment Kit

3. **Let's look at the mother. (point to woman)**  
**What colour is her hair?** *(if necessary, point to woman's hair)*  
**What colour is her jumper?** *(if necessary, point to jumper)*  
**What colour are her trousers?** *(if necessary, point to trousers)*

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary			
Pronunciation			

4. **Now let's count some things in the picture. (indicate picture)**  
**How many books are on the table?** *(if necessary, point to 2 books on table)*  
**How many spoons has the mother got in her hand?** *(if necessary, point to 3 spoons in woman's hand)*  
**How many people can you see in this picture?** *(if necessary, indicate 5 people)*

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary			
Pronunciation			

5. **Let's find some more things in the kitchen. (indicate picture)**  
**Look at the boy. (point to boy) Where is he?**  
**Look at the sink. (point to sink) Where is it?**  
**Look at these apples. (point to apples) Where are they?**

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary			
Pronunciation			

# Primary School Assessment Kit

## Placement: SPEAKING

### Level A2

Category of competence	A2.1 = 1 point	A2.2 = 2 points	A2.3 = 3 points
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Produces some of the required items of vocabulary</li> <li>• May have difficulty remembering words</li> <li>• May require assistance if choice of vocabulary is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Produces most of the required items of vocabulary</li> <li>• Only occasional difficulty.</li> <li>• May make some errors</li> </ul>	<ul style="list-style-type: none"> <li>• Produces all the required items of vocabulary without difficulty or serious error</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Can produce structured phrases and simple sentences, but hesitantly and with obvious errors</li> <li>• May require assistance if production is not forthcoming or if the structure produced is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Can produce structured phrases and simple sentences without hesitation but with some errors</li> </ul>	<ul style="list-style-type: none"> <li>• Can produce structured phrases and sentences without hesitation or serious error</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• Pronunciation is only partly accurate</li> <li>• Phrases/sentences are often difficult to understand</li> <li>• May require assistance if aspects of production are unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation is mostly accurate and phrases/sentences are only occasionally difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation is accurate and phrases/sentences are easily understood</li> <li>• The accent may still be markedly "foreign"</li> </ul>

#### (Introduction)

**We are going to talk about this picture (again).** (indicate picture on page 49)

**I will ask you some more questions and you will answer.**

**Try to say as much as you can for each answer.**

**Try to say whole sentences if you can.**

**Are you ready?** (check that pupil is ready to start)

1. **Look at this picture (again).** (indicate picture)  
**The family is busy in the kitchen.** (indicate people)  
**What is the boy doing?** (if necessary, point to boy)  
**What is the mother doing?** (if necessary, point to woman)  
**What is the father doing?** (if necessary, point to man)

Put tick (✓) in relevant box when pupil responds.

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

# Primary School Assessment Kit

2. **Let's look at some useful things in the picture.** (*indicate picture*)  
**What is this thing?** (*point to washing machine*) **What does it do?**  
**What is this thing?** (*point to fridge*) **Why does the family need this thing?**  
**What are these things?** (*point to knife and fork*) **What do we use these things for?**

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

3. **This girl is doing her homework.** (*point to girl*)  
**What about you?** (*indicate reference to pupil's own experience*)  
**What kind of homework do you usually have?**  
**When do you do your homework?**  
**In which room do you do your homework?**

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

4. **Families are full of different people.** (*indicate people in picture*)  
**Think about one person in your family?** (*indicate reference to pupil's own experience*)  
**Who are you thinking about?** (*if proper name given, clarify relationship by asking "and who is he/she?"*)  
**Tell me what he/she looks like.**  
**Now tell me about something that you do with him/her.**

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

5. **The family in the picture is getting ready for dinner.** (*point to man cooking and places set at the table*)  
**Do you like dinner?** (*indicate reference to pupil's own experience*)  
**Which kind of food do you like best? Why?**  
**Now tell me about a food that you don't really like. Why don't you like it?**  
**What did you eat for your dinner yesterday?**

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

# Primary School Assessment Kit

## Placement: SPEAKING

### Level B1

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Uses mostly familiar vocabulary learnt in class</li> <li>• Occasionally has difficulty remembering a word or phrase</li> <li>• May require assistance if choice of vocabulary is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Can go beyond familiar vocabulary learnt in class</li> <li>• Rarely has difficulty remembering a word or phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently goes beyond vocabulary learnt in class</li> <li>• Uses relevant vocabulary with ease and confidence</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Uses appropriate sentence-length structures</li> <li>• Still makes errors and may be hesitant</li> <li>• May require assistance if no response is forthcoming or if the structure produced is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate sentence-length structures fluently but not always accurately</li> <li>• Meaning is clear despite errors</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate sentence-length structures fluently, with confidence, and mostly accurately</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• Pronunciation of individual words sometimes inaccurate and intonation sometimes difficult to understand</li> <li>• May require assistance if aspects of production are unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation of individual words generally accurate,</li> <li>• Intonation may occasionally be difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation of individual words generally accurate and intonation easy to understand</li> <li>• There may still be strong traces of a "foreign" accent</li> </ul>

#### (Introduction)

**We are going to talk about this picture again.** (indicate picture on page 49)

**I will ask you some more questions and you will answer.**

**Try to say as much as you can for each answer.**

**Try to use whole sentences in your answers.**

**Are you ready?** (check that pupil is ready to start)

1. **Look at the family in the kitchen again.** (indicate people in picture)  
**What do you think they are going to have for dinner?** (point to man cooking) **Why?**  
**What might they do when they are finished their dinner?**  
**What about you?** (indicate reference to pupil's own experience)  
**What will you do when you go home today?**

Put tick (✓) in relevant box when pupil responds.

	B1.1 1 point	B1.2 2 points	B1.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

# Primary School Assessment Kit

2. **The people in this picture are helping each other.** (*indicate man, woman and boy helping*)  
**Do you think this is a good thing? Why?/Why not?**  
**Tell me about how someone helped you today.**  
**Tell me about how children should help at home.**

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

3. **Look at the baby.** (*point to baby*) **It needs a lot of help.**  
**Can you tell me three things the family must do for the baby.**  
**Tell me about something that you couldn't do when you were a baby. Why could you not do this thing?**  
**Have you ever helped a younger child?**  
*(If yes) How?*  
*(If no) How could you help someone younger than you?*

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

4. **The mother is helping the girl with her homework.** (*point to mother helping girl*)  
**What would you do if you needed help with your homework?**  
**What kind of things do you like to learn about?**  
**Tell me about an interesting thing that you learnt at school.**

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

5. **Think about the people in this picture again.** (*indicate people*)  
**If you were the girl in the picture** (*point to girl*), **what would you say to the mother?** (*point to mother*)  
**If you were the boy in the picture** (*point to boy*), **what would you say to the baby?** (*point to baby*)  
**If you were the father in this picture** (*point to man*), **what would you say to the children?** (*point to children*)

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

# Primary School Assessment Kit

## Placement: SPEAKING

### Scoring and rating

Ticks (✓) should be entered in the grids that follow each question EITHER as the test is taking place OR by recording the test and rating a pupil's performance afterwards.

The scoring points are indicated at the top of each grid.

**Level A1 – maximum total of 30 points.**

**Levels A2 and B1 – maximum total of 45 points.**

Test level	Number of points	Pupil's level of proficiency (✓)
A1.1		
A1.2		
A1.3		
<b>A2.1</b>		
A2.2		
A2.3		
<b>B1.1</b>		
B1.2		
B1.3		

	Number of points	Pupil's proficiency	The next stage
<b>Level A1</b>	1–14	A1.1	Continue at this level.
	15–25	A1.2	Continue at this level.
	26–30	A1.3	Progress to level A2.
<b>Levels A2 and B1</b>	1–22	A2.1 or B1.1	Continue at this level.
	23–38	A2.2 or B1.2	Continue at this level.
	39–45	A2.3	Progress to level B1.
<b>Level B1</b>	39–45	B1.3	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.

## PLACEMENT TEST: Reading

### Notes for teachers

- The instructions for each task are indicated on the assessment sheet.
- An example is provided on each 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 and indicate the sample answer.
- No additional help should be given as the purpose of the test is to determine the pupil's ability to read the assessment tasks.
- The teacher may end the test when it is evident that a pupil is no longer able to continue.
- There is no strict time guideline for the reading assessment as the time taken by pupils may vary in accordance with their age or existing levels of literacy on entry to the school. However, teachers should observe the progress of pupils through the tests and allow similar time for completion as for a native-speaking group of pupils.

# Primary School Assessment Kit

## Placement: READING A1. (i)

Read these words.

Draw a line from each word to the matching picture.

1. door



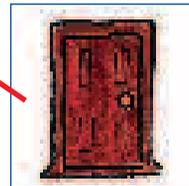
2. bag



3. hand



4. dog



5. apple



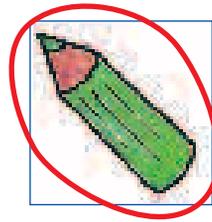
6. coat



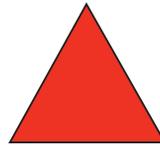
## Placement: READING A1. (ii)

Read and draw a circle around the matching picture.

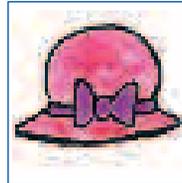
1. a green pencil



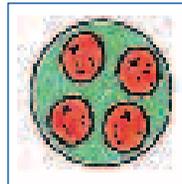
2. a small triangle



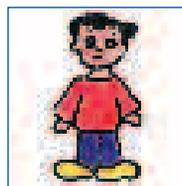
3. a blue hat



4. four bananas



5. he is sitting



6. she is happy



## Primary School Assessment Kit

### Placement: READING A1. (iii)

Look at this picture and read the sentences.

Choose yes or no for each sentence.

Now read these sentences about the picture.



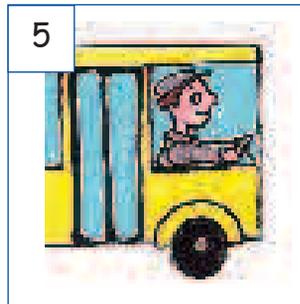
1. The books are on the floor.                      yes **no**
2. The girl has brown hair.                      yes    no
3. The pencils are under the table.                      yes    no
4. There is a ball on the shelf.                      yes    no
5. The doll has a blue dress.                      yes    no
6. There is a picture beside the window.                      yes    no



# Primary School Assessment Kit

## Placement: READING A2. (ii)

The pictures show some people in Fred's family.  
Look at the 6 pictures and read the 8 sentences.  
Match each picture to the correct sentence.  
There are 2 extra sentences.

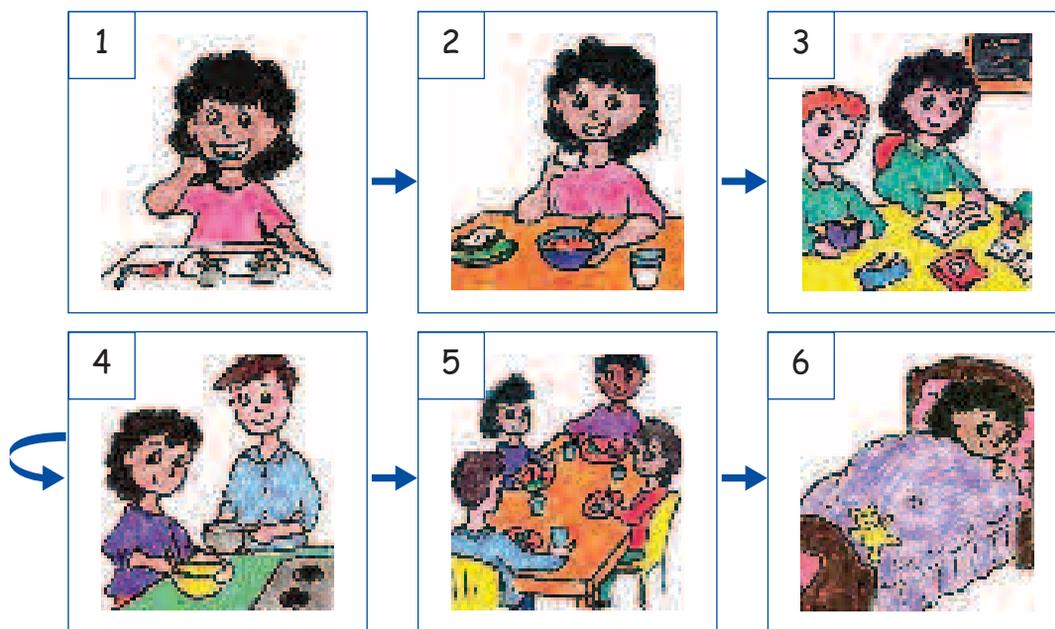


- Fred's sister is drinking juice.
- His grandmother is swimming in the sea.
- 1 This is Fred's baby brother.
- Fred's aunt is a train driver.
- His cousin likes to go to the seaside.
- Fred's aunt is a nurse and she helps sick children.
- His uncle wears a hat and drives a yellow bus.
- Fred's grandmother is sitting on a chair.

## Placement: READING A2. (iii) Junior Primary



The pictures show what Anna did yesterday.  
 Look at the 6 pictures and read the 8 sentences.  
 Match each picture to the correct sentence.  
 There are 2 extra sentences.

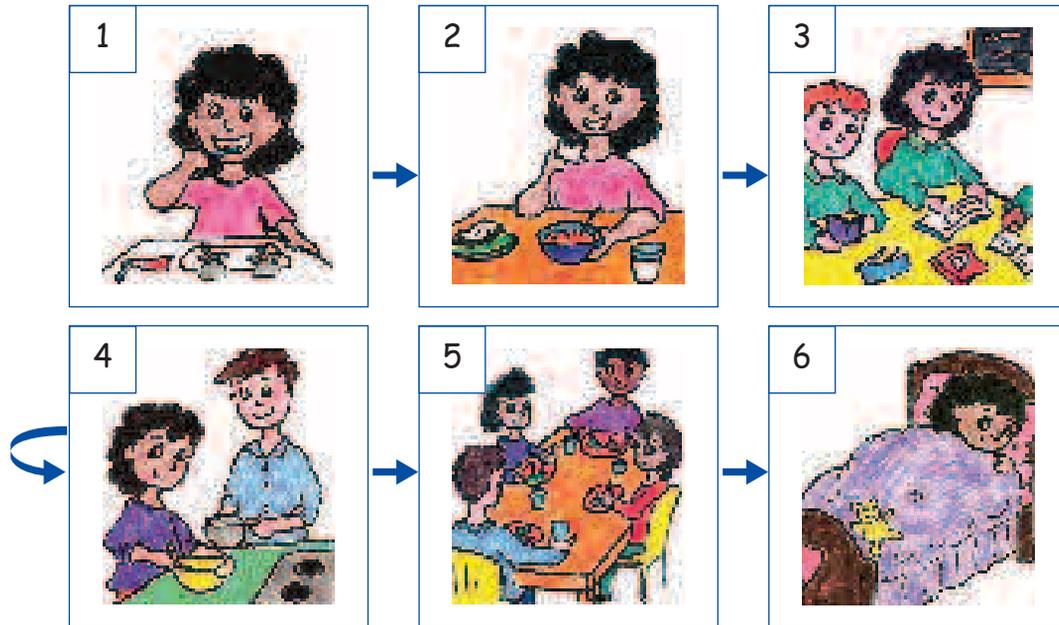


- I played outside with my friends.
- 1 I got up early and I brushed my teeth.
- Then I was very tired so I went to bed.
- My friends and I worked hard at school.
- Then I went shopping with Mum.
- We had dinner when Mum and my sister came home.
- Then I ate my breakfast.
- After school, I cooked some food with Dad.

# Primary School Assessment Kit

Placement: **READING A2. (iii) Senior Primary**

Look at the pictures and read Anna's story.  
Finish the story with words from the box.



## My busy day

I got up early and I brushed  my teeth.

Then I \_\_\_\_\_  bread and cereal for breakfast.

My friends and I worked hard \_\_\_\_\_  school.

After school, I cooked some \_\_\_\_\_  with Dad.

We had dinner when Mum and my sister \_\_\_\_\_  home.

Then I was very tired so I went \_\_\_\_\_  bed.

came	food	eat	<del>brushed</del>
at	coming	to	ate

## Placement: READING B1. (i) Junior Primary



Read Trang's story.

Hello, my name is Trang. The thing that I like best is my new bicycle. My parents gave it to me last week for my birthday. It's black and grey and it goes really fast. I sometimes ride my bike to the shop at the end of my street. My mum doesn't allow me to cycle to school because the roads are too dangerous. At school, I like to play football with my friends. I hate rainy days because then we can't play outside.

Now read these questions.

Choose the correct answer for each question.

- |                                     |                             |
|-------------------------------------|-----------------------------|
|                                     | playing football            |
| 1. Why did Trang get a bicycle?     | his friends                 |
| 2. Who gave Trang his bike?         | because it was his birthday |
| 3. Where can Trang cycle?           | wet weather                 |
| 4. Where must he not ride his bike? | to the shop                 |
| 5. What does Trang like?            | going really fast           |
| 6. What does he not like?           | his mother and father       |
|                                     | to school                   |

## Primary School Assessment Kit

Placement: READING B1. (ii) Junior Primary



Read and finish Lola's story.

Choose and circle the correct word from each box.

Hi, I'm Lola and I love  cat. Her name is Honey because she's light brown and she's very sweet. I  Honey last year, when she was still a kitten. Soon she  be two years old. I like most other animals as well, but I  like snakes because they are scary. I love dancing . I go to dance classes every Saturday. There is a big show next week and I'm  to dance in it. I'm really excited because it will be great fun.

## Placement: READING B1. (iii) Junior Primary

Read these questions about Trang and Lola's stories. You can look at the stories again.

Circle the correct answer for each question.

1. What is Trang's favourite thing?  
 a. a bike  
b. a football  
c. a kitten
2. What colour is Lola's cat?  
a. black  
b. brown  
c. grey
3. When did Trang get his bicycle?  
a. last week.  
b. last year.  
c. two years ago.
4. What is Lola afraid of?  
a. most animals  
b. rainy days  
c. snakes
5. Where does Trang play with his friends?  
a. at the end of his street  
b. at school  
c. at dance classes
6. What does Lola think about dancing in the show?  
a. it will be scary  
b. it will be dangerous  
c. it will be exciting

## Primary School Assessment Kit

### Placement: READING B1. (i) Senior Primary

Read and finish these three stories

Choose and circle the correct word from each box.

1. Hello, my name is Trang. My favourite thing is  new bicycle. I got it last week for my birthday. It's black and grey and it goes very fast. I'm allowed to ride my bike to the shops near my home, but my mum  let me cycle to school because the roads are too dangerous. At school, I like to play football with my friends. I hate rainy days because then we can't play outside.
2. Hi, I'm Lola and I love my cat. Her name is Honey because she's light brown and she's very sweet. I got Honey two years ago, when she was still a kitten. I like most other animals as well, except snakes because  scary. I love dancing too. I go to dance classes every Saturday. There is a big show next week and I'm  to dance in it. I'm really excited because it should be great fun.
3. My name is Aziz. I'm good at art. I love to draw pictures of animals, especially fierce  like lions and tigers. Last year I won a prize in a painting competition. I also enjoy listening to music and I have lots of CDs. I want to get a guitar for my next birthday because I'd like to play this instrument. My dad  that guitars are too noisy and he wants to buy me some books instead.



## Placement: READING B1. (ii) Senior Primary

Read these questions about the three stories.

Tick (✓) the correct child's name for each question.

		Trang	Lola	Aziz
1.	Whose favourite thing is a bicycle?	✓		
2.	Who can draw and paint very well?			
3.	Who has a pet?			
4.	Who is learning how to dance?			
5.	Who would like to play the guitar			
6.	Who does not like wet weather?			

# Primary School Assessment Kit

## Placement: READING B1. (iii) Senior Primary

Read these questions about the three stories.  
Circle the correct answer for each question.

1. What does Trang like to do with his friends?
  - a. play football
  - b. dance
  - c. listen to music
  
2. Which of these animals is Lola afraid of?
  - a. lions
  - b. tigers
  - c. snakes
  
3. When did Aziz win a prize?
  - a. last week
  - b. last year
  - c. two years ago
  
4. What is Trang not allowed to do on his bike?
  - a. go to school
  - b. go to the shops
  - c. go very fast
  
5. What does Lola think about the show next week?
  - a. it could be too noisy
  - b. it should be dangerous
  - c. it will be exciting
  
6. What does Aziz hope to get for his birthday?
  - a. a musical instrument
  - b. some books
  - c. some new CDs

## Placement: READING

### CORRECTION KEY

A1. (i) & (ii) Match words/phrases to correct pictures

- (iii)
1. *no*
  2. *yes*
  3. *yes*
  4. *no*
  5. *no*
  6. *yes*

A2. (i) PLAYING TOGETHER

1. *yes*
2. *yes*
3. *no*
4. *no*
5. *yes*
6. *no*

A2. (ii) FRED'S FAMILY

1. *This is Fred's baby brother.*
2. Fred's aunt is a nurse and she helps sick children.
3. His cousin likes to go to the seaside.
4. Fred's grandmother is sitting on a chair.
5. His uncle wears a hat and drives a yellow bus.
6. Fred's sister is drinking juice.

### JUNIOR PRIMARY

A2. (iii) ANNA'S BUSY DAY

1. *I got up early and I brushed my teeth.*
2. Then I ate my breakfast.
3. My friends and I worked hard at school.
4. After school, I cooked some food with Dad.
5. We had dinner when Mum and my sister came home.
6. Then I was very tired so I went to bed.

# Primary School Assessment Kit

## SENIOR PRIMARY

### A2. (iii) MY BUSY DAY

I got up early and I *brushed* my teeth.

Then I ate bread and cereal for breakfast.

My friends and I worked hard at school.

After school, I cooked some food with Dad.

We had dinner when Mum and my sister came home.

Then I was very tired so I went to bed.

## JUNIOR PRIMARY

### B1. (i) 1. *Because it was his birthday.*

2. His mother and father.

3. To the shop.

4. To school.

5. Playing football.

6. Wet weather.

### B1. (ii) 1. *my*

2. got

3. will

4. don't

5. too

6. going

### B1. (iii) 1. *a*

2. b

3. a

4. c

5. b

6. c

## SENIOR PRIMARY

### B1. (i) 1. *my*

2. won't

3. they're

4. going

5. ones

6. thinks

- B1. (ii)
1. *Trang*
  2. Aziz
  3. Lola
  4. Lola
  5. Aziz
  6. Trang

- B1. (iii)
1. *a*
  2. *c*
  3. *b*
  4. *a*
  5. *c*
  6. *a*

# Primary School Assessment Kit

## Placement: READING

### Scoring and rating

Total of 15 questions per level. One point for each correct answer.

