

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.

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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.