Test level	Number of correct answers/points	Pupil's level of proficiency (✓)
A1.1		
A1.2		
A1.3		
A2.1		
A2.2		
A2.3		
B1.1		
B1.2		
B1.3		

Pupil's total score at any one level	Pupil's proficiency (level of test)	The next stage
0–7	A1.1 or A2.1 or B1.1	Continue at this level.
8–12	A1.2 or A2.2 or B1.2	Continue at this level.
13–15	A1.3 or A2.3	Progress to the next level. From A1 to A2 or from A2 to B1.
13–15	B1.3	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.

## PLACEMENT TEST: 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

## Placement: WRITING A1

Write the correct word under each picture.

Use the words in the box.

There are 2 extra words.



1. table



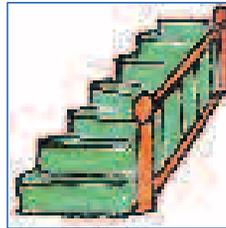
2. \_\_\_\_\_



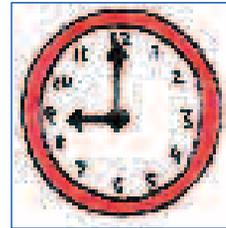
3. \_\_\_\_\_



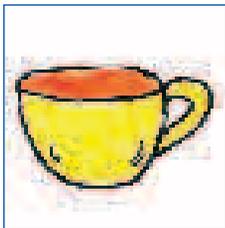
4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_

bath

spoon

toys

~~table~~

brush

stairs

cup

toilet

chair

telephone

clock

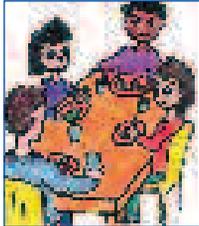
bed

## Placement: WRITING A2. (i) Junior Primary

Look at the pictures below.

Write a sentence for each picture by putting the words in the correct order. The first sentence is done for you.

1.



eating they dinner are their

*They are eating their dinner.*

2.



interesting is he an book reading

\_\_\_\_\_

3.



our help car wash we to can

\_\_\_\_\_

4.



brought two postman letters the

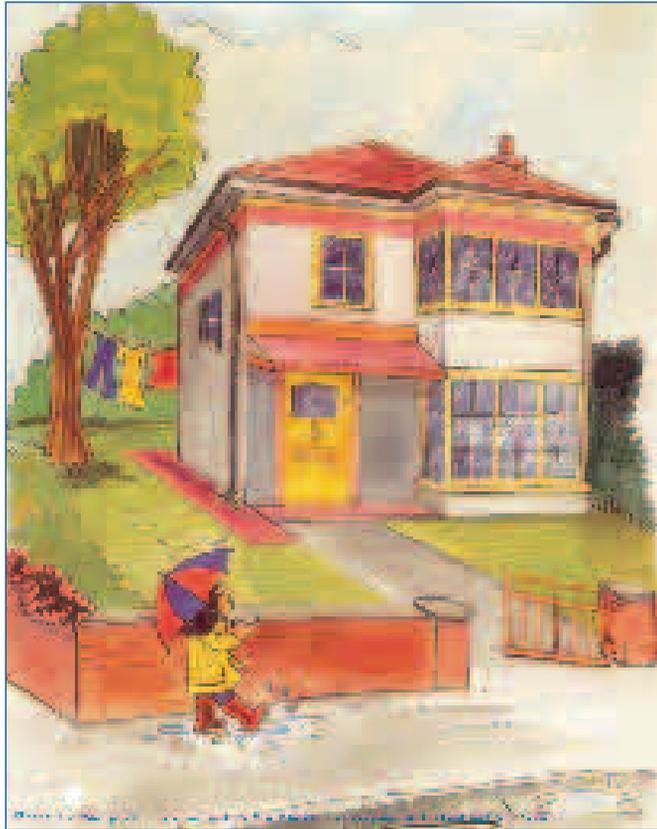
\_\_\_\_\_

## Primary School Assessment Kit

### Placement: WRITING A2. (ii) Junior Primary

Look at this picture and finish the sentences.

There is a space for each missing word.



- 1 The house has a bright yellow door.
- 2 There are clouds \_\_\_\_\_ the sky and \_\_\_\_\_ is raining.
- 3 The girl is \_\_\_\_\_ red boots and a yellow \_\_\_\_\_.
- 4 She holds an \_\_\_\_\_ because she \_\_\_\_\_ not want to get wet.

## Placement: WRITING A2. (i) Senior Primary

Look at the pictures below.

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

1.



eating they dinner are their

*They are eating their dinner.*

2.



interesting is he an book reading

\_\_\_\_\_

3.



buy they shoes new to want

\_\_\_\_\_

4.



swing loves the on going she

\_\_\_\_\_

5.



our help car wash we to can

\_\_\_\_\_

6.



brought two postman letters the

\_\_\_\_\_

7.



I came the because sick doctor was

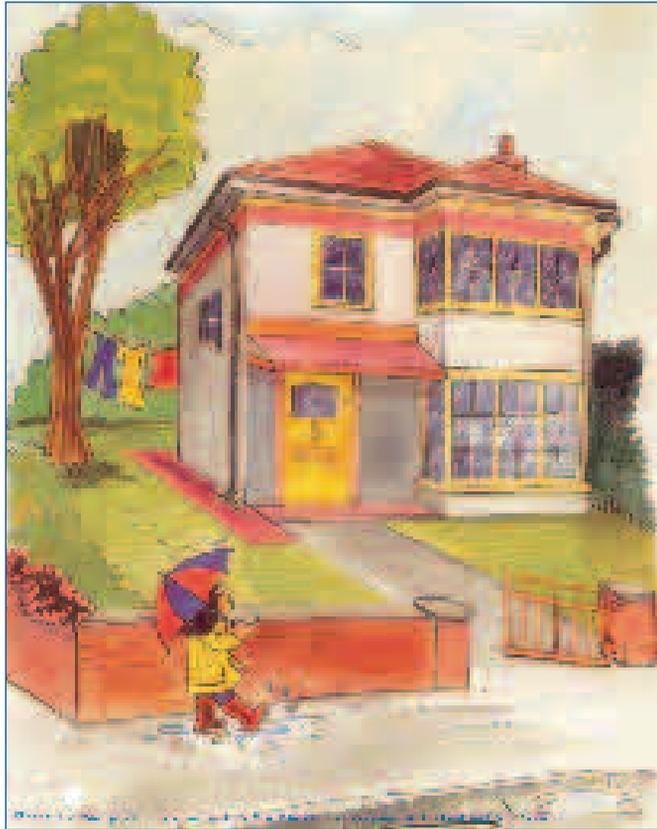
\_\_\_\_\_

## Primary School Assessment Kit

### Placement: WRITING A2. (ii) Senior Primary

Look at this picture and finish the sentences.

There is a space for each missing word.



The house has a bright yellow door.

2. There are clouds \_\_\_\_\_ the sky and \_\_\_\_\_ is raining.
3. The girl is \_\_\_\_\_ red boots and a yellow \_\_\_\_\_.
4. She holds an \_\_\_\_\_ because she \_\_\_\_\_ not want to get wet.
5. She likes \_\_\_\_\_ through the puddles \_\_\_\_\_ the ground.
5. There is a wall \_\_\_\_\_ the garden and the \_\_\_\_\_ is open.
6. The clothes are on the clothesline but \_\_\_\_\_ are \_\_\_\_\_ dry.

## Placement: WRITING B1 Junior Primary

Write about the things that you did yesterday.

Write about what you did in the morning.

Write about what you did in the afternoon.

Write about what you did in the evening.

Use lots of the words you know.

Write 5 sentences.

Yesterday

---

---

---

---

---

---

---

---

---

---



## Placement: WRITING

### CORRECTION KEY

- A1. 1. *table*  
2. bed  
3. bath  
4. toilet  
5. stairs  
6. clock  
7. cup  
8. telephone  
9. brush  
10. toys

### VERSION 1: Junior primary

- A2. (i) 1. *They are eating their dinner.*  
2. He is reading an interesting book.  
3. We can help to wash our car.  
4. The postman brought two letters.

#### (Anticipated responses)

- A2. (ii) 1. The house has a bright yellow door.  
2. There are clouds in the sky and it is raining.  
3. The girl is wearing red boots and a yellow coat.  
4. She holds an umbrella because she does not want to get wet.

### VERSION 2: Senior primary

- A2. (i) 1. *They are eating their dinner.*  
2. He is reading an interesting book.  
3. They want to buy new shoes.  
4. She loves going on the swing.  
5. We can help to wash our car.  
6. The postman brought two letters.  
7. The doctor came because I was sick.

#### (Anticipated responses)

- A2. (ii) 1. The house has a bright yellow door.  
2. There are clouds in the sky and it is raining.  
3. The girl is wearing red boots and a yellow coat.  
4. She holds an umbrella because she does not want to get wet.  
5. She likes splashing/walking through the puddles on the ground.

## Primary School Assessment Kit

6. There is a wall around the garden and the gate is open.
7. The clothes are on the clothesline but they are not dry.

### VERSION 1: Junior primary (Possible response)

#### B1. YESTERDAY

I got up early yesterday morning.

I ate my breakfast and I went to school.

In the afternoon we had P.E and music.

In the evening I did my homework.

I watched TV and I went to bed.

### VERSION 2: Senior primary (Possible response)

#### B1. YESTERDAY

I got up at 7.30 am yesterday morning. First I ate my breakfast and then I got dressed. I left the house at 8.15 am and I walked to school. At 9.00 am school started. We did sums and reading until 12.00pm. Then it was lunchtime, so I ate my sandwiches and played with my friends. In the afternoon we had P.E. and music. Then it was time to go home. When I got home I did my homework and I had my dinner. I watched TV before I went to bed.

## Placement: WRITING

### Scoring and rating

#### Level A1

Put tick in correct box.

Points	Vocabulary incorrect	Vocabulary correct Spelling inaccurate	Vocabulary correct Spelling accurate
	0	1	2
bed			
bath			
toilet			
stairs			
clock			
cup			
telephone			
brush			
toys			
<b>TOTAL scores</b>			
<b>Overall TOTAL</b>			

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.

Points	Word order correct	Punctuation and spelling correct (capital and full stop)
	1	1
He is reading an interesting book.		
We can help to wash our car.		
The postman brought two letters.		
TOTAL scores		
Overall TOTAL		

## Level A2. (ii) Junior Primary

Put tick in correct box.

Points		Correct vocabulary (both words)	Spelling accurate
		1	1
in	it		
wearing	coat		
umbrella	does		
TOTAL scores			
Overall TOTAL			

Maximum of 12 points at level A2.

Rating pupils' performance:

Pupil's total score	Level	The next stage
0–5	A2.1	Continue at this level
6–10	A2.2	Continue at this level
11–12	A2.3	Progress to level B1

## Level A2. (i) Senior Primary

Put tick in correct box.

Points	Word order correct	Punctuation and spelling correct (capital and full stop)
	1	1
He is reading an interesting book.		
They want to buy new shoes.		
She loves going on the swing.		
We can help to wash our car.		
The postman brought two letters.		
The doctor came because I was sick.		
TOTAL scores		
Overall TOTAL		

## Level A2. (ii) Senior Primary

Put tick in correct box.

Points	Correct vocabulary (both words)	Spelling accurate
	1	1
Anticipated responses		
There are clouds <u>in</u> the sky and <u>it</u> is raining.		
The girl is <u>wearing</u> red boots and a yellow <u>coat</u> .		
She holds an <u>umbrella</u> because she <u>does not</u> want to get wet.		
She likes <u>splashing/walking</u> through the puddles <u>on</u> the ground.		
There is a wall <u>around</u> the garden and the <u>gate</u> is open.		
The clothes are on the clothes line but <u>they</u> are <u>not</u> dry.		
TOTAL scores		
Overall TOTAL		

# Primary School Assessment Kit

Maximum of 24 points at Level A2.

Rating pupils' performance:

Pupil's total score	Level	The next stage
0–11	A2.1	Continue at this level
12–20	A2.2	Continue at this level
21–24	A2.3	Progress to level B1

## Level B1 Junior and Senior Primary

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Can use a small amount of vocabulary additional to basic items</li> <li>Does not yet combine and extend vocabulary in free writing</li> </ul>	<ul style="list-style-type: none"> <li>Can use an increasing amount of vocabulary additional to basic items</li> <li>Begins to combine and extend vocabulary in free writing</li> </ul>	<ul style="list-style-type: none"> <li>Can use a lot of vocabulary additional to basic items</li> <li>Confidently combines and extends vocabulary in free writing</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Uses a small range of grammatical structures makes errors but can sometimes correct them when they are pointed out</li> </ul>	<ul style="list-style-type: none"> <li>Uses an increasing range of grammatical structures with growing control of tenses, pronouns, prepositions, word order, etc.</li> <li>Errors remain in some areas</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of grammatical structures with confidence and control</li> <li>Errors generally confined to attempts to use new or unfamiliar patterns</li> </ul>
<b>Handwriting, spelling and punctuation</b>	<ul style="list-style-type: none"> <li>Can write short connected sentences, but spelling and punctuation are inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>Can write short connected sentences with minor errors of layout, punctuation and capitals</li> </ul>	<ul style="list-style-type: none"> <li>Can write short connected sentences with generally accurate layout, punctuation and capitals</li> </ul>

Put tick in correct box.

Category of competence	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Handwriting, spelling and punctuation			
<b>Overall TOTAL</b>			

Maximum of 9 points at level B1.  
Rating pupils' performance:

Pupil's total score	Level	The next stage
1–4	B1.1	Continue at this level
5–7	B1.2	Continue at this level
8–9	B1.3	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.

## SET 2: 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.
- 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".
- 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.
- 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.
- Before the test begins pupil should be told, where appropriate, to drop out as soon as they are unable to answer any of the questions.
- 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.

# Primary School Assessment Kit

## Set 2: LISTENING SCRIPT

### Level A1. (i) 4 minutes

Look at these eight pictures.

Indicate pictures of familiar school-related items on page 108.

Ali indicate picture of boy is going to talk about six things he has in his schoolbag.

You must listen to what Ali 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've got a big pencil case in my schoolbag.**

Pause for 3 seconds.

**I've got a big pencil case in my schoolbag.**

Indicate line joining the number 1 to picture of pencil case.

Pause for 5 seconds.

**2. Number two, number two.**

Pause for 3 seconds.

**Inside my pencil case I have a pencil.**

Pause for 3 seconds.

**Inside my pencil case I have a pencil.**

Pause for 5 seconds.

**3. Number three, number three.**

Pause for 3 seconds.

**And I've got some crayons.**

Pause for 3 seconds.

**And I've got some crayons.**

Pause for 5 seconds.

**4. Number four, number four.**

Pause for 3 seconds.

**My notebook is in my schoolbag too.**

Pause for 3 seconds.

**My notebook is in my schoolbag too.**

Pause for 5 seconds.

**5. Number five, number five.**

Pause for 3 seconds.

**I have a picture of my house.**

Pause for 3 seconds.

**I have a picture of my house.**

Pause for 5 seconds.

**6. Number six, number six.**

Pause for 3 seconds.

**And here's my apple.**

Pause for 3 seconds.

**And here's my apple.**

Pause for 5 seconds.

Tell pupils to finish now.

## Set 2: LISTENING SCRIPT

### Level A1. (ii) 5 minutes

Now turn the page and look at the eight pictures again.

Indicate the eight pictures on page 109.

Listen carefully to Ali (indicate picture of boy) as he talks about what he does with six of these things.

Each time you must find the picture that matches what Ali 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 keep lots of useful things in this.**

*Pause for 3 seconds.*

**I keep lots of useful things in this.**

*Indicate line joining the number 1 to picture of pencil case.*

*Pause for 5 seconds*

2. **Number two, number two.**

*Pause for 3 seconds.*

**I eat this fruit at break-time.**

*Pause for 3 seconds.*

**I eat this fruit at break-time.**

*Pause for 5 seconds.*

3. **Number three, number three.**

*Pause for 3 seconds.*

**I need this when I make a mistake.**

*Pause for 3 seconds.*

**I need this when I make a mistake.**

*Pause for 5 seconds.*

4. **Number four, number four.**

*Pause for 3 seconds.*

**I write lots of words with this thing.**

*Pause for 3 seconds.*

**I write lots of words with this thing.**

*Pause for 5 seconds.*

5. **Number five, number five.**

*Pause for 3 seconds.*

**I can use these to colour a picture.**

*Pause for 3 seconds.*

**I can use these to colour a picture.**

*Pause for 5 seconds.*

6. **Number six, number six.**

*Pause for 3 seconds.*

**This is made of bread and I have it for lunch.**

*Pause for 3 seconds.*

**This is made of bread and I have it for lunch.**

*Pause for 5 seconds.*

*Tell pupils to finish now.*

# Primary School Assessment Kit

## Set 2: 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 110.

Now listen to Ali (indicate picture of boy) as he talks again about six of these things.

Each time you must find the picture that matches what Ali 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.

**It's so full I can hardly close it!**

Pause for 3 seconds.

**It's so full I can hardly close it!**

Indicate line joining the number 1 to picture of pencil case.

Pause for 5 seconds

**2. Number two, number two.**

Pause for 3 seconds.

**Mmm ... yummy ... I love cheese ones!**

Pause for 3 seconds.

**Mmm ... yummy ... I love cheese ones!**

Pause for 5 seconds.

**3. Number three, number three.**

Pause for 3 seconds.

**Here's my drawing – look at the flowers in the garden.**

Pause for 3 seconds.

**Here's my drawing – look at the flowers in the garden.**

Pause for 5 seconds.

**4. Number four, number four.**

Pause for 3 seconds.

**I can give you some – I have blue, red, green ...**

Pause for 3 seconds.

**I can give you some – I have blue, red, green ...**

Pause for 5 seconds.

**5. Number five, number five.**

Pause for 3 seconds.

**My homework is on this page.**

Pause for 3 seconds.

**My homework is on this page.**

Pause for 5 seconds.

**6. Number six, number six.**

Pause for 3 seconds.

**Oh no, that's wrong ... I have to rub it out.**

Pause for 3 seconds.

**Oh no, that's wrong ... I have to rub it out.**

Pause for 5 seconds.

Tell pupils to finish now.

## Set 2: LISTENING SCRIPT

### Level A2. (i) 5 minutes

Look at this picture of a classroom.

*Indicate picture of classroom on page 111.*

Now listen carefully to some sentences about this picture.

*Indicate picture of classroom.*

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.**

*Pause for 3 seconds.*

**Draw a heart shape around the boy who is going out the door.**

*Pause for 3 seconds.*

**Draw a heart shape around the boy who is going out the door.**

*Indicate heart around picture of boy leaving the room*

*Pause for 5 seconds*

2. **Number two, number two.**

*Pause for 3 seconds.*

**Draw a circle around the pink coat that the teacher is holding.**

*Pause for 3 seconds.*

**Draw a circle around the pink coat that the teacher is holding.**

*Pause for 5 seconds.*

3. **Number three, number three.**

*Pause for 3 seconds.*

**Draw a square around the girl who is wearing a nurse's hat.**

*Pause for 3 seconds.*

**Draw a square around the girl who is wearing a nurse's hat.**

*Pause for 5 seconds.*

4. **Number four, number four.**

*Pause for 3 seconds.*

**Draw a triangle around the boy who is looking in his schoolbag under the table.**

*Pause for 3 seconds.*

**Draw a triangle around the boy who is looking in his schoolbag under the table.**

*Pause for 5 seconds.*

5. **Number five, number five.**

*Pause for 3 seconds.*

**Draw a diamond around the tap – there is water dripping from it.**

*Pause for 3 seconds.*

**Draw a diamond around the tap – there is water dripping from it.**

*Pause for 5 seconds.*

6. **Number six, number six.**

*Pause for 3 seconds.*

**Draw a rectangle around the boy who is putting a bottle of paint on the shelf.**

*Pause for 3 seconds.*

**Draw a rectangle around the boy who is putting a bottle of paint on the shelf.**

*Pause for 5 seconds.*

*Tell pupils to finish now.*

# Primary School Assessment Kit

## Set 2: LISTENING SCRIPT

### Level A2. (ii) 5 minutes

Look at these eight pictures.

Indicate pictures of school children from different countries on page 112.

Listen to six children from different countries talking about what they are doing at school.

You must find the picture of each thing 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.*

**We are learning how to weigh things. We are finding out which things are heavy and which are light.**

*Pause for 3 seconds.*

**We are learning how to weigh things. We are finding out which things are heavy and which are light.**

*Indicate picture of children weighing blocks.*

*Pause for 5 seconds*

**2. Number two, number two.**

*Pause for 3 seconds.*

**We are learning how to do joined-up writing. We are writing on the blackboard with chalk.**

*Pause for 3 seconds.*

**We are learning how to do joined-up writing. We are writing on the blackboard with chalk.**

*Pause for 5 seconds.*

**3. Number three, number three.**

*Pause for 3 seconds.*

**We are sitting on the floor, reading our books. Our teacher helps us if we don't understand something.**

*Pause for 3 seconds.*

**We are sitting on the floor, reading our books. Our teacher helps us if we don't understand something.**

*Pause for 5 seconds.*

**4. Number four, number four.**

*Pause for 3 seconds.*

**We are doing our exercises. We have to stretch our arms. It is very hot so we are outside under some trees.**

*Pause for 3 seconds.*

**We are doing our exercises. We have to stretch our arms. It is very hot so we are outside under some trees.**

*Pause for 5 seconds.*

**5. Number five, number five.**

*Pause for 3 seconds.*

**We are trying to send a message to children in another country. We are using a computer to help us.**

*Pause for 3 seconds.*

**We are trying to send a message to children in another country. We are using a computer to help us.**

*Pause for 5 seconds.*

6. **Number six, number six.**

*Pause for 3 seconds.*

**We are painting pictures of birds. We are using lots of bright colours because we want them to look really good.**

*Pause for 3 seconds.*

**We are painting pictures of birds. We are using lots of bright colours because we want them to look really good.**

*Pause for 5 seconds.*

*Tell pupils to finish now.*

## Set 2: LISTENING SCRIPT

### Level A2. (iii) 5 minutes

**Look at these eight pictures.**

*Indicate pictures of playground games on page 113.*

**Listen to children talking about six of these playground games.**

**You must find the picture of each thing 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.*

**You draw numbers in boxes on the ground. Then you throw a stone along the numbers and hop or jump to get it.**

*Pause for 3 seconds.*

**You draw numbers in boxes on the ground. Then you throw a stone along the numbers and hop or jump to get it.**

*Indicate picture of children playing hopscotch.*

*Pause for 5 seconds*

2. **Number two, number two.**

*Pause for 3 seconds.*

**One child stands in front, looking at a wall, and throws a ball behind her. Then she turns round and guesses who has caught the ball.**

*Pause for 3 seconds.*

**One child stands in front, looking at a wall, and throws a ball behind her. Then she turns round and guesses who has caught the ball.**

*Pause for 5 seconds.*

3. **Number three, number three.**

*Pause for 3 seconds.*

**Two children hold a rope and turn it. Another child skips in the middle and they sing a song.**

*Pause for 3 seconds.*

**Two children hold a rope and turn it. Another child skips in the middle and they sing a song.**

*Pause for 5 seconds.*

4. **Number four, number four.**

*Pause for 3 seconds.*

**Children stand in a circle and throw a ball. If a child does not catch the ball you get a letter from the word "donkey". When you get all the letters, you are out.**

*Pause for 3 seconds.*

# Primary School Assessment Kit

Children stand in a circle and throw a ball. If you don't catch the ball you get a letter from the word "donkey". When you get all the letters, you are out.

*Pause for 5 seconds.*

**5. Number five, number five.**

*Pause for 3 seconds.*

Children played this game long ago. They used toys called spinning tops. They tried to keep their tops turning for the longest time.

*Pause for 3 seconds.*

Children played this game long ago. They used toys called spinning tops. They tried to keep their tops turning for the longest time.

*Pause for 5 seconds.*

**6. Number six, number six.**

*Pause for 3 seconds.*

Children make a circle, holding their hands up and singing. One child goes in between and chooses others to follow her.

*Pause for 3 seconds.*

Children make a circle, holding their hands up and singing. One child goes in between and chooses others to follow her.

*Pause for 5 seconds.*

*Tell pupils to finish now.*

## Set 2: LISTENING SCRIPT

### Level B1. (i) 7 minutes

**This is Josh.**

*Indicate picture of boy at top of page 114.*

**This is his teacher, Miss Quinn.**

*Indicate picture of teacher at top of page.*

**Listen to Miss Quinn talking to Josh in the classroom. 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. Listen to Miss Quinn:**

*Read the following like a story*

**"Alright, boys and girls," said Miss Quinn. We've got lots of new songs to learn for the Christmas concert."**

*Pause for 3 seconds.*

**Question one, question one.**

*Pause for 3 seconds.*

**The concert is for which special day?**

**The answer is Christmas. Miss Quinn said that they have lots of songs to learn for the Christmas concert.**

*Indicate the "Christmas" picture.*

*Pause for 5 seconds.*

**2. Listen to Miss Quinn and Josh.**

*Read like a story:*

**"First,"** said Miss Quinn, **"I want everyone to stand next to the window.**

**Quickly please, away from the desks!"**

**"Do we have to stand, Miss?"** groaned Josh.

**"Yes, Josh,"** said Miss Quinn. **"Close the door and get over there this minute."**

*Pause for 3 seconds.*

**Question two, question two.**

*Pause for 3 seconds.*

**What should the children stand beside?**

*Pause for 5 seconds.*

**3. Listen to Miss Quinn and Josh.**

*Read like a story:*

**"OK, let's make two rows."** Miss Quinn said. **"Girls at the front and ..."**

**"Can I stay here, Miss?"** asked Josh.

**"No,"** said Miss Quinn. **"I want the boys at the back."**

*Pause for 3 seconds.*

**Question three, question three.**

*Pause for 3 seconds.*

**Who should be at the front of the group?**

*Pause for 5 seconds.*

**4. Listen to Miss Quinn and Josh.**

*Read like a story:*

**"And Josh,"** asked Miss Quinn, **"could you lift your schoolbag out of the way?"**

**"Yes, Miss,"** said Josh.

**"Watch your books don't fall out!"** said Miss Quinn. **"Here, put it behind the piano."**

*Pause for 3 seconds.*

**Question four, question four.**

*Pause for 3 seconds.*

**What should Josh move?**

*Pause for 5 seconds.*

**5. Listen to Miss Quinn and Josh.**

*Read like a story:*

**"Now, can you give out the songbooks please?"** Miss Quinn asked. **"They're on the top shelf."**

**"Beside the recorders, Miss?"** asked Josh.

**"Yes,"** replied Miss Quinn, **"above the radio."**

**"Got them,"** said Josh.

*Pause for 3 seconds.*

**Question five, question five.**

*Pause for 3 seconds.*

**Which of these things is next to the songbooks?**

*Pause for 5 seconds.*

**6. Listen to Miss Quinn and Josh.**

*Read like a story:*

**"Right,"** said Miss Quinn. **"Do you remember the song I recorded for you last week?"**

**"The one we heard on the radio?"** asked Josh.

**"Yes,"** said Miss Quinn. **"We'll learn that song today. Listen first while I play it on the piano."**

# Primary School Assessment Kit

*Pause for 3 seconds.*

**Question six, question six.**

*Pause for 3 seconds.*

**What are the children going to listen to?**

*Pause for 5 seconds.*

**Now listen to Miss Quinn and Josh talking again, then listen to the questions once more and check your answers.**

*Read like a story:*

**“Alright, boys and girls,” said Miss Quinn. We’ve got lots of new songs to learn for the Christmas concert.”**

**“First,” said Miss Quinn, “I want everyone to stand next to the window. Quickly please, away from the desks!”**

**“Do we have to stand, Miss?” groaned Josh.**

**“Yes, Josh,” said Miss Quinn. “Close the door and get over there this minute.”**

**“OK, let’s make two rows.” Miss Quinn said. “Girls at the front and ...”**

**“Can I stay here, Miss?” asked Josh.**

**“No,” said Miss Quinn. “I want the boys at the back.”**

**“And Josh,” asked Miss Quinn, “could you lift your schoolbag out of the way?”**

**“Yes, Miss,” said Josh.**

**“Watch your books don’t fall out!” said Miss Quinn. “Here, put it behind the piano.”**

**“Now, can you give out the songbooks please?” Miss Quinn asked. “They’re on the top shelf.”**

**“Beside the recorders, Miss?” asked Josh.**

**“Yes,” replied Miss Quinn, “above the radio.”**

**“Got them,” said Josh.**

**“Right,” said Miss Quinn. “Do you remember the song I recorded for you last week?”**

**“The one we heard on the radio?” asked Josh.**

**“Yes,” said Miss Quinn. “We’ll learn that song today. Listen first while I play it on the piano.”**

**Question 1 is the example question: The concert is for which special day?**

**Now look at your answers.**

**Question 2: What should the children stand beside?**

*Pause for 3 seconds.*

**Question 3: Who should be at the front of the group?**

*Pause for 3 seconds.*

**Question 4: What should Josh move?**

*Pause for 3 seconds.*

**Question 5: Which of these things is next to the songbooks?**

*Pause for 3 seconds.*

**Question 6: What are the children going to listen to?**

*Pause for 3 seconds.*

*Tell pupils to finish now.*

## Set 2: LISTENING SCRIPT

### Level B1. (ii) 7 minutes

Look at these pictures.

Indicate eleven pictures related to school activities on page 115.

**This is Lara.**

Indicate picture of girl.

**Lara is going to talk about her day at school.**

**Six of the pictures show some of the things that she did today.**

**As Lara tells her 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 Lara says:**

*Read the following like a story.*

*Lara:*

**I had a good day at school with my friends.**

**We did lots of work and some fun things too.**

**First, we had maths – the sums were really difficult!**

**The answer is maths. Lara says that first she had maths and that the sums she did were really difficult.**

*Indicate line joining the number 1 to the picture of maths book.*

*Pause for 5 seconds.*

**2. Number two, number two.**

*Pause for 3 seconds.*

**This is what Lara says:**

*Lara:*

**After that our teacher, Miss Quinn, read us a story. Then she asked us to write about it. When we had finished, she told us to choose one book each from the class library and to read it at home this evening.**

*Pause for 5 seconds.*

**3. Number three, number three.**

*Pause for 3 seconds.*

**This is what Lara says:**

*Lara:*

**Then it was break-time and after break we had P.E. It was raining so we couldn't go outside. We played some games inside instead.**

*Pause for 5 seconds.*

**4. Number four, number four.**

*Pause for 3 seconds.*

**This is what Lara says:**

*Lara:*

**We had lunch at twelve o'clock. I always have sandwiches and juice for lunch.**

**I usually eat an apple as well, but today I had an orange. It was delicious.**

*Pause for 5 seconds.*

# Primary School Assessment Kit

5. **Number five, number five.**

*Pause for 3 seconds.*

**This is what Lara says:**

*Lara:*

**After lunch, Garda Ryan came to tell us about his work. He talked about staying safe on the road because children can easily get hurt. When he left, Miss Quinn told us that the school nurse will come next week and she gave us a note.**

*Pause for 5 seconds.*

6. **Number six, number six.**

*Pause for 3 seconds.*

**This is what Lara says:**

*Lara:*

**Then we had art. I made a funny puppet, using an old sock and some buttons while my friend, Josh, painted a picture. Last of all we had music and we practised our songs for the concert.**

*Pause for 5 seconds.*

**Now listen to Lara talking again and check your answers.**

*Read at "story" speed.*

**I had a good day at school with my friends. We did lots of work and some fun things too. First, we had maths – the sums were really difficult! After that our teacher, Miss Quinn, read us a story. Then she asked us to write about it. When we had finished, she told us to choose one book each from the class library and to read it at home this evening. Then it was break-time and after break we had P.E. It was raining so we couldn't go outside. We played some games inside instead.**

*Pause for 3 seconds.*

**We had lunch at twelve o'clock. I always have sandwiches and juice for lunch. I usually eat an apple as well, but today I had an orange. It was delicious. After lunch, Garda Ryan came to tell us about his work. He talked about staying safe on the road because children can easily get hurt. When he left, Miss Quinn told us that the school nurse will come next week and she gave us a note. Then we had art. I made a funny puppet, using an old sock and some buttons while my friend, Josh, painted a picture. Last of all we had music and we practised our songs for the concert.**

*Pause for 5 seconds, then tell pupils to finish.*

## Set 2: LISTENING SCRIPT

### Level B1. (iii) 7 minutes

**Listen to Josh and Lara talking after school.**

*Indicate pictures of boy and girl at top of page 116.*

**After each part of their conversation you will hear a question.**

*Indicate numbers and pictures of items on grid.*

**You must choose the correct answer for each question by ticking Josh (indicate picture of boy on grid) or Lara (indicate picture of girl on grid) or Josh and Lara (indicate picture of boy and girl together on grid).**

Now you will hear an example. Listen carefully:

Read the following like a story:

“Are you going home, Josh?” asked Lara.

“Yeah, but I’m going to play in the park first,” said Josh.

“Do you want to come?”

“No, I can’t,” said Lara.

(Example)

1. Question one, question one.

Pause for 3 seconds

**Who is going to the park?**

Pause for 5 seconds.

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

The answer is Josh because he said that he was going to play in the park.

“Why not?” asked Josh.

“I have to wait for my bus,” Lara said. “It’ll be here soon.”

“I live close by so I always walk home,” said Josh. “I go through the park on the way.”

“You’re lucky,” said Lara.

2. Question two, question two.

Pause for 3 seconds.

**Who is going home by bus?**

Pause for 5 seconds.

“Hey, do you know what we have for homework tonight?” asked Josh.

“We have to read our library books,” Lara replied. “I can’t wait to start my one, it looks very interesting.”

“So does mine,” said Josh, “but it’s a long story.”

“Well you better finish it,” said Lara. “You’ll have to talk about it tomorrow.”

3. Question three, question three.

Pause for 3 seconds.

**Who has reading for homework?**

Pause for 5 seconds.

“Oh no,” Josh moaned, “and I’ve those sums as well!”

“What, the ones we were doing today?” asked Lara. “I finished them all in class.”

“That’s not fair,” said Josh, “you haven’t much to do this evening.”

4. Question four, question four.

Pause for 3 seconds.

**Who has maths homework?**

Pause for 5 seconds.

“Not really,” said Lara. “I’m going to read my book as soon as I get home and then I’ll watch TV.”

“Yeah,” said Josh, “there’s a great sports show on at half seven.”

“But what about your homework?” asked Lara.

“Uh oh, I forgot,” said Josh, “I won’t have any time for TV.”

## Primary School Assessment Kit

5. **Question five, question five.**

*Pause for 3 seconds.*

**Who will watch television tonight?**

*Pause for 5 seconds.*

“Well, you can watch it tomorrow instead,” Lara said.

“Yeah, I suppose,” said Josh. “Anyhow, the big match is on tomorrow.

I definitely have to see that.”

“Me too,” said Lara, “I love football!”

6. **Question six, question six.**

*Pause for 3 seconds.*

**Who wants to watch the football match tomorrow?**

*Pause for 5 seconds.*

**Now listen to Josh and Lara talking again.**

**Then listen to the questions once more and check your answers.**

“Are you going home, Josh?” asked Lara.

“Yeah, but I’m going to play in the park first,” said Josh. “Do you want to come?”

“No, I can’t,” said Lara.

“Why not?” asked Josh.

“I have to wait for my bus,” Lara said. “It’ll be here soon.”

“I live close by so I always walk home,” said Josh. “I go through the park on the way.”

“You’re lucky,” said Lara.

“Hey, do you know what we have for homework tonight?” asked Josh.

“We have to read our library books,” Lara replied. “I can’t wait to start my one, it looks very interesting.”

“So does mine,” said Josh, “but it’s a long story.”

“Well you better finish it,” said Lara. “You’ll have to talk about it tomorrow.”

“Oh no,” Josh moaned, “and I’ve those sums as well!”

“What, the ones we were doing today?” asked Lara. “I finished them all in class.”

“That’s not fair,” said Josh, “you haven’t much to do this evening.”

“Not really,” said Lara. “I’m going to read my book as soon as I get home and then I’ll watch TV.”

“Yeah,” said Josh, “there’s a great sports show on at half seven.”

“But what about your homework?” asked Lara.

“Uh oh, I forgot,” said Josh, “I won’t have any time for TV.”

“Well, you can watch it tomorrow instead,” Lara said.

“Yeah, I suppose,” said Josh. “Anyhow, the big match is on tomorrow. I definitely have to see that.”

“Me too,” said Lara, “I love football!”

**Question 1 is the example question: Who is going to the park?**

**Now look at your answers.**

**Question 2: Who is going home by bus?**

*Pause for 3 seconds.*

**Question 3: Who has reading for homework?**

*Pause for 3 seconds.*

**Question 4: Who has maths homework?**

*Pause for 3 seconds.*

**Question 5: Who will watch television tonight?**

*Pause for 3 seconds.*

**Question 6: Who wants to watch the football match tomorrow?**

*Pause for 3 seconds.*

*Tell pupils to finish now.*

## Set 2: LISTENING

### CORRECTION KEY

- A1. (i) 1. *pencil case*  
2. pencil  
3. crayons  
4. notebook  
5. picture  
6. apple
- A1. (ii) 1. *pencil case*  
2. apple  
3. eraser  
4. pencil  
5. crayons  
6. sandwich
- A1. (iii) 1. *pencil case*  
2. sandwich  
3. picture  
4. crayons  
5. notebook  
6. eraser
- A2. (i) 1. *Heart around boy going out the door.*  
2. Circle around pink coat that teacher is holding.  
3. Square around girl wearing nurse's hat.  
4. Triangle around boy looking in schoolbag under table.  
5. Diamond around tap.  
6. Rectangle around boy putting bottle of paint on shelf.
- A2. (ii) 1. *weighing blocks*  
2. writing on blackboard  
3. reading  
4. doing exercises under tree  
5. using computer  
6. painting

## Primary School Assessment Kit

- A2. (iii)
1. *hopscotch*
  2. "queenie" (ball game against wall)
  3. skipping
  4. "donkey" (ball game in circle)
  5. spinning tops
  6. "dusty bluebells" (circle game)

- B1. (i)
1. *Christmas*
  2. window
  3. girls
  4. schoolbag
  5. recorder
  6. piano

- B1. (ii)
1. *maths*
  2. reading
  3. PE indoors
  4. orange
  5. Garda's visit
  6. puppet

- B1. (iii)
1. *Josh*
  2. Lara
  3. Josh and Lara
  4. Josh
  5. Lara
  6. Josh and Lara

## Set 2: LISTENING

### Scoring and rating

Total of 15 questions per level. One point for each correct answer.

Test level	Number of correct answers/points	Pupil's level of proficiency (✓)
A1.1		
A1.2		
A1.3		
<hr/>		
A2.1		
A2.2		
A2.3		
<hr/>		
B1.1		
B1.2		
B1.3		

Pupil's total score at any one level	Pupil's proficiency (level of test)	The next stage
0–7	A1.1 or A2.1 or B1.1	Continue at this level.
8–12	A1.2 or A2.2 or B1.2	Continue at this level.
13–15	A1.3 or A2.3	Progress to the next level. From A1 to A2 or from A2 to B1.
13–15	B1.3	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.

# Primary School Assessment Kit

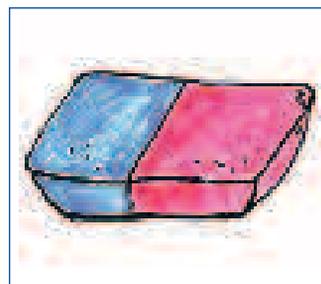
## Set 2: LISTENING



A1. (i)



1



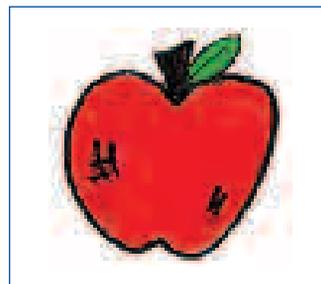
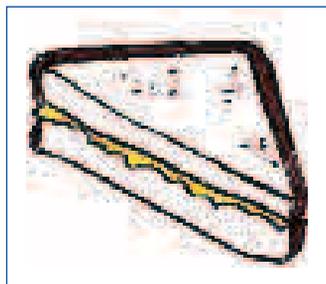
2



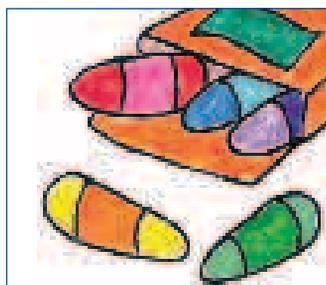
3



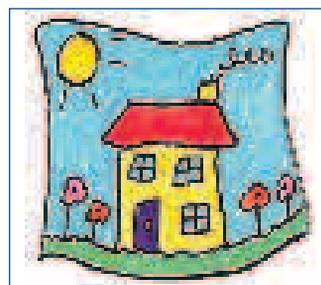
4



5



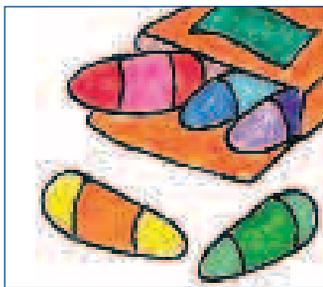
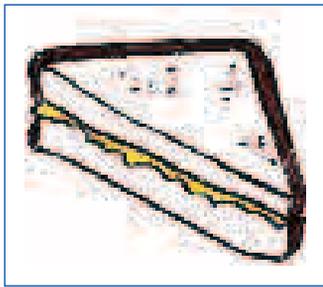
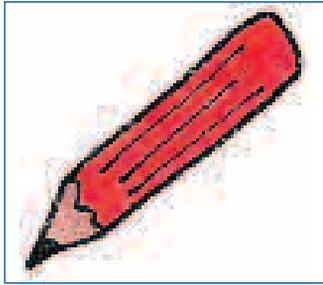
6



Set 2: LISTENING



A1. (ii)



1

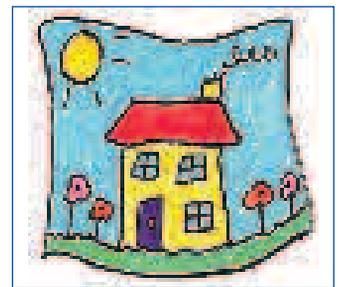
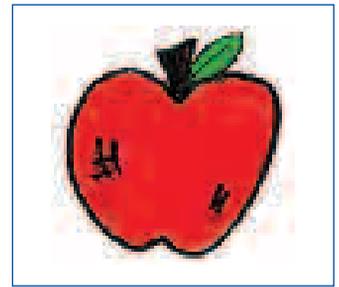
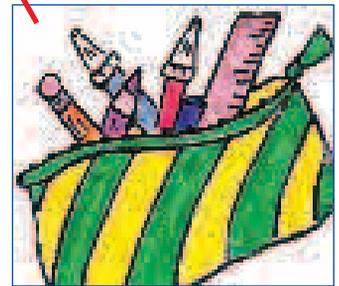
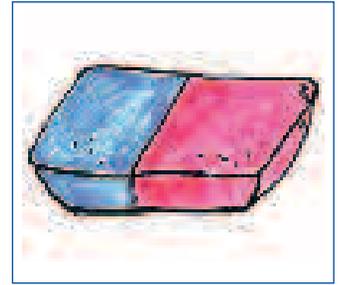
2

3

4

5

6

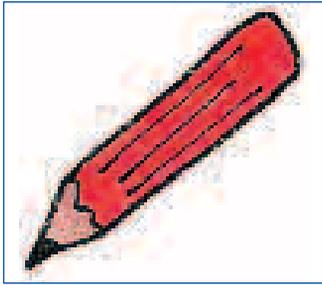


# Primary School Assessment Kit

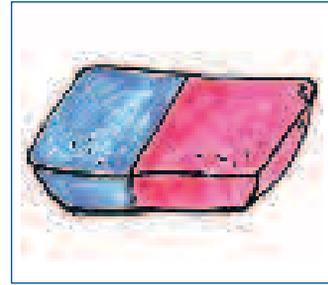
## Set 2: LISTENING



A1. (iii)



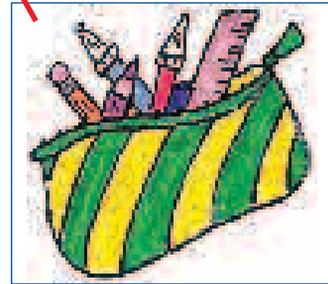
1



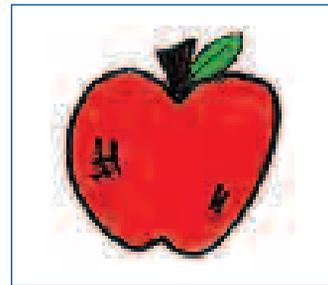
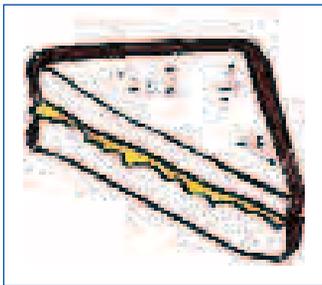
2



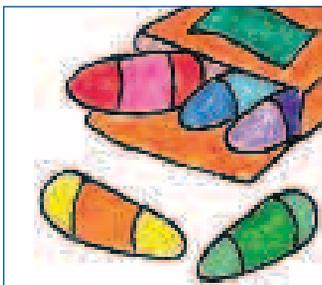
3



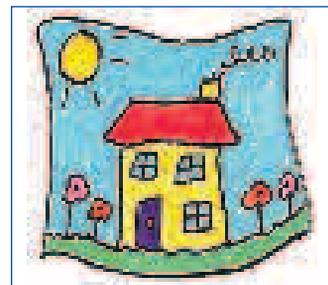
4



5



6

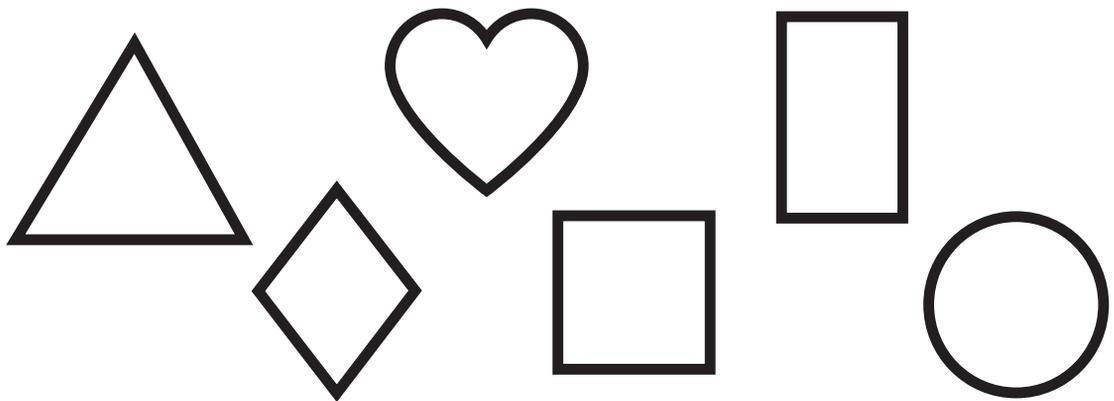


Set 2: LISTENING

A2. (i)



© 2006 Kim Shaw with permission from The Educational Company of Ireland and Kim Shaw.



# Primary School Assessment Kit

## Set 2: LISTENING

A2. (ii)



1



2



3



4



5



6



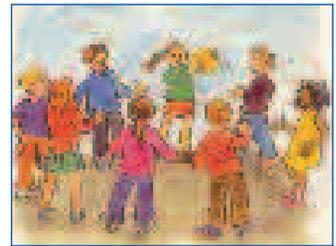
## Set 2: LISTENING

A2. (iii)

1

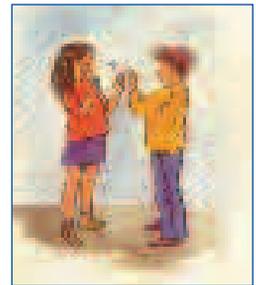


2

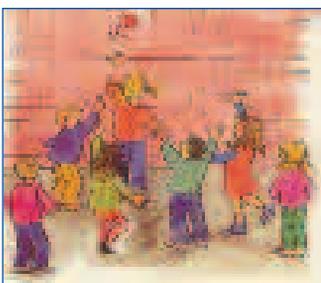


3

4



5



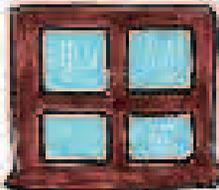
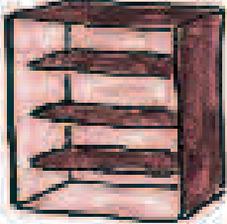
6

# Primary School Assessment Kit

## Set 2: LISTENING



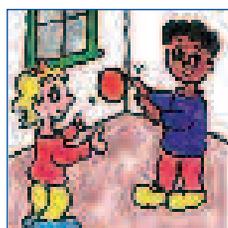
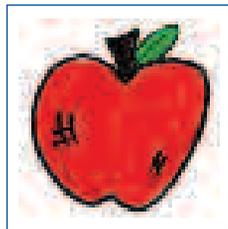
B1. (i)

1.			
2.			
3.			
4.			
5.			
6.			

Set 2: LISTENING



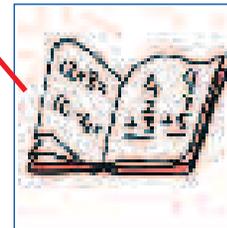
B1. (ii)



1



2



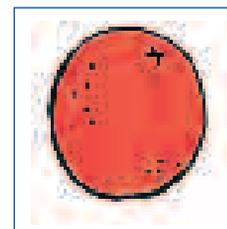
3



4



5



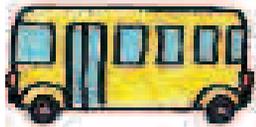
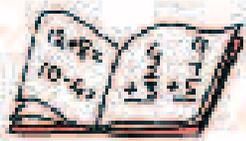
6

# Primary School Assessment Kit

## Set 2: LISTENING



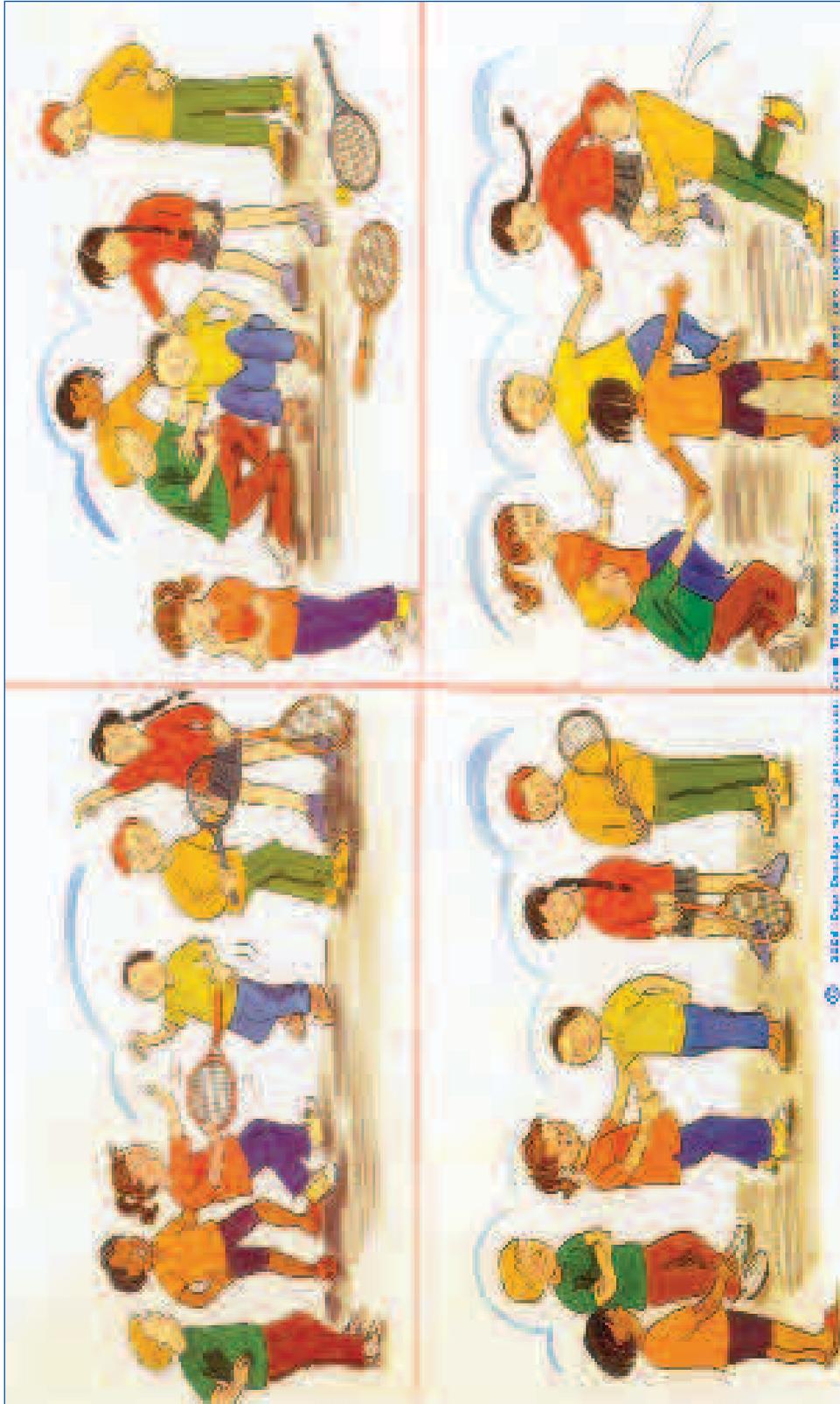
B1. (iii)

					
1.					
2.					
3.					
4.					
5.					
6.					

## SET 2: Speaking

### Notes for teachers

- All levels of this test are based on the picture sequence on page 118
- The question prompts for teachers are provided as an integral part of the test.
- Additional prompts are provided, such as *If necessary indicate street*
- Teachers should restrict interaction to the prompts provided.
- It is important that the teacher familiarises him/herself with the descriptors contained in the grid at the top of each test in advance of administering the test.
- If a teacher feels uncertain about carrying out the test while scoring the pupils' performance at the same time, it would be appropriate, where possible, to use the assistance of another teacher, or to record the test for scoring afterwards.
- The timing of these tests is determined by strict adherence to the prompts provided. If a pupil has obvious difficulty responding, then the test should end at that point. The pupil's current level of proficiency may be taken as the point at which he/she was unable to answer two or more questions in succession.



## Set 2: SPEAKING

### Level A1

This test, at all levels, is based on the picture on page 118

Category of competence	A1.1 = 1 point	A1.2 = 2 points	A1.3 = 3 points
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Seems to recognize what is being pointed at</li> <li>Does not always produce the correct word/phrase</li> <li>May require assistance if production is not forthcoming or choice of vocabulary is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes what is being pointed at</li> <li>May produce a word/phrase that is less than fully correct</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes what is being pointed at</li> <li>Produces the correct word/phrase</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>Pronunciation is very difficult to understand without reference to the picture prompt</li> <li>May require assistance if production is unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation is recognizable without reference to the picture prompt</li> <li>Pronunciation less than fully correct</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation is correct, though it may be strongly coloured by the pupil's first language</li> </ul>

#### (Introduction)

**We are going to talk about some of these pictures.** (indicate 4 pictures within poster on page 118)

**I will ask you some questions and you will answer.**

**Try to say as much as you can for each answer.**

**Are you ready?** (check that pupil is ready to start)

1. **Look at this boy.** (point to boy with black hair holding tennis racket in top left-hand picture)  
**What colour is his T-shirt?** (point to T-shirt)  
**What colour are his trousers?** (point to trousers)  
**What colour is his hair?** (point to hair)

Put tick (✓) in relevant box when pupil responds.

	A1.1 1 point	A1.2 2 points	A1.3 3 points
<b>Vocabulary</b>			
<b>Pronunciation</b>			

2. **Look at this girl's clothes.** (point to girl with long black hair in top right hand picture)  
**What is this?** (point to jumper)  
**What is this?** (point to skirt)  
**What are these?** (point to shoes)

	A1.1 1 point	A1.2 2 points	A1.3 3 points
<b>Vocabulary</b>			
<b>Pronunciation</b>			

# Primary School Assessment Kit

3. **Look at this picture.** (*indicate bottom left hand picture*)  
**How many children can you see?** (*indicate picture*)  
**How many children are wearing trousers?** (*indicate picture*)  
**How many children are shaking hands?** (*indicate picture*)

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary			
Pronunciation			

4. **Look at this picture again.** (*indicate top left hand picture*)  
**What kind of hair does this girl have?** (*point to girl with brown hair pulling tennis racket*)  
**What kind of hair does this boy have?** (*point to boy with red hair*)  
**What colour is this boy's hair?** (*point to boy with blond hair*) **Who is he standing beside?**  
*(if necessary, point to girl wearing shorts)*

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary			
Pronunciation			

5. **Look at this picture once more.** (*indicate top left hand picture*)  
**Where are the children playing?** (*indicate children*)  
**What game do these children want to play?** (*point to 3 children with tennis rackets in picture*)  
**Now look at this picture.** (*indicate top right hand picture*)  
**What do they need for this game?** (*point to tennis rackets and tennis ball in picture*)

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary			
Pronunciation			

## Set 2: SPEAKING

### Level A2

Category of competence	A2.1 = 1 point	A2.2 = 2 points	A2.3 = 3 points
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Produces some of the required items of vocabulary</li> <li>• May have difficulty remembering words</li> <li>• May require assistance if choice of vocabulary is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Produces most of the required items of vocabulary</li> <li>• Only occasional difficulty.</li> <li>• May make some errors</li> </ul>	<ul style="list-style-type: none"> <li>• Produces all the required items of vocabulary without difficulty or serious error</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Can produce structured phrases and simple sentences, but hesitantly and with obvious errors</li> <li>• May require assistance if production is not forthcoming or if the structure produced is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Can produce structured phrases and simple sentences without hesitation but with some errors</li> </ul>	<ul style="list-style-type: none"> <li>• Can produce structured phrases and sentences without hesitation or serious error</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• Pronunciation is only partly accurate</li> <li>• Phrases/sentences are often difficult to understand</li> <li>• May require assistance if aspects of production are unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation is mostly accurate and phrases/sentences are only occasionally difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation is accurate and phrases/sentences are easily understood</li> <li>• The accent may still be markedly "foreign"</li> </ul>

#### (Introduction)

**We are going to talk about these pictures.** (indicate 4 pictures on page 118)

**I will ask you some questions and you will answer.**

**Try to say as much as you can for each answer.**

**Try to say whole sentences if you can.**

**Are you ready?** (check that pupil is ready to start)

1. **Look at this picture.** (indicate top left hand picture)  
**What is this girl doing?** (point to girl with brown hair pulling tennis racket)  
**What is happening to this boy?** (point to boy with black hair)  
**What is this girl shouting?** (point to girl with long black hair)

Put tick (✓) in relevant box when pupil responds.

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

# Primary School Assessment Kit

2. **Look at this picture.** (*indicate top right hand picture*)  
**What is this boy doing here?** (*point to boy with black hair*)  
**What are his friends saying to him?** (*indicate children who are helping the boy*)  
**What is this girl thinking about?** (*point to girl with brown hair in corner*)

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

3. **Look at this picture.** (*indicate bottom left hand picture*)  
**What is the girl saying to the boy?** (*point to girl with brown hair and boy with black hair who are shaking hands*)  
**How does the boy feel now?** (*point to boy with black hair*)  
**What do their friends think?** (*indicate other children in the picture*)

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

4. **Look at this picture.** (*point to bottom right hand picture*)  
**What are the children doing together?** (*indicate children*)  
**Why are the children happy now?** (*indicate children*)  
**What are these two children trying to do?** (*point to girl wearing shorts and boy with red hair*)

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

5. **Now let's talk about you.** (*indicate reference to pupil's own experience*)  
**I want you to tell me about one of your friends.**  
**What is your friend's name?**  
**What does he/she look like?**  
**Tell me about something that you did together with your friend.**

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

## Set 2: SPEAKING

### Level B1

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Uses mostly familiar vocabulary learnt in class</li> <li>• Occasionally has difficulty remembering a word or phrase</li> <li>• May require assistance if choice of vocabulary is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Can go beyond familiar vocabulary learnt in class</li> <li>• Rarely has difficulty remembering a word or phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently goes beyond vocabulary learnt in class</li> <li>• Uses relevant vocabulary with ease and confidence</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Uses appropriate sentence-length structures</li> <li>• Still makes errors and may be hesitant</li> <li>• May require assistance if no response is forthcoming or if the structure produced is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate sentence-length structures fluently but not always accurately</li> <li>• Meaning is clear despite errors</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate sentence-length structures fluently, with confidence, and mostly accurately</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• Pronunciation of individual words sometimes inaccurate and intonation sometimes difficult to understand</li> <li>• May require assistance if aspects of production are unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation of individual words generally accurate,</li> <li>• Intonation may occasionally be difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation of individual words generally accurate and intonation easy to understand</li> <li>• There may still be strong traces of a "foreign" accent</li> </ul>

#### (Introduction)

We are going to talk about these pictures. *(indicate pictures on page 118)*

I will ask you some questions and you will answer.

Try to say as much as you can for each answer.

Try to use whole sentences in your answers.

Are you ready? *(check that pupil is ready to start)*

1. Look at these pictures. *(indicate both top pictures and bottom left picture)*

A teacher wants to know what happened outside.

Tell the teacher what happened first. *(indicate top left picture)*

Tell the teacher what happened next. *(indicate top right picture)*

Then tell the teacher what happened after that. *(indicate bottom left picture)*

Put tick (✓) in relevant box when pupil responds.

	B1.1 1 point	B1.2 2 points	B1.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

## Primary School Assessment Kit

2. **Look at this picture again.** (*indicate top left picture*)  
**Why do you think the girl did this?** (*point to girl with brown hair pulling tennis racket*)  
**What would you say to her?** (*point to girl with brown hair in top right picture*)  
**Do you think she will do this bad thing again?** (*point to girl with brown hair in bottom left picture*) **Why?/Why not?**

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

3. **These children can play different games.** (*indicate four pictures*)  
**What about you?** (*indicate reference to pupil's own experience*)  
**Tell me how to play a game that you like at school.**  
**How can you make sure that everyone has fun when you play this game?**  
**What would you do if someone started fighting?**

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

4. **Now tell me about someone who has helped you at school. How did this person help you?**  
**If you had a problem at school, who would you talk to? Why would you talk to this person?**  
**If a new child came to your class, what could you tell him or her about your school?**

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

5. **Tell me about a day when you felt really happy at school.**  
**Tell me about a day when you felt a bit sad at school.**  
**What should we do to make our school a friendly, happy place?**

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

## Set 2: SPEAKING

### Scoring and rating

Ticks (✓) should be entered in the grids that follow each question EITHER as the test is taking place OR by recording the test and rating a pupil's performance afterwards.

The scoring points are indicated at the top of each grid.

**Level A1 – maximum total of 30 points.**

**Levels A2 and B1 – maximum total of 45 points.**

Test level	Number of points	Pupil's level of proficiency (✓)
A1.1		
A1.2		
A1.3		
<hr/>		
A2.1		
A2.2		
A2.3		
<hr/>		
B1.1		
B1.2		
B1.3		

	Number of points	Pupil's proficiency	The next stage
<b>Level A1</b>	1–14	A1.1	Continue at this level.
	15–25	A1.2	Continue at this level.
	26–30	A1.3	Progress to level A2.
<b>Levels A2 and B1</b>	1–22	A2.1 or B1.1	Continue at this level.
	23–38	A2.2 or B1.2	Continue at this level.
	39–45	A2.3	Progress to level B1.
<b>Level B1</b>	39–45	B1.3	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.

## SET 2: Reading

### Notes for teachers

- The instructions for each task are indicated on the assessment sheet.
- An example is provided on each 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 and indicate the sample answer.
- No additional help should be given as the purpose of the test is to determine the pupil's ability to read the assessment tasks.
- The teacher may end the test when it is evident that a pupil is no longer able to continue.
- There is no strict time guideline for the reading assessment as the time taken by pupils may vary in accordance with their age or existing levels of literacy on entry to the school. However, teachers should observe the progress of pupils through the tests and allow similar time for completion as for a native-speaking group of pupils.

## Set 2: READING A1. (i)

Read these words.

Draw a line from each word to the matching picture.

1. book



2. bicycle



3. lunch



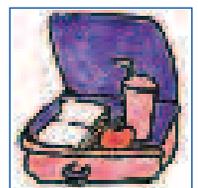
4. pen



5. blackboard



6. television



# Primary School Assessment Kit

## Set 2: READING A1. (ii)

Read and draw a circle around the matching picture.

1 a red paintbrush



2 five crayons



3 a white shirt



4 No running!



5 an old shoe



6 he is writing



## Set 2: READING A1. (iii)

Look at this picture and read the sentences.  
Choose yes or no for each sentence.



- |    |  |     |                                     |
|----|--|-----|-------------------------------------|
| 1. | There are toys in the big box.         | yes | <input checked="" type="radio"/> no |
| 2. | The pencils are beside the ruler.      | yes | <input type="radio"/> no            |
| 3. | There is a drum on top of the piano.   | yes | <input type="radio"/> no            |
| 4. | The ball is behind the cupboard.       | yes | <input type="radio"/> no            |
| 5. | It is raining outside.                 | yes | <input type="radio"/> no            |
| 6. | The green paint is on the small table. | yes | <input type="radio"/> no            |

## Primary School Assessment Kit

### Set 2: READING A2. (i)

Look at this picture and read the sentences.  
Choose yes or no for each sentence.



1. There are eight children in the class.  yes  no
2. The boy with his hand up is sitting.  yes  no
3. There are two children without any paper.  yes  no
4. The teacher is angry with the children.  yes  no
5. The girl in the pink jumper has curly hair.  yes  no
6. There is a blue flower in the window.  yes  no

## Set 2: READING A2. (ii)

The pictures show what Lee does on a school day.  
Look at the 6 pictures and read the 8 sentences.  
Match each picture to the correct sentence.

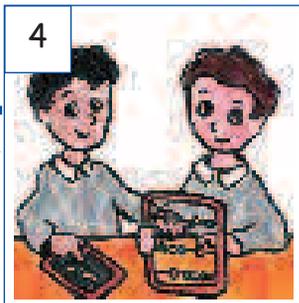
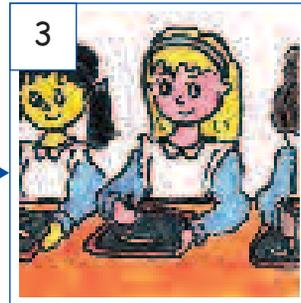
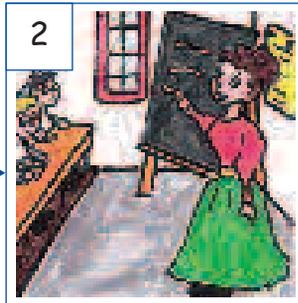
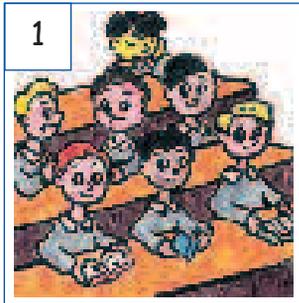


- He goes to school by bus.
- At break-time, he plays outside with his friends.
- He eats his dinner when he comes home.
- He learns a lot of things in his classroom.
- 1 Every morning, Lee gets up at seven o'clock.
- Then he walks to school.
- When he comes home, he does his homework.
- He gets to the school at nine o'clock.

# Primary School Assessment Kit

## Set 2: READING A2. (iii) Junior Primary

The pictures show children at school long ago.  
Look at the 6 pictures and read the 8 sentences.  
Match each picture to the correct sentence.



The children are reading their books.

The children wrote on small boards called "slates".

All the children sat at desks in long rows.

The girls wore white pinafores over their dresses.

The boys wore white socks and black shoes.

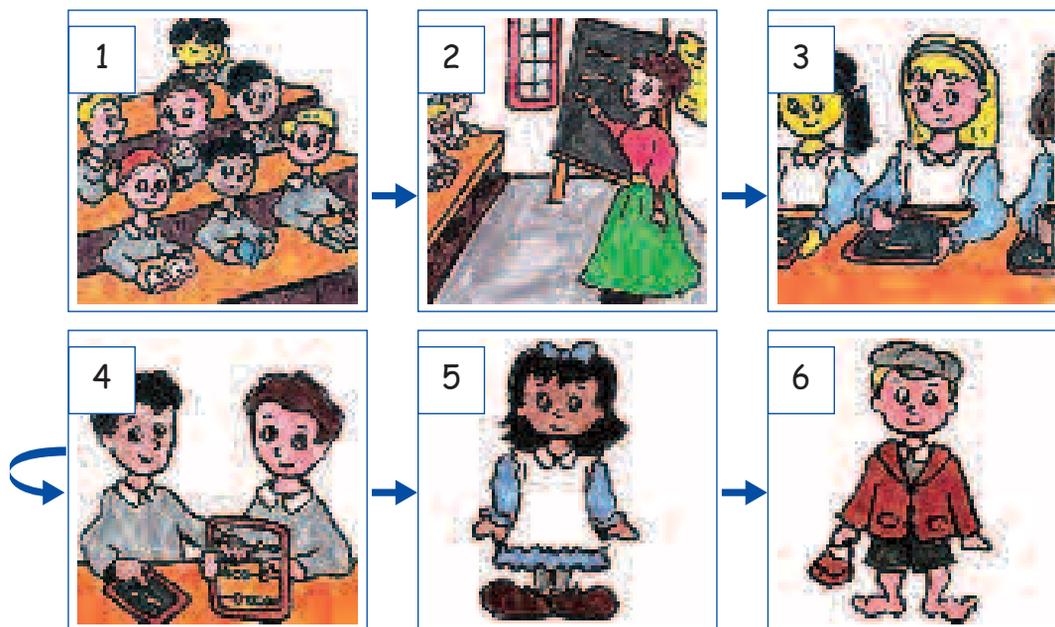
The teacher stood at the front of the classroom.

Some children did not have any shoes or socks.

They used beads on an "abacus" to help them count.

## Set 2: READING A2. (iii) Senior Primary

Look at the pictures and read about school long ago.  
Finish the story with words from the box.



### At School Long Ago

All the children sat  at desks in long rows.

The teacher \_\_\_\_\_  at the front of the classroom.

The children wrote \_\_\_\_\_  small boards called "slates".

They used beads on an "abacus" to \_\_\_\_\_  them count.

The girls wore white pinafores \_\_\_\_\_  their dresses.

Some children \_\_\_\_\_  not have any shoes or socks.

helped	<del>sat</del>	over	did
on	do	stood	help

# Primary School Assessment Kit

## Set 2: READING B1. (i) Junior Primary



Read Ben's story about school.

My name is Ben and I live in a town in Ireland. I cycle to school because it is not far away from my house. There are thirty children in my class. Every day we have English reading and writing. We do lots of sums and we learn Irish too. Some days we paint pictures and learn new songs as well. On Mondays and Wednesdays we have PE and I like this best because I love sport. Last week we went to the swimming pool. It was great!

Now read these questions.

Choose the correct answer for each question.

- |                                    |                        |
|------------------------------------|------------------------|
|                                    | some days              |
| 1. Which languages does Ben learn? | near his school        |
| 2. How often does Ben do maths?    | to the swimming pool   |
| 3. When does he paint pictures?    | English and Irish      |
| 4. What does Ben really like?      | singing                |
| 5. Where did he go last week?      | every day              |
| 6. Where does Ben live?            | near the swimming pool |
|                                    | sport                  |

## Set 2: READING B1. (ii) Junior Primary



Read and finish Ella's story about school.  
Choose and circle the correct word from each box.

My name is Ella. I'm from the United States of America. I **live** / lives / living in the countryside so I go to school by bus or my dad takes me **by** / in / with his car. My school **isn't** / aren't / wasn't big and there are only sixteen children in my class. We learn to read, write and do mathematics every day. We also have sports practice each morning, which is very healthy. **Much** / More / Most afternoons we do music or art. My favourite lesson is art **but** / or / because I love painting. Yesterday my teacher **say** / said / saying that my picture was excellent.

# Primary School Assessment Kit

## Set 2: READING B1. (iii) Junior Primary

Read these questions about both stories.

Circle the correct answer for each question.

1. Where does Ella live?
  - a. in a town in Ireland
  - b. in a town in America
  - c. in the countryside in America
  
2. How does Ben get to school?
  - a. by bus
  - b. by bike
  - c. by car
  
3. How many children are in Ben's class?
  - a. more than in Ella's class
  - b. fewer than in Ella's class
  - c. the same number as in Ella's class
  
4. What does Ella like doing best?
  - a. swimming
  - b. reading
  - c. painting
  
5. When does Ben have PE?
  - a. every morning
  - b. every afternoon
  - c. twice a week
  
6. Which word from Ella's story means "very good"?
  - a. excellent
  - b. favourite
  - c. healthy

## Set 2: READING B1. (i) Senior Primary

Read and finish these stories by three children from different countries. Choose and circle the correct word from each box.

1. My name is Ben and I  live /  lives /  living in Ireland. I cycle to school because it's near my house. There are thirty children in my class. Every day we learn English, Irish and maths. We often do painting and singing  to /  two /  too. On Mondays and Wednesdays we have P.E. and I like this best. My school starts at 9.00am and we go home at 2.45pm. After school I go to the swimming pool because my dream is to become a champion swimmer.



2. My name is Ella. I'm from the United States of America. I travel to school by bus. There are only sixteen children in my class. We do reading, writing and mathematics every day. We also have sports practice outside.  Much /  More /  Most afternoons we do music or art. My favourite lesson is art because I love to paint and I'm going to become a fashion designer. My school opens at 8.30am and finishes at 2.30pm.  When /  Then /  Where I get home I watch television.



3. My name is Abdul and I come from Bangladesh. There are sixty children and one teacher in my school. Each day we do reading, writing and maths but we also learn about farming. School starts at 8.00am but at 1.30pm we all walk home because we  have /  can /  must to work on our parents' farms. I love reading and I'm the only one in my family who can read. When I grow up  I'm /  I'd /  I'll like to be a teacher.



## Primary School Assessment Kit

### Set 2: READING B1. (ii) Senior Primary

Read these questions about the three stories.

Tick (✓) the correct child's name for each question.

		Ben	Ella	Abdul
1.	Who comes from the USA?		✓	
2.	Whose school starts earliest in the morning?			
3.	Who goes to school by bike?			
4.	Who learns two languages at school?			
5.	Who wants to be a teacher?			
6.	Who really likes painting?			

## Set 2: READING B1. (iii) Senior Primary

Read these questions about the three stories.  
Circle the correct answer for each question.

1. What time does Ben finish school?
  - a. at half-past one
  - b. at half-past two
  - c. at a quarter to three
  
2. How many children are in Ella's class?
  - a. 16
  - b. 30
  - c. 60
  
3. What does Abdul do after school?
  - a. he goes swimming
  - b. he helps on a farm
  - c. he watches TV
  
4. When does Ben have PE?
  - a. every day
  - b. most afternoons
  - c. twice a week
  
5. Who can read in Abdul's family?
  - a. everybody
  - b. only Abdul's parents
  - c. just Abdul
  
6. What would Ella like to do when she grows up?
  - a. win prizes for sport
  - b. draw pictures of clothes
  - c. teach children to read

# Primary School Assessment Kit

## Set 2: READING

### CORRECTION KEY

A1. (i) & (ii) Match words/phrases to correct pictures

(iii) AT SCHOOL

1. *no*
2. *yes*
3. *no*
4. *no*
5. *no*
6. *yes*

A2. (i) IN THE CLASSROOM

1. *yes*
2. *no*
3. *yes*
4. *no*
5. *yes*
6. *no*

A2. (ii) LEE'S SCHOOL DAY

1. *Every morning, Lee gets up at seven o'clock.*
2. He goes to school by bus.
3. He gets to school at nine o'clock.
4. He learns a lot of things in his classroom.
5. At break-time, he plays outside with his friends.
6. When he comes home, he does his homework.

### JUNIOR PRIMARY

A2. (iii) AT SCHOOL LONG AGO

1. *All the children sat at desks in long rows.*
2. The teacher stood at the front of the classroom.
3. The children wrote on small boards called "slates".
4. They used beads on an "abacus" to help them count.
5. The girls wore white pinafores over their dresses.
6. Some children did not have any shoes or socks.

## SENIOR PRIMARY

### A2. (iii) AT SCHOOL LONG AGO

All the children *sat* at desks in long rows.

The teacher stood at the front of the classroom.

The children wrote on small boards called "slates".

They used beads on an "abacus" to help them count.

The girls wore white pinafores over their dresses.

Some children did not have any shoes or socks.

## JUNIOR PRIMARY

### B1. (i) 1. *English and Irish*

2. every day

3. some days

4. sport

5. to the swimming pool

6. near his school

### B1. (ii) 1. *live*

2. in

3. isn't

4. Most

5. because

6. said

### B1. (iii) 1. *c*

2. b

3. a

4. c

5. c

6. a

## SENIOR PRIMARY

### B1. (i) 1. *live*

2. too

3. Most

4. When

5. have

6. I'd

## Primary School Assessment Kit

- B1. (ii)
1. *Ella*
  2. Abdul
  3. Ben
  4. Ben
  5. Abdul
  6. Ella

- B1. (iii)
1. *e*
  2. *a*
  3. *b*
  4. *c*
  5. *c*
  6. *b*

## Set 2: READING

### Scoring and rating

Total of 15 questions per level. One point for each correct answer.

Test level	Number of correct answers/points	Pupil's level of proficiency (✓)
A1.1		
A1.2		
A1.3		
<hr/>		
A2.1		
A2.2		
A2.3		
<hr/>		
B1.1		
B1.2		
B1.3		

Pupil's total score at any one level	Pupil's proficiency (level of test)	The next stage
0–7	A1.1 or A2.1 or B1.1	Continue at this level.
8–12	A1.2 or A2.2 or B1.2	Continue at this level.
13–15	A1.3 or A2.3	Progress to the next level. From A1 to A2 or from A2 to B1.
13–15	B1.3	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.

## Set 2: 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.

## Set 2: WRITING A1

Write the correct word under each picture.

Use the words in the box.

There are 2 extra words.



1. playing \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_

running

eating

~~playing~~

painting

fighting

laughing

swimming

crying

drinking

skipping

reading

jumping

# Primary School Assessment Kit

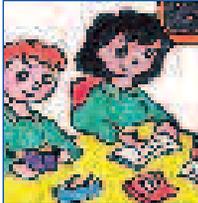
## Set 2: WRITING A2. (i) Junior Primary



These pictures show Anna and her school friends.

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

1.



my like friends working I with

I like working with my friends.

2.



speak Edgar languages three can

\_\_\_\_\_

3.



to pilot wants a Vanya be

\_\_\_\_\_

4.



her mother made for this Dina's dress

\_\_\_\_\_

## Set 2: WRITING A2. (ii) Junior Primary



Look at this picture of Anna's school.

Then finish the sentences.

There is a space for each missing word.



1. There are six children in the playground.
2. The teacher \_\_\_\_\_ the children to \_\_\_\_\_ inside.
3. There \_\_\_\_\_ a red car in \_\_\_\_\_ of the school gate.
4. A little girl is \_\_\_\_\_ the street \_\_\_\_\_ her dad.

# Primary School Assessment Kit

## Set 2: WRITING A2. (i) Senior Primary

These pictures show Anna and her school friends.

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



1. my like friends working I with



I like working with my friends.

2. speak Edgar languages three can



\_\_\_\_\_

3. good is stories Shuang writing at



\_\_\_\_\_

4. to pilot wants a Vanya be



\_\_\_\_\_

5. the play is to Lucy piano learning



\_\_\_\_\_

6. just school started has this Ben



\_\_\_\_\_

7. her mother made for this Dina's dress



\_\_\_\_\_

## Set 2: WRITING A2. (ii) (Senior Primary)

Look at this picture of Anna's school.

Then finish the sentences.

There is a space for each missing word.



1. There are six children in the playground.
2. The teacher \_\_\_\_\_ the children to \_\_\_\_\_ inside.
3. There \_\_\_\_\_ a red car in \_\_\_\_\_ of the school gate.
4. A little girl is \_\_\_\_\_ the street \_\_\_\_\_ her dad.
5. The bus has \_\_\_\_\_ stop at the traffic \_\_\_\_\_.
6. Two boys run to school because they do \_\_\_\_\_ want to \_\_\_\_\_ late.
7. The man who is \_\_\_\_\_ the bicycle has a helmet on \_\_\_\_\_ head.

# Primary School Assessment Kit

## Set 2: WRITING B1 Junior Primary

Write about your friends at school.

Write about:

Who your friends are.

What you like to do with your friends every day.

One good thing you did with your friends at school.

Use lots of the words you know.

Write 5 sentences.

My school friends

---

---

---

---

---

---

---

---

---

Set 2: WRITING B1 Senior primary



Write a letter to Anna.

Tell her about your friends at school.

Tell her what you like to do with your friends.

Tell her about one interesting thing you did with your friends at school.

Write clearly, using lots of different words.

Write as much as you can.

\_\_\_\_\_ 20 \_\_\_\_\_

Dear Anna ,

---

---

---

---

---

---

---

---

Yours,

\_\_\_\_\_

# Primary School Assessment Kit

## Set 2: WRITING

### CORRECTION KEY

- A1. 1. *playing*  
2. reading  
3. skipping  
4. eating  
5. crying  
6. running  
7. jumping  
8. painting  
9. drinking  
10. laughing

### Junior primary

- A2. (i) 1. *I like working with my friends.*  
2. Edgar can speak three languages.  
3. Vanya wants to be a pilot.  
4. Dina's mother made this dress for her.

### (Anticipated responses)

- A2. (ii) 1. There are *six children* in the playground.  
2. The teacher tells the children to go inside.  
3. There is a red car in front of the school.  
4. A little girl is crossing the street with her dad.

### Senior primary

- A2. (i) 1. *I like working with my friends.*  
2. Edgar can speak three languages.  
3. Shuang is good at writing stories.  
4. Vanya wants to be a pilot.  
5. Lucy is learning to play the piano.  
6. Ben has just started this school.  
7. Dina's mother made this dress for her.

### (Anticipated responses)

- A2. (ii) 1. There are *six children* in the playground.  
2. The teacher tells the children to go inside.  
3. There is a red car in front of the school.  
4. A little girl is crossing the street with her dad.  
5. The bus has to stop at the traffic lights.

6. Two boys run to school because they do not want to be late.
7. The man who is riding the bicycle has a helmet on his head.

## Junior primary

### (Possible responses)

#### B1. MY SCHOOL FRIENDS

My friends are called Betina and Niamh.

We play together every day.

We like to play skipping in the playground.

We went to Niamh's birthday party last week.

It was great fun.

## Senior primary

### (Possible responses)

#### B1.

1st June 2005

*Dear Anna,*

I have lots of friends. My best friends at school are called Dylan and Aziz. We always play together at break time. We like playing football with the other boys in our class. We also play for our school and it's great because we go to lots of matches. The best day for us was when our team won a big football competition. We beat all the other schools in our town. We were the champions! My friends were very happy and so was I. I hope you have fun with your friends too.

*Yours,*

Carlos

# Primary School Assessment Kit

## Set 2: WRITING

### Scoring and rating

#### Level A1

Put tick in correct box.

	Vocabulary incorrect	Vocabulary correct Spelling inaccurate	Vocabulary correct Spelling accurate
Points	0	1	2
reading			
skipping			
eating			
crying			
running			
jumping			
painting			
drinking			
laughing			
TOTAL scores			
Overall TOTAL			

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

## Level A2. (i) Junior Primary

Put tick in correct box.

Points	Word order correct	Punctuation and spelling correct (capital and full stop)
	1	1
Edgar can speak three languages.		
Vanya wants to be a pilot.		
Dina's mother made this dress for her.		
<b>TOTAL scores</b>		
<b>Overall TOTAL</b>		

## Level A2. (ii) Junior Primary

Put tick in correct box.

Points		Correct vocabulary (both words)	Spelling accurate
		1	1
tells	go		
is	front		
crossing	with		
<b>TOTAL scores</b>			
<b>Overall TOTAL</b>			

**Maximum of 12 points at level A2.**

**Rating pupils' performance:**

Pupil's total score	Level	The next stage
0–5	A2.1	Continue at this level
6–10	A2.2	Continue at this level
11–12	A2.3	Progress to level B1

# Primary School Assessment Kit

## Level A2. (i) Senior Primary

Put tick in correct box.

Points	Word order correct	Punctuation and spelling correct (capital and full stop)
	1	1
Edgar can speak three languages.		
Shuang is good at writing stories.		
Vanya wants to be a pilot.		
Lucy is learning to play the piano.		
Ben has just started this school.		
Dina's mother made this dress for her.		
<b>TOTAL scores</b>		
<b>Overall TOTAL</b>		

## Level A2. (ii) Senior Primary

Put tick in correct box.

Points		Correct vocabulary (both words)	Spelling accurate
		1	1
<b>Anticipated responses</b>			
tells	go		
is	front		
crossing	with		
to	lights		
not	be		
riding	his		
<b>TOTAL scores</b>			
<b>Overall TOTAL</b>			

Maximum of 24 points at Level A2.

Rating pupils' performance:

Pupil's total score	Level	The next stage
0–11	A2.1	Continue at this level
12–20	A2.2	Continue at this level
21–24	A2.3	Progress to level B1

## Level B1 Junior and Senior Primary

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Can use a small amount of vocabulary additional to basic items</li> <li>Does not yet combine and extend vocabulary in free writing</li> </ul>	<ul style="list-style-type: none"> <li>Can use an increasing amount of vocabulary additional to basic items</li> <li>Begins to combine and extend vocabulary in free writing</li> </ul>	<ul style="list-style-type: none"> <li>Can use a lot of vocabulary additional to basic items</li> <li>Confidently combines and extends vocabulary in free writing</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Uses a small range of grammatical structures makes errors but can sometimes correct them when they are pointed out</li> </ul>	<ul style="list-style-type: none"> <li>Uses an increasing range of grammatical structures with growing control of tenses, pronouns, prepositions, word order, etc.</li> <li>Errors remain in some areas</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of grammatical structures with confidence and control</li> <li>Errors generally confined to attempts to use new or unfamiliar patterns</li> </ul>
<b>Handwriting, spelling and punctuation</b>	<ul style="list-style-type: none"> <li>Can write short connected sentences, but spelling and punctuation are inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>Can write short connected sentences with minor errors of layout, punctuation and capitals</li> </ul>	<ul style="list-style-type: none"> <li>Can write short connected sentences with generally accurate layout, punctuation and capitals</li> </ul>

Put tick in correct box.

Category of competence	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Handwriting, spelling and punctuation			
<b>Overall TOTAL</b>			

## Primary School Assessment Kit

Maximum of 9 points at level B1.

Rating pupils' performance:

Pupil's total score	Level	The next stage
1–4	B1.1	Continue at this level
5–7	B1.2	Continue at this level
8–9	B1.3	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.

# SET 3 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.
- 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.
- Before the test begins pupil should be told, where appropriate, to drop out as soon as they are unable to answer any of the questions.

## Set 3: LISTENING

### Level A1. (i) 4 minutes

Look at these eight pictures of people at work.

Indicate pictures of people at work on page 177.

Listen to six of these people (indicate people in pictures) talking about their work.

You must listen to what each person 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 work in an office.**

*Pause for 3 seconds.*

**I work in an office.**

*Indicate line joining the number 1 to picture of woman in office*

*Pause for 5 seconds.*

Now listen and choose the pictures that match what the other people say. 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 am a nurse.**

*Pause for 3 seconds.*

**I am a nurse.**

*Pause for 5 seconds.*

3. **Number three, number three.**

*Pause for 3 seconds.*

**I work in a supermarket.**

*Pause for 3 seconds.*

**I work in a supermarket.**

*Pause for 5 seconds.*

4. **Number four, number four.**

*Pause for 3 seconds.*

**I work in a library.**

*Pause for 3 seconds.*

**I work in a library.**

*Pause for 5 seconds.*

5. **Number five, number five.**

*Pause for 3 seconds.*

**I am a fisherman.**

*Pause for 3 seconds.*

**I am a fisherman.**

*Pause for 5 seconds.*

# Primary School Assessment Kit

**6. Number six, number six.**

*Pause for 3 seconds.*

**I'm a fire-fighter.**

*Pause for 3 seconds.*

**I'm a fire-fighter.**

*Pause for 5 seconds.*

**Tell pupils to finish now.**

## Set 3: LISTENING

### Level A1. (ii) 5 minutes

**Now turn the page and look at the eight pictures again.**

*Indicate the eight pictures on page 178.*

**Listen carefully to six of these people** (*indicate people in pictures*) **as they talk about what they are doing.**

**Each time you must find the picture that matches what the person says 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'm talking on the telephone.**

*Pause for 3 seconds.*

**I'm talking on the telephone.**

*Indicate line joining the number 1 to picture of woman in office*

*Pause for 5 seconds.*

**Now listen and choose the pictures that match what the other people say. 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'm running very fast around the track.**

*Pause for 3 seconds.*

**I'm running very fast around the track.**

*Pause for 5 seconds.*

**3. Number three, number three.**

*Pause for 3 seconds.*

**I'm helping an old man with his shopping.**

*Pause for 3 seconds.*

**I'm helping an old man with his shopping.**

*Pause for 5 seconds.*

**4. Number four, number four.**

*Pause for 3 seconds.*

**I'm cooking something nice to eat.**

*Pause for 3 seconds.*

**I'm cooking something nice to eat.**

*Pause for 5 seconds.*

5. **Number five, number five.**  
*Pause for 3 seconds.*  
**I'm looking after a sick boy.**  
*Pause for 3 seconds.*  
**I'm looking after a sick boy.**  
*Pause for 5 seconds.*
6. **Number six, number six.**  
*Pause for 3 seconds.*  
**I'm reading a book to some children.**  
*Pause for 3 seconds.*  
**I'm reading a book to some children.**  
*Pause for 5 seconds.*

*Tell pupils to finish now.*

## Set 3: LISTENING

### Level A1. (iii) 5 minutes

Now turn to the next page and look at the eight pictures once more.

*Indicate the eight pictures again on page 179.*

**Listen to six of these people** (*indicate people in pictures*) **talking as they work.**

**Each time you must find the picture that matches the person who is talking 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.*

**Please phone back later.**

*Pause for 3 seconds.*

**Please phone back later.**

*Indicate line joining the number 1 to picture of woman in office.*

*Pause for 5 seconds*

**Now listen and choose the pictures that match what the other people say. 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.*

**Remember, fire is very dangerous – you can get badly burnt.**

*Pause for 3 seconds.*

**Remember, fire is very dangerous – you can get badly burnt.**

*Pause for 5 seconds.*

3. **Number three, number three.**

*Pause for 3 seconds.*

**The sea is rough but my boat is strong.**

*Pause for 3 seconds.*

**The sea is rough but my boat is strong.**

*Pause for 5 seconds.*

# Primary School Assessment Kit

4. **Number four, number four.**  
*Pause for 3 seconds.*  
**I really want to win this race!**  
*Pause for 3 seconds.*  
**I really want to win this race!**  
*Pause for 5 seconds.*
5. **Number five, number five.**  
*Pause for 3 seconds.*  
**I hope you like your dinner.**  
*Pause for 3 seconds.*  
**I hope you like your dinner.**  
*Pause for 5 seconds.*
6. **Number six, number six.**  
*Pause for 3 seconds.*  
**Take this medicine to make you better.**  
*Pause for 3 seconds.*  
**Take this medicine to make you better.**  
*Pause for 5 seconds.*

*Tell pupils to finish now.*

## Set 3: LISTENING

### Level A2. (i) 5 minutes

**Look at this picture of a busy street.**

*Indicate picture of street scene on page 180.*

**Now listen carefully to some sentences about this picture.**

*Indicate picture of street scene 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.**

*Pause for 3 seconds.*

**Draw a heart shape around the woman who is selling fruit and vegetables.**

*Pause for 3 seconds.*

**Draw a heart shape around the woman who is selling fruit and vegetables.**

*Indicate heart around picture of woman selling fruit and vegetables.*

*Pause for 5 seconds*

2. **Number two, number two.**

*Pause for 3 seconds.*

**Draw a square around the man with brown trousers and a yellow shirt who is lifting a big box.**

*Pause for 3 seconds.*

**Draw a square around the man with brown trousers and a yellow shirt who is lifting a big box.**

*Pause for 5 seconds.*

3. **Number three, number three.**  
*Pause for 3 seconds.*  
**Draw a triangle around the woman who is putting letters into her van.**  
*Pause for 3 seconds.*  
**Draw a triangle around the woman who is putting letters into her van.**  
*Pause for 5 seconds.*
  4. **Number four, number four.**  
*Pause for 3 seconds.*  
**Draw a rectangle around the woman who is using a computer.**  
*Pause for 3 seconds.*  
**Draw a rectangle around the woman who is using a computer.**  
*Pause for 5 seconds.*
  5. **Number five, number five.**  
*Pause for 3 seconds.*  
**Draw a circle around the man who is carrying two bags – he’s wearing a cap.**  
*Pause for 3 seconds.*  
**Draw a circle around the man who is carrying two bags – he’s wearing a cap.**  
*Pause for 5 seconds.*
  6. **Number six, number six.**  
*Pause for 3 seconds.*  
**Draw a diamond around the woman who is getting a cake from her shop window.**  
*Pause for 3 seconds.*  
**Draw a diamond around the woman who is getting a cake from her shop window.**  
*Pause for 5 seconds.*
- Tell pupils to finish now.*

## Set 3: LISTENING

### Level A2. (ii) 5 minutes

**Look at these eight pictures.**

*Indicate pictures of grocery items on page 181.*

**This is Yikang.**

*Indicate picture of girl in top corner.*

**Listen to Yikang as she buys six of these things in a shop.**

*Indicate pictures of grocery items again.*

**You must find the picture of each thing that she buys 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.*

**Hello Mr. Nolan. My mum wants me to get some things. Let me see.**

**First, she needs a newspaper.**

*Pause for 3 seconds.*

**Hello Mr. Nolan. My mum wants me to get some things. Let me see.**

**First, she needs a newspaper.**

*Indicate picture of newspaper.*

*Pause for 5 seconds*

# Primary School Assessment Kit

**2. Number two, number two.**

*Pause for 3 seconds.*

**She wants some bread too. Can I have some brown bread please? It's healthier than white.**

*Pause for 3 seconds.*

**She wants some bread too. Can I have some brown bread please? It's healthier than white.**

*Pause for 5 seconds.*

**3. Number three, number three.**

*Pause for 3 seconds.*

**Mum needs some fruit as well. We've got lots of oranges at home, but we need some grapes. I like to eat them.**

*Pause for 3 seconds.*

**Mum needs some fruit as well. We've got lots of oranges at home, but we need some grapes. I like to eat them.**

*Pause for 5 seconds.*

**4. Number four, number four.**

*Pause for 3 seconds.*

**OK, now something to drink. Just some orange juice, I think. We have enough milk so we don't need any more.**

*Pause for 3 seconds.*

**OK, now something to drink. Just some orange juice, I think. We have enough milk so we don't need any more.**

*Pause for 5 seconds.*

**5. Number five, number five.**

*Pause for 3 seconds.*

**Mum says that I'm not allowed to eat sweets, except on special days, but I can buy a packet of biscuits instead.**

*Pause for 3 seconds.*

**Mum says that I'm not allowed to eat sweets, except on special days, but I can buy a packet of biscuits instead.**

*Pause for 5 seconds.*

**6. Number six, number six.**

*Pause for 3 seconds.*

**Oh, and there's something else. Can I have a box of chocolates for my Dad – it's his birthday tomorrow?**

*Pause for 3 seconds.*

**Oh, and there's something else. Can I have a box of chocolates for my Dad – it's his birthday tomorrow?**

*Pause for 5 seconds.*

*Tell pupils to finish now.*

## Set 3: LISTENING

### Level A2. (iii) 6 minutes

**Look at the next page.**

*Indicate page 182.*

**Now look at these eight pictures of things that different people use at work.**

*Indicate pictures of work-related items.*

**Listen to six people talking about the things they use.**

**You must find the picture of the thing that each person uses 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.*

**I'm a painter and I decorate houses. I use lots of paints. I also need this thing.**

*Pause for 3 seconds.*

**I'm a painter and I decorate houses. I use lots of paints. I also need this thing.**

*Indicate line joining the number 1 to picture of paintbrush.*

*Pause for 5 seconds*

2. **Number two, number two.**

*Pause for 3 seconds.*

**I make hats and dresses. For this job I need needles and thread. I also use this thing to cut the cloth.**

*Pause for 3 seconds.*

**I make hats and dresses. For this job I need needles and thread. I also use this thing to cut the cloth.**

*Pause for 5 seconds.*

3. **Number three, number three.**

*Pause for 3 seconds.*

**I spend lots of time in space because I'm an astronaut. When I leave the spaceship I must cover my head and face with this thing.**

*Pause for 3 seconds.*

**I spend lots of time in space because I'm an astronaut. When I leave the spaceship I must cover my head and face with this thing.**

*Pause for 5 seconds.*

4. **Number four, number four.**

*Pause for 3 seconds.*

**I work in a butcher's shop. When I cut meat for my customers, I use this thing.**

*Pause for 3 seconds.*

**I work in a butcher's shop. When I cut meat for my customers, I use this thing.**

*Pause for 5 seconds.*

5. **Number five, number five.**

*Pause for 3 seconds.*

**I work in a factory. I fix metal parts together. My tools are dangerous and they can get very hot. I have to wear this thing to protect my eyes.**

*Pause for 3 seconds.*

**I work in a factory. I fix metal parts together. My tools are dangerous and they can get very hot. I have to wear this thing to protect my eyes.**

*Pause for 5 seconds.*

6. **Number six, number six.**

*Pause for 3 seconds.*

**I'm a carpenter and I make furniture. I use a saw for cutting and a drill for making holes. I need this thing to hit nails into wood.**

*Pause for 3 seconds.*

**I'm a carpenter and I make furniture. I use a saw for cutting and a drill for making holes. I need this thing to hit nails into wood.**

*Pause for 5 seconds.*

*Tell pupils to finish now.*

# Primary School Assessment Kit

## Set 3: LISTENING

### Level B1. (i) 7 minutes

This is Mary.

Indicate picture of woman at top of page 183.

Mary is a vet and she is going to talk about her job.

As Mary talks about her work, 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. Number one, number one.**

Mary:

My name is Mary and I'm a vet. I look after animals that are ill or injured and help them to get better. It's a very interesting job, but it's not always easy. Sometimes you even have to work through the night.

Pause for 3 seconds.

**Question one, question one.**

Pause for 3 seconds.

**When does Mary sometimes have to work?**

The answer is in at night. Mary said that she sometimes has to work through the night.

Indicate the "night" picture. Pause for 5 seconds

**2. Now listen to Mary.**

Mary:

Last week I spent two nights looking after newborn calves and their mothers. I didn't get a lot of sleep.

Pause for 3 seconds.

**Question two, question two.**

Pause for 3 seconds.

**Which baby animal did Mary help last week?**

Pause for 5 seconds.

**3. Now listen to Mary.**

Mary:

Still, I like helping all kinds of animals. Sometimes I treat unusual pets like parrots and tropical fish, or even wild animals that are sick or hurt. Quite often, I have to take care of hedgehogs that have been knocked down by cars.

Pause for 3 seconds.

**Question three, question three.**

Pause for 3 seconds.

**Which of these animals is often hurt on the road?**

Pause for 5 seconds.

**4. Now listen to Mary.**

Mary:

I like my work because I really love animals. I grew up on a farm so I'm used to having them around me.

Pause for 3 seconds.

**Question four, question four.**

Pause for 3 seconds.

**Where did Mary live when she was a child?**

Pause for 5 seconds.

5. Now listen to Mary.

Mary:

I've always kept pets too. At the moment I only have a small puppy, but I used to have a budgie as well. It disappeared a few weeks ago, when I was looking after my sister's cat...

Pause for 3 seconds.

**Question five, question five.**

Pause for 3 seconds.

**Which pet does Mary have now?**

Pause for 5 seconds.

6. Now listen to Mary.

Mary:

I even find frogs and spiders very interesting. In fact, the only animals I'm not keen on are snakes. I've had to treat them once or twice and it was a little scary!

Pause for 3 seconds.

**Question six, question six.**

Pause for 3 seconds.

**Which animal does Mary not like?**

Pause for 5 seconds.

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

Mary:

My name is Mary and I'm a vet. I look after animals that are ill or injured and help them to get better. It's a very interesting job, but it's not always easy. Sometimes you even have to work through the night. Last week I spent two nights looking after newborn calves and their mothers. I didn't get a lot of sleep.

Still, I like helping all kinds of animals. Sometimes I treat unusual pets like parrots and tropical fish, or even wild animals that are sick or hurt. Quite often, I have to take care of hedgehogs that have been knocked down by cars.

I like my work because I really love animals. I grew up on a farm so I'm used to having them around me. I've always kept pets too. At the moment I only have a small puppy, but I used to have a budgie as well. It disappeared a few weeks ago, when I was looking after my sister's cat...

I even find frogs and spiders very interesting. In fact, the only animals I'm not keen on are snakes. I've had to treat them once or twice and it was a little scary!

**Question 1 is the example question:**

**When does Mary sometimes have to work?**

Now look at your answers.

**Question 2: Which baby animal did Mary help last week?**

Pause for 3 seconds.

**Question 3: Which of these animals is often hurt on the road?**

Pause for 3 seconds.

**Question 4: Where did Mary live when she was a child?**

Pause for 3 seconds.

**Question 5: Which pet does Mary have now?**

Pause for 3 seconds.

**Question 6: Which animal does Mary not like?**

Pause for 3 seconds.

Tell pupils to finish now.

# Primary School Assessment Kit

## Set 3: LISTENING

### Level B1. (ii) 7 minutes

Look at these pictures.

Indicate eleven pictures related to aspects of vet's day on page 184.

Mary is going to talk about what she did at work yesterday.

Indicate picture of woman.

Six of the pictures show some of the things that she did.

As Mary talks about her day, you must put these 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 Mary says:**

*Read the following like a story*

*Mary:*

**I'll tell you about some of the animals I looked after yesterday. First, I saw a cat that was scratching and I sprayed it to get rid of fleas.**

**The answer is she looked after a cat. Mary says that first she saw a cat that was scratching.**

*Indicate line joining the number 1 to the picture of the cat.*

*Pause for 5 seconds.*

**2. Number two, number two.**

*Pause for 3 seconds.*

**This is what Mary says:**

*Mary:*

**Then I treated a dog that had hurt its leg. It was badly cut, so I cleaned it gently and put a bandage on it.**

*Pause for 5 seconds.*

**3. Number three, number three.**

*Pause for 3 seconds.*

**This is what Mary says:**

*Mary:*

**After that, I had to check a tortoise with a tummy ache. By this time the surgery was very busy so I asked my helper, Bob, to look after a sick guinea pig.**

*Pause for 5 seconds.*

**4. Number four, number four.**

*Pause for 3 seconds.*

**This is what Mary says:**

*Mary:*

**Meanwhile, I treated a rabbit that had a bad cold. By the time we had taken care of all these animals, it was one o'clock, but I didn't have time for lunch because I had to visit a farm.**

*Pause for 5 seconds.*

5. **Number five, number five.**

*Pause for 3 seconds.*

**This is what Mary says:**

*Mary:*

**When I got to the farm, I looked after a brown horse and her foal. The farmer wanted to show me his new white horse too, but I decided to see the other animals first.**

*Pause for 5 seconds.*

6. **Number six, number six.**

*Pause for 3 seconds.*

**This is what Mary says:**

*Mary:*

**One of the little lambs was sick. It was coughing and it wouldn't eat, so I gave it some medicine. I told the farmer that I would check his cows and new calves on my next visit. Then I went back to my surgery.**

*Pause for 5 seconds.*

**Now listen to Mary talking again and check your answers.**

*Read at "story" speed.*

**I'll tell you about some of the animals I looked after yesterday. First, I saw a cat that was scratching and I sprayed it to get rid of fleas. Then I treated a dog that had hurt its leg. It was badly cut, so I cleaned it gently and put a bandage on it. After that, I had to check a tortoise with a tummy ache. By this time the surgery was very busy so I asked my helper, Bob, to look after a sick guinea pig. Meanwhile, I treated a rabbit that had a bad cold. By the time we had taken care of all these animals, it was one o'clock, but I didn't have time for lunch because I had to visit a farm.**

*Pause for 3 seconds.*

**When I got to the farm, I looked after a brown horse and her foal. The farmer wanted to show me his new white horse too, but I decided to see the other animals first. One of the little lambs was sick. It was coughing and it wouldn't eat, so I gave it some medicine. I told the farmer that I would check his cows and new calves on my next visit. Then I went back to my surgery.**

*Pause for 5 seconds, then tell pupils to finish.*

## Set 3: LISTENING

### Level B1. (iii) 7 minutes

**This is Roberto.**

*Indicate picture of boy at top of page 185.*

**Listen to Mary talking to Roberto about dogs and cats.**

*Indicate picture of vet at top of page.*

**After each part of their conversation you will hear a question.**

*Indicate numbers and pictures of items on grid.*

**You must choose the correct answer for each question by ticking dog (indicate picture of dog on grid) or cat (indicate picture of cat on grid) or dog and cat (indicate picture of dog and cat together on grid).**

# Primary School Assessment Kit

Now you will hear an example. Listen carefully:

*Read the following like a story:*

**“Did you know that dogs can hear sounds four times further away than people?”** Mary asked Roberto.

**“Really?”** replied Roberto.

*(Example)*

**1. Question one, question one.**

*Pause for 3 seconds.*

**Which animal can hear four times better than a person?**

*Pause for 5 seconds.*

*Indicate a “tick” under the picture of a dog on grid*

**The answer is dog because Mary said that dogs can hear sounds four times further away than people.**

**“And cats can see much better than us,”** Mary added.

**“I thought so,”** said Roberto.

**“But puppies and kittens are born with their eyes closed,”** Mary said.

**“Yeah, I read that somewhere,”** said Roberto.

**2. Question two, question two.**

*Pause for 3 seconds.*

**Which baby animal cannot see at first?**

*Pause for 5 seconds.*

**“Dogs and cats can also show their feelings using body language,”** Mary said.

**“What’s that?”** asked Roberto.

**“Well, when a dog wags its tail, it shows it’s happy ... but if a cat puts its tail in the air, it’s usually angry,”** Mary explained.

**3. Question three, question three.**

*Pause for 3 seconds.*

**Which animal moves its tail when it feels good?**

*Pause for 5 seconds.*

**“I’d like to get a dog or a cat for my birthday,”** said Roberto. **“Which should I choose?”**

**“It depends,”** Mary replied. **“Remember, both pets need a lot of care. You must feed them properly and keep them clean and fit.”**

**“How?”** asked Roberto.

**“Well, you should often brush your cat or dog, especially if it has long hair.”**

**4. Question four, question four.**

*Pause for 3 seconds.*

**Which animal do you have to brush?**

*Pause for 5 seconds.*

**“What about washing?”** Roberto asked.

**“You will sometimes have to give your dog a bath,”** Mary said. **“Cats won’t need one because they can wash themselves.”**

**5. Question five, question five.**

*Pause for 3 seconds.*

**Which animal doesn’t need a bath?**

*Pause for 5 seconds.*

**“And exercise?”** asked Roberto.

**“Let your cat run outside as much as possible. Dogs need a good walk every day,”** Mary told him.

“Hmm ... my garden is small and I don’t have much time for walking,”  
said Roberto, “ I think I’ll get a cat as a birthday present.”

“It might be best,” Mary said. “Always choose a pet you can look after well.”

6. **Question six, question six.**

*Pause for 3 seconds.*

**Which animal will Roberto get for his birthday?**

*Pause for 5 seconds.*

Now listen to Mary and Roberto talking again.

Then listen to the questions once more and check your answers.

“Did you know that dogs can hear sounds four times further away than people?”

Mary asked Roberto.

“Really?” replied Roberto.

“And cats can see much better than us,” Mary added.

“I thought so,” said Roberto.

“But puppies and kittens are born with their eyes closed,” Mary said.

“Yeah, I read that somewhere,” said Roberto.

“Dogs and cats can also show their feelings using body language,” Mary said.

“What’s that?” asked Roberto.

“Well, when a dog wags its tail, it shows it’s happy ... but if a cat puts its tail  
in the air, it’s usually angry,” Mary explained.

“I’d like to get a dog or a cat for my birthday,” said Roberto. “Which should  
I choose?”

“It depends,” Mary replied. “Remember, both pets need a lot of care.

You must feed them properly and keep them clean and fit.”

“How?” asked Roberto.

“Well, you should often brush your cat or dog, especially if it has long hair,”  
said Mary.

“What about washing?” Roberto asked.

“You will sometimes have to give your dog a bath,” Mary said.

“Cats won’t need one because they can wash themselves.”

“And exercise?” asked Roberto.

“Let your cat run outside as much as possible. Dogs need a good walk every day,”  
Mary told him.

“Hmm ... my garden is small and I don’t have much time for walking,”  
said Roberto,

“I think I’ll get a cat as a birthday present.”

“It might be best,” Mary said. “Always choose a pet you can look after well.”

**Question 1 is the example question:**

**Question 1: Which animal can hear four times better than a person?**

*Now look at your answers.*

**Question 2: Which baby animal cannot see at first?**

*Pause for 3 seconds.*

**Question 3: Which animal moves its tail when it feels good?**

*Pause for 3 seconds.*

**Question 4: Which animal do you have to brush?**

*Pause for 3 seconds.*

**Question 5: Which animal doesn’t need a bath?**

*Pause for 3 seconds.*

**Question 6: Which animal will Roberto get for his birthday?**

*Pause for 3 seconds.*

*Tell pupils to finish now.*

## Set 3: LISTENING

### CORRECTION KEY

- A1. (i) 1. *office worker*  
2. nurse  
3. supermarket worker  
4. librarian  
5. fisherman  
6. fire-fighter
- A1. (ii) 1. *office worker*  
2. runner  
3. supermarket worker  
4. chef  
5. nurse  
6. librarian
- A1. (iii) 1. *office worker*  
2. fire fighter  
3. fisherman  
4. runner  
5. chef  
6. nurse
- A2. (i) 1. *Heart around woman selling fruit and vegetables.*  
2. Square around man with brown trousers and yellow shirt lifting box (from truck).  
3. Triangle around post-woman.  
4. Rectangle around woman using computer (in office).  
5. Circle around man with cap carrying two (shopping) bags.  
6. Diamond around woman getting cake from window of bakery.
- A2. (ii) 1. *newspaper*  
2. brown bread  
3. grapes  
4. orange juice  
5. biscuits  
6. box of chocolates

- A2. (iii) 1. *paintbrush*  
2. scissors  
3. astronaut's helmet  
4. knife  
5. protective glasses  
6. hammer
- B1. (i) 1. *night*  
2. calf  
3. hedgehog  
4. farm  
5. puppy  
6. snake
- B1. (ii) 1. *cat*  
2. dog with bandaged leg  
3. tortoise  
4. rabbit  
5. brown horse and foal  
6. lamb
- B1. (iii) 1. *dog*  
2. dog and cat  
3. dog  
4. dog & cat  
5. cat  
6. cat

# Primary School Assessment Kit

## Set 3: LISTENING

### Scoring and rating

Total of 15 questions per level. One point for each correct answer.

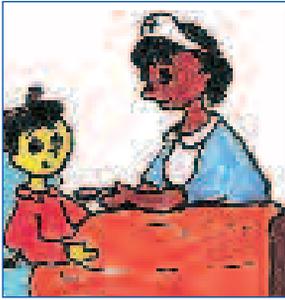
Test level	Number of correct answers/points	Pupil's level of proficiency (✓)
A1.1		
A1.2		
A1.3		
A2.1		
A2.2		
A2.3		
B1.1		
B1.2		
B1.3		

Pupil's total score at any one level	Pupil's proficiency (level of test)	The next stage
0–7	A1.1 or A2.1 or B1.1	Continue at this level.
8–12	A1.2 or A2.2 or B1.2	Continue at this level.
13–15	A1.3 or A2.3	Progress to the next level. From A1 to A2 or from A2 to B1.
13–15	B1.3	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.

Set 3: LISTENING

A1. (i)

1



2

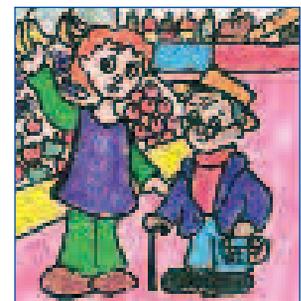
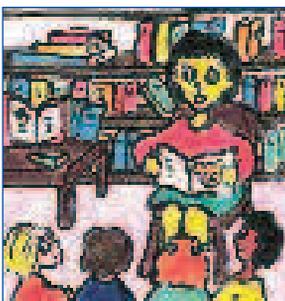


3



4

5



6

# Primary School Assessment Kit

## Set 3: LISTENING

A1. (ii)



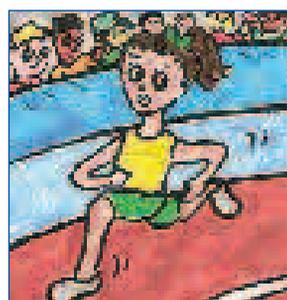
1



2



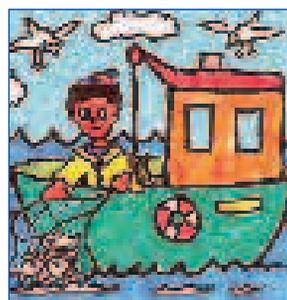
3



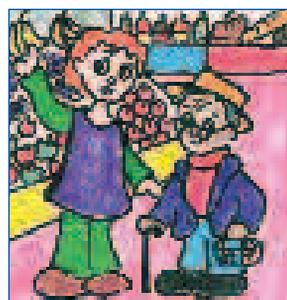
4



5

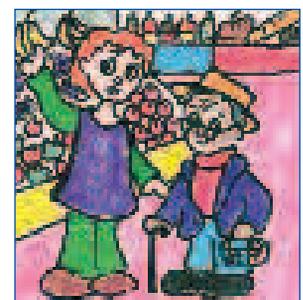
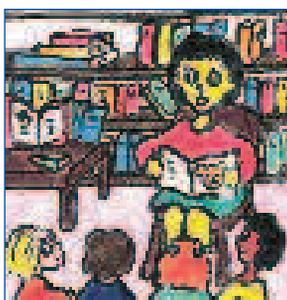
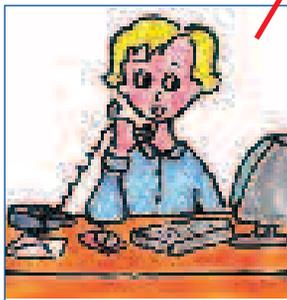


6



Set 3: LISTENING

A1. (iii)



1

2

3

4

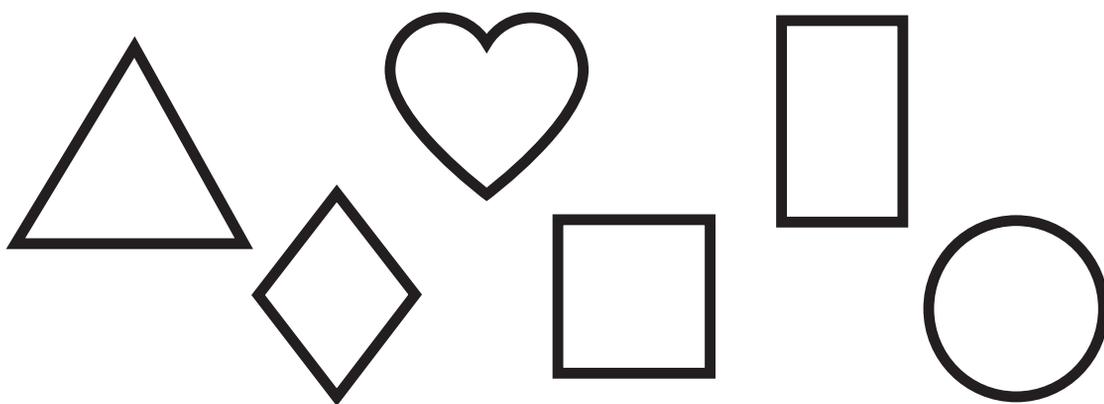
5

6

# Primary School Assessment Kit

## Set 3: LISTENING

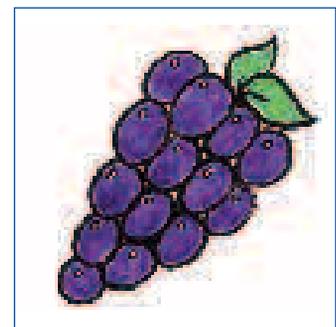
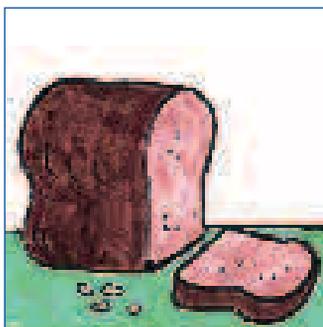
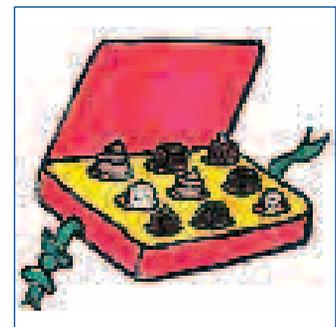
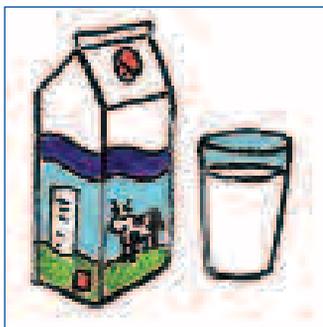
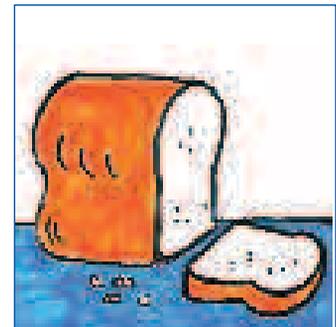
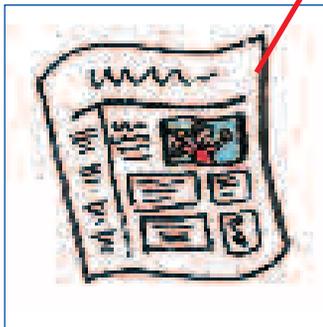
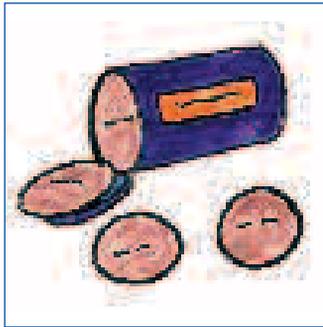
A2. (i)



Set 3: LISTENING



A2. (ii)



1

2

3

4

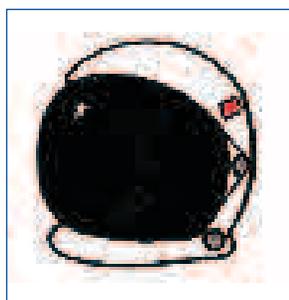
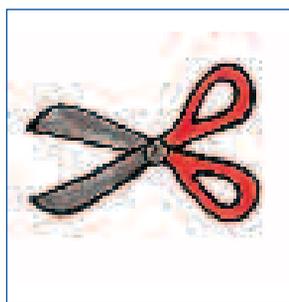
5

6

# Primary School Assessment Kit

## Set 3: LISTENING

A2. (iii)



1

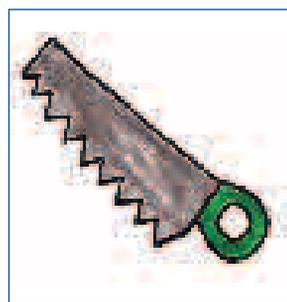
2

3

4

5

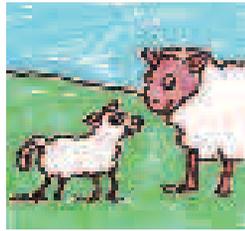
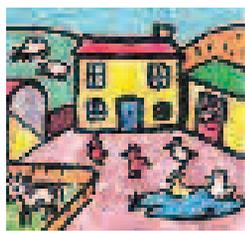
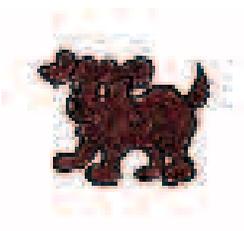
6



## Set 3: LISTENING



B1. (i)

1.			
2.			
3.			
4.			
5.			
6.			

# Primary School Assessment Kit

## Set 3: LISTENING

B1. (ii)



	1	
	2	
	3	
	4	
	5	
	6	

Set 3: LISTENING



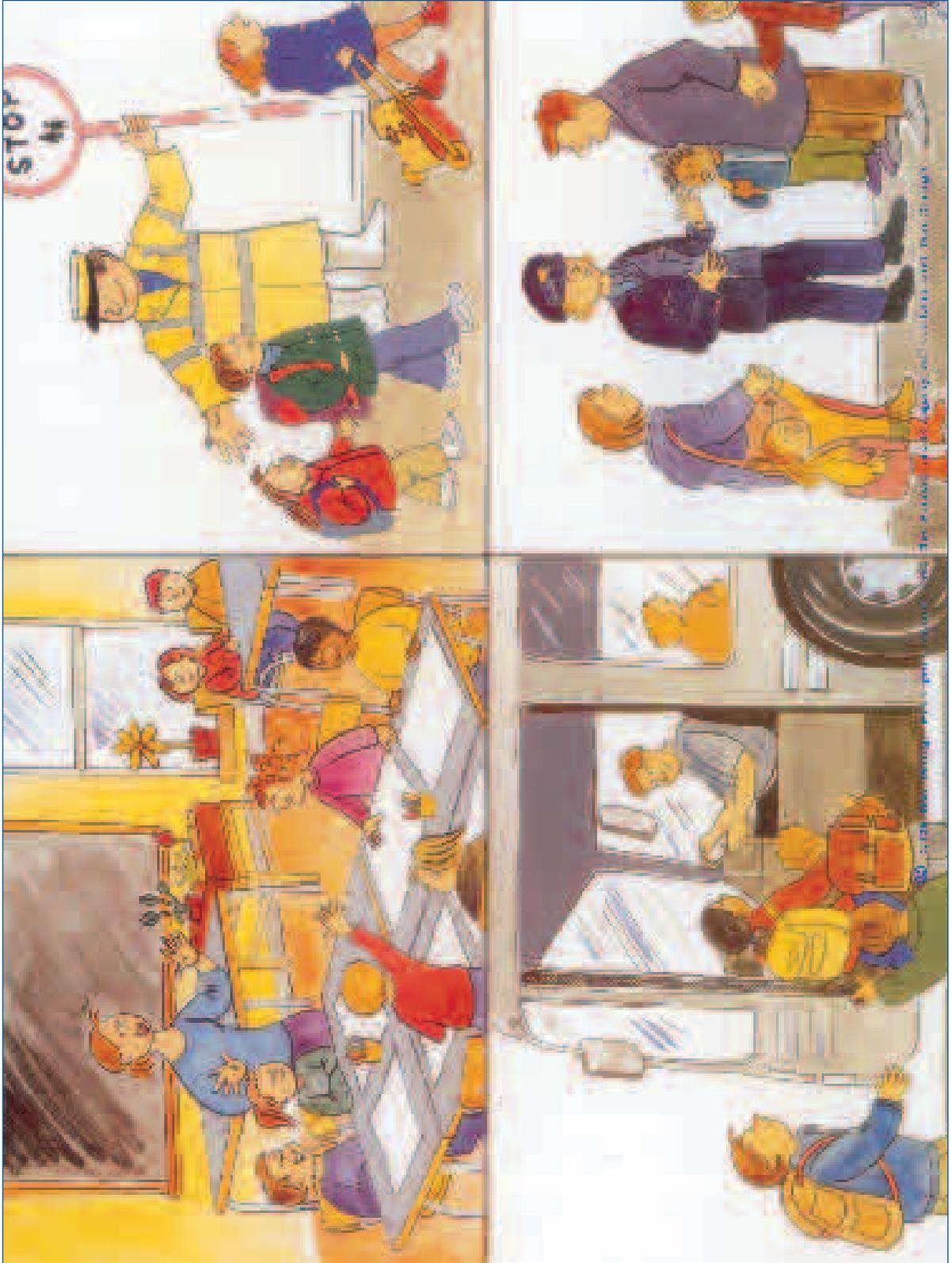
B1. (iii)

				
1.				
2.				
3.				
4.				
5.				
6.				

## Set 3: Speaking

### Notes for teachers

- All levels of this test are based on the picture on page 187.
- The question prompts for teachers are provided as an integral part of the test.
- Additional prompts are provided, such as *If necessary indicate street*.
- Teachers should restrict interaction to the prompts provided.
- It is important that the teacher familiarises him/herself with the descriptors contained in the grid at the top of each test in advance of administering the test.
- If a teacher feels uncertain about carrying out the test while scoring the pupil's performance at the same time, it would be appropriate, where possible, to use the assistance of another teacher, or to record the test for scoring afterwards.
- The timing of these tests is determined by strict adherence to the prompts provided. If a pupil has obvious difficulty responding, then the test should end at that point. The pupil's current level of proficiency may be taken as the point at which he/she was unable to answer two or more questions in succession.



# Primary School Assessment Kit

## Set 3: SPEAKING

### Level A1

Category of competence	A1.1 = 1 point	A1.2 = 2 points	A1.3 = 3 points
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Seems to recognize what is being pointed at</li> <li>Does not always produce the correct word/phrase</li> <li>May require assistance if production is not forthcoming or choice of vocabulary is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes what is being pointed at</li> <li>May produce a word/phrase that is less than fully correct</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes what is being pointed at</li> <li>Produces the correct word/phrase</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>Pronunciation is very difficult to understand without reference to the picture prompt</li> <li>May require assistance if production is unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation is recognizable without reference to the picture prompt</li> <li>Pronunciation less than fully correct</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation is correct, though it may be strongly coloured by the pupil's first language</li> </ul>

#### (Introduction)

**We are going to talk about these pictures.** (indicate pictures on page 187)

**I will ask you some questions and you will answer.**

**Try to say as much as you can for each answer.**

**Are you ready?** (check that pupil is ready to start)

- Who is this?** (point to teacher in top left picture)  
**Where is she working?** (if necessary, indicate picture of classroom)  
**How many children are in this room?** (if necessary, point to children in classroom)

Put tick (✓) in relevant box when pupil responds.

	A1.1 1 point	A1.2 2 points	A1.3 3 points
<b>Vocabulary</b>			
<b>Pronunciation</b>			

- Who is this?** (point to school traffic warden in top right picture)  
**Where is he standing?** (if necessary, indicate street)  
**What colour is his coat?** (if necessary, point to coat)

	A1.1 1 point	A1.2 2 points	A1.3 3 points
<b>Vocabulary</b>			
<b>Pronunciation</b>			

# Primary School Assessment Kit

3. **What is this?** (*point to bus in bottom left picture*)  
**What does this person do?** (*point to bus driver*)  
**What are these children carrying on their backs?** (*point to children with school bags*)

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary			
Pronunciation			

4. **Who is this?** (*point to garda in bottom right picture*)  
**What colour is her uniform?** (*indicate uniform*)  
**What is she wearing on her head?** (*if necessary, point to cap*)

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary			
Pronunciation			

5. **Let's look at this picture again.** (*point to school picture – top left*)  
**This boy wants to go to the toilet.** (*point to boy with hand up*). **What can he ask this person?** (*indicate teacher*)  
**This girl has no paper.** (*point to girl at far table, indicating paper at near table if necessary*)  
**What can she ask?** (*if necessary, indicate teacher*)  
**This boy wants some crayons.** (*point to boy with black hair at near table*)  
**What can he ask?** (*if necessary, indicate towards the teacher*)

	A1.1 1 point	A1.2 2 points	A1.3 3 points
Vocabulary			
Pronunciation			

# Primary School Assessment Kit

## Set 3: SPEAKING

### Level A2

Category of competence	A2.1 = 1 point	A2.2 = 2 points	A2.3 = 3 points
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Produces some of the required items of vocabulary</li> <li>• May have difficulty remembering words</li> <li>• May require assistance if choice of vocabulary is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Produces most of the required items of vocabulary</li> <li>• Only occasional difficulty</li> <li>• May make some errors</li> </ul>	<ul style="list-style-type: none"> <li>• Produces all the required items of vocabulary without difficulty or serious error</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Can produce structured phrases and simple sentences, but hesitantly and with obvious errors</li> <li>• May require assistance if production is not forthcoming or if the structure produced is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Can produce structured phrases and simple sentences without hesitation but with some errors</li> </ul>	<ul style="list-style-type: none"> <li>• Can produce structured phrases and sentences without hesitation or serious error</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• Pronunciation is only partly accurate</li> <li>• Phrases/sentences are often difficult to understand</li> <li>• May require assistance if aspects of production are unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation is mostly accurate and phrases/sentences are only occasionally difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation is accurate and phrases/sentences are easily understood</li> <li>• The accent may still be markedly “foreign”</li> </ul>

#### (Introduction)

**We are going to talk about these pictures.** (*indicate pictures on page 187*)

**I will ask you some questions and you will answer.**

**Try to say as much as you can for each answer.**

**Try to say whole sentences if you can.**

**Are you ready?** (*check that pupil is ready to start*)

- 1. What is this person doing?** (*point to teacher –top left picture*)

**What are the children doing?** (*indicate children*)

**Tell me about the room.** (*indicate classroom*)

**What can you see in it?**

Put tick (✓) in relevant box when pupil responds.

	A2.1 1 point	A2.2 2 points	A2.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

# Primary School Assessment Kit

2. **How is this person** (*point to school traffic warden – top right picture*) **helping the children?** (*indicate children*)  
**Why do the children need help?** (*indicate children crossing street*)  
**What about you?** (*indicate reference to test-taker's own experience*)  
**Tell me one thing that you do to stay safe when you cross the road.**

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

3. **Where do you think these children are going?** (*point to children getting on bus – bottom left picture*)  
**What about you?** (*indicate reference to pupil's own experience*)  
**How do you travel to school every day?**  
**Tell me what you see on your way to school.**

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

4. **How can this person** (*point to garda – bottom right picture*) **help these people?** (*point to man in grey coat with 2 children*)  
**What do you think she** (*point to garda*) **is saying to this woman?** (*point to woman in hooded coat*)  
**What other things does this person do to help us?** (*point to garda*)

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

5. **Now look at all the pictures again.** (*indicate all four pictures*)  
**Tell me about how one of these people has helped you.**  
**Which kind of person helped you?** (*indicate four people*)  
**When did he/she help you?**  
**How did he/she help you?**

	A2.1 1 point	A2.2 2 points	A2.3 3 points
Vocabulary			
Grammar			
Pronunciation			

# Primary School Assessment Kit

## Set 3: SPEAKING

### Level B1

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Uses mostly familiar vocabulary learnt in class</li> <li>• Occasionally has difficulty remembering a word or phrase</li> <li>• May require assistance if choice of vocabulary is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Can go beyond familiar vocabulary learnt in class</li> <li>• Rarely has difficulty remembering a word or phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Frequently goes beyond vocabulary learnt in class</li> <li>• Uses relevant vocabulary with ease and confidence</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Uses appropriate sentence-length structures</li> <li>• Still makes errors and may be hesitant</li> <li>• May require assistance if no response is forthcoming or if the structure produced is difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate sentence-length structures fluently but not always accurately</li> <li>• Meaning is clear despite errors</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate sentence-length structures fluently, with confidence, and mostly accurately</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• Pronunciation of individual words sometimes inaccurate and intonation sometimes difficult to understand</li> <li>• May require assistance if aspects of production are unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation of individual words generally accurate,</li> <li>• Intonation may occasionally be difficult to understand</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation of individual words generally accurate and intonation easy to understand</li> <li>• There may still be strong traces of a "foreign" accent</li> </ul>

#### (Introduction)

We are going to talk about these pictures. (indicate pictures on page 187)

I will ask you some questions and you will answer.

Try to say as much as you can for each answer.

Try to use whole sentences in your answers.

Are you ready? (check that pupil is ready to start)

1. **Think about this person.** (point to teacher – top left picture)  
**What will she do next with the children?** (indicate children in classroom)  
**Tell me three more things that she has to do as part of her job.**  
**What kind of person would be good at this job?** (indicate teacher) **Why do you think so?**

Put tick (✓) in relevant box when pupil responds.

	B1.1 1 point	B1.2 2 points	B1.3 3 points
<b>Vocabulary</b>			
<b>Grammar</b>			
<b>Pronunciation</b>			

# Primary School Assessment Kit

2. Now think about this person. *(point to school traffic warden – top right picture)*  
 What could happen if there were not any people like this to help us?  
 What other dangerous things could happen on the way to school?  
 Tell me about how you took care on your way to school this morning.

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

3. Look at this person. *(point to bus driver – bottom left picture)*  
 What kind of things should he know about?  
 Which do you think is the best way to travel to school? Why?  
 Tell me about a long journey you have made.  
 Where did you go and how did you travel?

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

4. If you were lost, this person could help you. *(point to garda – bottom right picture)*  
 What would you say to her?  
 What might she say to you? *(indicate garda)*  
 What would you tell her then?

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

5. Now let's look at all four people again. *(indicate picture)*  
 Which of these people do a lot of their work outside? *(indicate all four people)*  
 Tell me some good things and some bad things about working outside.  
 Which of these jobs do you think is the most difficult? *(indicate all four people)* Why?  
 If you had to choose one of these four jobs, which one would you choose? *(indicate all four people)* Why?

	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Pronunciation			

# Primary School Assessment Kit

## Set 3: SPEAKING

### Scoring and rating

Ticks (✓) should be entered in the grids that follow each question EITHER as the test is taking place OR by recording the test and rating a pupil's performance afterwards.

The scoring points are indicated at the top of each grid.

**Level A1 – maximum total of 30 points.**

**Levels A2 and B1 – maximum total of 45 points.**

Test level	Number of points	Pupil's level of proficiency (✓)
A1.1		
A1.2		
A1.3		
<hr/>		
A2.1		
A2.2		
A2.3		
<hr/>		
B1.1		
B1.2		
B1.3		

	Number of points	Pupil's proficiency	The next stage
<b>Level A1</b>	1–14	A1.1	Continue at this level.
	15–25	A1.2	Continue at this level.
	26–30	A1.3	Progress to level A2.
<b>Levels A2 and B1</b>	1–22	A2.1 or B1.1	Continue at this level.
	23–38	A2.2 or B1.2	Continue at this level.
	39–45	A2.3	Progress to level B1.
<b>Level B1</b>	39–45	B1.3	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.

## Set 3 TEST: Reading

### Notes for teachers

- The instructions for each task are indicated on the assessment sheet.
- An example is provided on each 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 and indicate the sample answer.
- No additional help should be given as the purpose of the test is to determine the pupil's ability to read the assessment tasks.
- The teacher may end the test when it is evident that a pupil is no longer able to continue.
- There is no strict time guideline for the reading assessment as the time taken by pupils may vary in accordance with their age or existing levels of literacy on entry to the school. However, teachers should observe the progress of pupils through the tests and allow similar time for completion as for a native-speaking group of pupils.

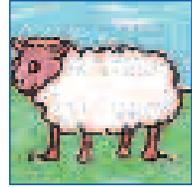
# Primary School Assessment Kit

## Set 3: READING A1. (i)

Read these words.

Draw a line from each word to the matching picture.

1. farm



2. farmer



3. sheep



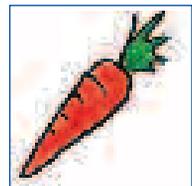
4. horse



5. tractor



6. wheat



## Set 3: READING A1. (ii)

Read and draw a circle around the matching picture.

1 she is a doctor



2 brown eyes



3 two feet



4 a big ambulance



5 he is sick



6 her arm is broken



## Primary School Assessment Kit

### Set 3: READING A1. (iii)

Look at this picture and read the sentences.

Choose yes or no for each sentence.



1. The people are at work.  yes  no
2. There is a clock on the wall.  yes  no
3. The lamp is under the big table.  yes  no
4. Some people are using computers.  yes  no
5. One man is bringing food.  yes  no
6. The chairs in the room are yellow.  yes  no

## Set 3: READING A2. (i)

Look at this picture and read the sentences.

Choose yes or no for each sentence.

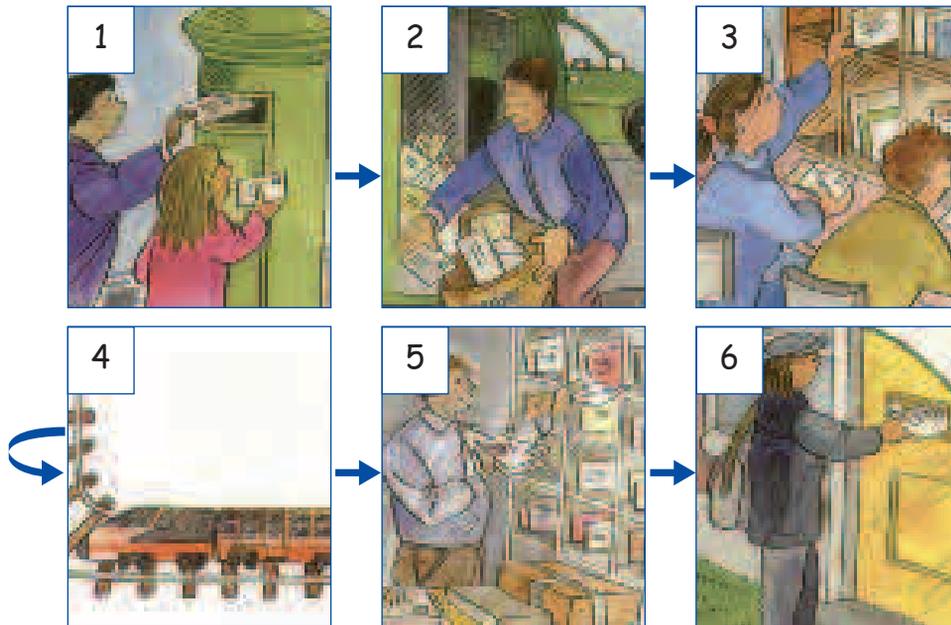


1. These women are in a post office.  yes  no
2. We can buy stamps at the post office.  yes  no
3. The post office sells clothes and shoes.  yes  no
4. Policemen work at the post office.  yes  no
5. We send parcels at the post office.  yes  no
6. People borrow books at the post office.  yes  no

# Primary School Assessment Kit

## Set 3: READING A2. (ii)

These pictures show what happens to our letters.  
Look at the 6 pictures and read the 8 sentences.  
Match each picture with the correct sentence.



A post woman brings our letters to our friend's house.

A man puts the letters in the bin.

Then a man sorts the letters again.

1

We put our letters into the post box.

The women in the post office sort the letters.

The letters go by bus to other towns.

A postman takes the letters in his van.

Our letters go by train to another town.

## Set 3: READING A2. (iii) Junior Primary

The pictures show Samir the postman at work.  
Look at the 6 pictures and read the 8 sentences.  
Match each picture with the correct sentence.

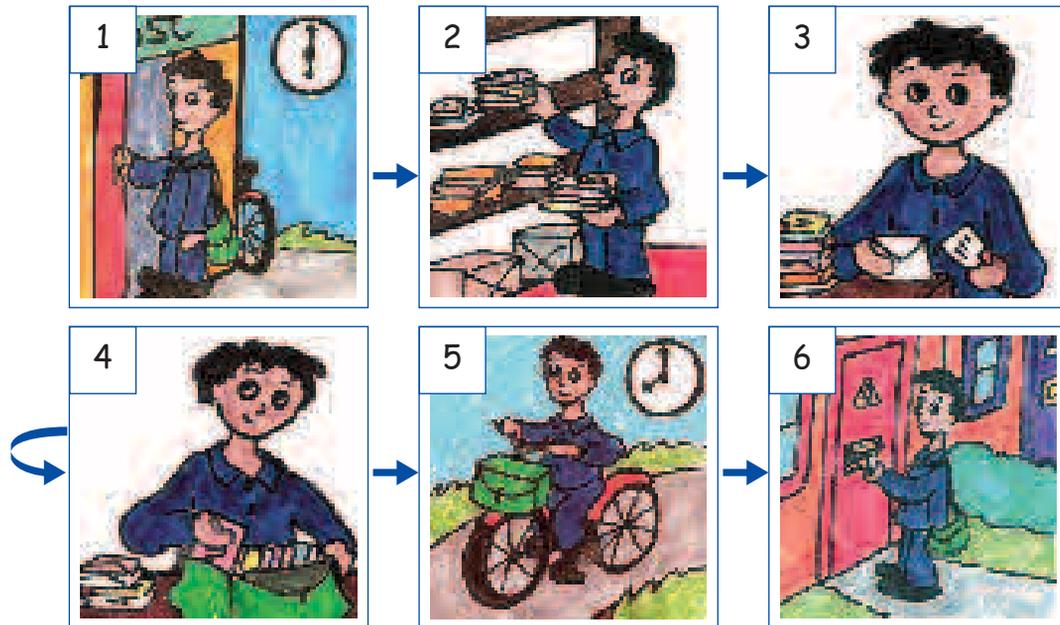


- At eight o'clock, Samir set off on his bicycle.
- 1 Samir got to the post office at six o'clock.
- Then he is bringing letters to many houses.
- Then he read the address on each letter.
- He didn't put any letters into his bag.
- He brought letters to many houses that morning.
- After that, he packed the letters into his bag.
- He took all the letters he had to post.

# Primary School Assessment Kit

## Set 3: READING A2. (iii) Senior Primary

Look at the pictures and read Samir's story.  
Finish the story with words from the box.



### Samir's busy morning

Samir got to the post office at six o'clock.

He took all the letters he \_\_\_\_\_ to post.

Then he read the \_\_\_\_\_ on each letter.

After that, he packed the letters \_\_\_\_\_ his bag.

At eight o'clock, Samir set off \_\_\_\_\_ his bicycle.

He \_\_\_\_\_ letters to many houses that morning.

on	story	address	into
bring	<del>post</del>	had	brought

## Set 3: READING B1. (i) Junior Primary



Read about Eva's parents and their jobs.

My mum is a teacher at my school. She teaches the children in first class. She taught me too, when I was younger. Everyone thinks my mum is really nice. She loves her job because it is very interesting. My dad works for a newspaper and he writes about sport. From Monday to Friday he works in his office, but he often has to go to watch football matches at the weekend. Sometimes I wish he could spend more time at home.



Now read these questions.

Choose the correct answer for each question.

- |   |                             |
|---|-----------------------------|
| 1. Where does Eva's mother work?            | in Eva's school             |
| 2. What do people think of Eva's mother?    | she is interesting          |
| 3. What does Eva's mother think of her job? | in an office                |
| 4. What does Eva's father do at work?       | he goes to football matches |
| 5. Where does Eva's father work?            | at home                     |
| 6. What does he often do at the weekend?    | she is nice                 |
|   | he writes about sport       |
|   | it is interesting           |

## Primary School Assessment Kit

### Set 3: READING B1. (ii) Junior Primary



Read and finish Eva's story about her grandparents. Choose and circle the correct word from each box.

My granny doesn't have a job  more, but she used to work for a doctor. She answered the phone and  people when the doctor could see them. She stopped working two years  and now she spends most of her time taking care of her garden.



My grandad used to  a mechanic. He was very good  fixing cars and he had his own garage. He  work there now, but he still likes to repair things. Last week he fixed my bike.



## Set 3: READING B1. (iii) (Junior Primary)

Read these questions about Eva's family.  
Circle the correct answer for each question.

1. What is Eva's mother's job?
  - a. a doctor
  - b. a teacher
  - c. a writer
  
2. What would Eva like her father to do?
  - a. watch football all weekend
  - b. read the newspaper
  - c. stay at home more often
  
3. What did Eva's grandmother do at work?
  - a. she made sick people better
  - b. she answered the doctor's telephone
  - c. she helped children to learn
  
4. Where did Eva's grandfather work?
  - a. in a garden
  - b. in his office
  - c. in a garage
  
5. What do we know about Eva's mother?
  - a. she used to teach Eva
  - b. she teaches Eva now
  - c. she will teach Eva soon
  
6. Which word from Eva's stories means "fix"?
  - a. watch
  - b. work
  - c. repair

## Primary School Assessment Kit

### Set 3: READING B1. (i) Senior Primary



Read and finish Eva's story about her family.  
Choose and circle the correct word from each box.

My mum works at my school. She teaches the children in first class. She even  me when I was younger. That was strange, but I didn't mind because everyone thinks my mum is nice.



My dad loves his job. He's a newspaper reporter and he writes lots of articles about sport. Usually he works in his office, but he often has to go to watch football matches  the weekend.



My granny retired two years ago, but she used to work in a doctor's surgery. When people telephoned the doctor, she  make appointments for them. She also organised the information about each patient.



My grandad used to fix cars. He was very good at it and he had his own garage. He  work there now but he still likes to repair things. Last week he fixed my bike.



I don't remember my great-grandmother but my mum has  me lots about her. She worked in a small grocery store, long ago. She weighed out fruit and vegetables for her customers and sold all the things they needed.

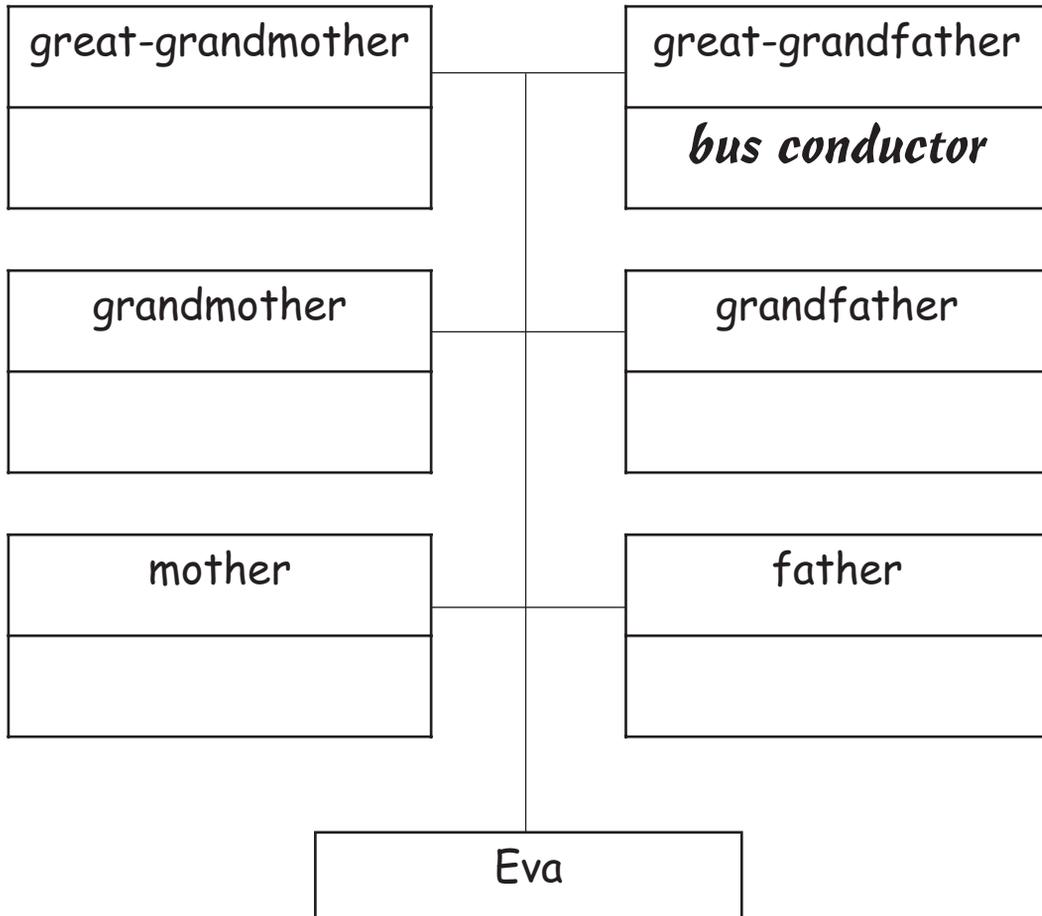


My great-grandfather was a bus conductor. He helped the bus driver  selling tickets to the passengers. My mum said she often met her grandfather on the bus. Nowadays, most buses just have drivers and machines are used to sell tickets.



## Set 3: READING B1. (ii) Senior Primary

Help Eva to finish her family tree.  
Choose the correct jobs from the box.



~~bus conductor~~

teacher

shop assistant

doctor

footballer

receptionist

journalist

mechanic

# Primary School Assessment Kit

## Set 3: READING B1. (iii) Senior Primary

Read these questions about Eva's family.  
Circle the correct answer for each question.

1. What do people think of Eva's mother?
  - a. she is young
  - b. she is nice
  - c. she is strange
  
2. What does Eva's father have to do?
  - a. write about sport
  - b. play lots of sports
  - c. read the newspaper
  
3. What did Eva's grandmother do at work?
  - a. she weighed vegetables
  - b. she answered the phone
  - c. she taught small children
  
4. Where did Eva's grandfather work?
  - a. in an office
  - b. in a surgery
  - c. in a garage
  
5. Who did Eva's great-grandmother help at work?
  - a. her customers
  - b. her passengers
  - c. her patients
  
6. What did Eva's great-grandfather do?
  - a. he drove buses
  - b. he repaired buses
  - c. he sold tickets

## Set 3: READING

### CORRECTION KEY

A1. (i) & (ii) Match words/phrases to correct pictures

- (iii)
1. yes
  2. yes
  3. no
  4. yes
  5. yes
  6. no

A2. (i) THE POST OFFICE

1. *yes*
2. yes
3. no
4. no
5. yes
6. no

A2. (ii) POSTING LETTERS

1. *We put our letters into the post box.*
2. A postman takes the letters in his van.
3. The women in the post office sort the letters.
4. Our letters go by train to another town.
5. Then a man sorts the letters again.
6. A post woman brings our letters to our friends' house.

### JUNIOR PRIMARY

A2. (iii) SAMIR THE POSTMAN

1. *Samir got to the post office at six o'clock.*
2. He took all the letters he had to post.
3. Then he read the address on each letter.
4. After that, he packed the letters into his bag.
5. At eight o'clock, Samir set off on his bicycle.
6. He brought letters to many houses that morning.

# Primary School Assessment Kit

## SENIOR PRIMARY

### A2. (iii) SAMIR'S BUSY MORNING

Samir got to the post office at six o'clock.

He took all the letters he had to post.

Then he read the address on each letter.

After that, he packed the letters into his bag.

At eight o'clock, Samir set off on his bicycle.

He brought letters to many houses that morning.

## JUNIOR PRIMARY

- B1. (i)
1. in Eva's school.
  2. she is nice.
  3. it is interesting.
  4. he writes about sport.
  5. in an office.
  6. he goes to football matches.

- B1. (ii)
1. *any*
  2. told
  3. ago
  4. be
  5. at
  6. doesn't

- B1. (iii)
1. *b*
  2. c
  3. b
  4. c
  5. a
  6. c

## SENIOR PRIMARY

- B1. (i)
1. *taught*
  2. at
  3. would
  4. doesn't
  5. told
  6. by

B1. (ii) great-grandfather = *bus conductor*  
great-grandmother = *shop assistant*  
grandfather = *mechanic*  
grandmother = *receptionist*  
father = *journalist*  
mother = *teacher*

B1. (iii) 1. *b*  
2. *a*  
3. *b*  
4. *c*  
5. *a*  
6. *c*

# Primary School Assessment Kit

## Set 3: READING

### Scoring and rating

Total of 15 questions per level. One point for each correct answer.

Test level	Number of correct answers/points	Pupil's level of proficiency (✓)
A1.1		
A1.2		
A1.3		
A2.1		
A2.2		
A2.3		
B1.1		
B1.2		
B1.3		

Pupil's total score at any one level	Pupil's proficiency (level of test)	The next stage
0–7	A1.1 or A2.1 or B1.1	Continue at this level.
8–12	A1.2 or A2.2 or B1.2	Continue at this level.
13–15	A1.3 or A2.3	Progress to the next level. From A1 to A2 or from A2 to B1.
13–15	B1.3	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.

## 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.

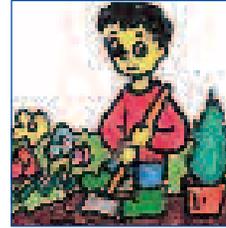
There are 2 extra words.



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

\_\_\_\_\_

## Primary School Assessment Kit

### 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.

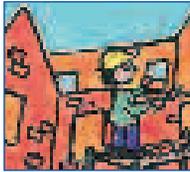
1.



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

---

---

---

---

---

---

---

---

---

---

# Primary School Assessment Kit

## Set 3: WRITING B1 Senior Primary

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.

\_\_\_\_\_ 20 \_\_\_\_\_

Dear \_\_\_\_\_ ,

---

---

---

---

---

---

---

---

Yours,  
\_\_\_\_\_

## 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.

# Primary School Assessment Kit

## 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.

Points	Vocabulary incorrect	Vocabulary correct Spelling inaccurate	Vocabulary correct Spelling accurate
	0	1	2
baker			
gardener			
dancer			
pilot			
hairdresser			
plumber			
dentist			
waiter			
artist			
<b>TOTAL scores</b>			
<b>Overall TOTAL</b>			

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.

Points	Word order correct	Punctuation and spelling correct (capital and full stop)
	1	1
They are carrying a heavy pipe.		
She has to fix the wood.		
His digger made a deep hole.		
<b>TOTAL scores</b>		
<b>Overall TOTAL</b>		

## Level A2. (ii) Junior Primary

Put tick in correct box.

Points		Correct vocabulary (both words)	Spelling accurate
		1	1
is	of		
are	on		
chef/cook	in		
<b>TOTAL scores</b>			
<b>Overall TOTAL</b>			

Maximum of 12 points at level A2.

Rating pupils' performance:

Pupil's total score	Level	The next stage
0–5	A2.1	Continue at this level
6–10	A2.2	Continue at this level
11–12	A2.3	Progress to level B1

## Level A2. (i) Senior Primary

Put tick in correct box.

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

## Level A2. (ii) Senior Primary

Put tick in correct box.

Points		Correct vocabulary (both words)	Spelling accurate
		1	1
<b>Anticipated responses</b>			
is	of		
are	on		
chef/cook	in		
has	pay		
pours	into		
nobody/no one	at		
<b>TOTAL scores</b>			
<b>Overall TOTAL</b>			

# Primary School Assessment Kit

Maximum of 24 points at Level A2.

Rating pupils' performance:

Pupil's total score	Level	The next stage
0–11	A2.1	Continue at this level
12–20	A2.2	Continue at this level
21–24	A2.3	Progress to level B1

## Level B1 Junior and Senior Primary

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Can use a small amount of vocabulary additional to basic items</li> <li>Does not yet combine and extend vocabulary in free writing</li> </ul>	<ul style="list-style-type: none"> <li>Can use an increasing amount of vocabulary additional to basic items</li> <li>Begins to combine and extend vocabulary in free writing</li> </ul>	<ul style="list-style-type: none"> <li>Can use a lot of vocabulary additional to basic items</li> <li>Confidently combines and extends vocabulary in free writing</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Uses a small range of grammatical structures makes errors but can sometimes correct them when they are pointed out</li> </ul>	<ul style="list-style-type: none"> <li>Uses an increasing range of grammatical structures with growing control of tenses, pronouns, prepositions, word order, etc.</li> <li>Errors remain in some areas</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of grammatical structures with confidence and control</li> <li>Errors generally confined to attempts to use new or unfamiliar patterns</li> </ul>
<b>Handwriting, spelling and punctuation</b>	<ul style="list-style-type: none"> <li>Can write short connected sentences, but spelling and punctuation are inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>Can write short connected sentences with minor errors of layout, punctuation and capitals</li> </ul>	<ul style="list-style-type: none"> <li>Can write short connected sentences with generally accurate layout, punctuation and capitals</li> </ul>

Put tick in correct box.

Category of competence	B1.1 1 point	B1.2 2 points	B1.3 3 points
Vocabulary			
Grammar			
Handwriting, spelling and punctuation			
<b>Overall TOTAL</b>			

Maximum of 9 points at level B1.  
Rating pupils' performance:

Pupil's total score	Level	The next stage
1–4	B1.1	Continue at this level
5–7	B1.2	Continue at this level
8–9	B1.3	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.