

NOT AS WE KNOW IT **assessment**

Introduction

Key Features of the Grammar, Punctuation and Spelling tests

Each termly assessment is provided to help teachers assess how children are progressing towards the Year expectations for grammar, punctuation and spelling. These tests have been developed to meet the specification set out in the test framework for English grammar, punctuation and spelling at key stages 1 and 2.

The termly assessments take full account of the test frameworks, content domain and performance descriptors for the 2016 national curriculum. Please note that these materials are not designed to match the frameworks in terms of ratios of question/item type or coverage. They aim to help teachers assess whether pupils are on track to meet the year end expectations.

The content domain takes into account what pupils should have been learning in day to day lessons and include:

- Grammatical terms / word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary; and
- Standard English and formality.

Part 1: Spelling

The children should be told the word in the first instance and then the word is put into a sentence so that it is heard in context. Pupils in this part can use capitals or lower case letters. The time it takes to administer this test will be dependent on the adult administering it.

Part 2: Grammar and Punctuation

In Key Stage 1 pupils can have each question read to them. The timing for the tests in Key Stage 1 is 30 minutes. In Key Stage 2 pupils must read the questions themselves and the time allocated is 45 minutes.

How to Use This Test

All pupils should be asked to complete Paper 1. After the spelling test is complete the grammar and punctuation test can be administered after a suitable break or on the next day. It will be dependent on each school's preference.

There is a table* at the end of each year's mark scheme that will support teachers' assessment of how pupils are progressing towards the national expectation.

The tests are there to aid teacher assessments and should not be used in isolation to assess pupils.

* See example on next page

* Example

Mark Scheme for Year Two

The tests should be used alongside teacher assessments to help reach a conclusion about a pupil's achievement at the end of the year. This page offers an end of year position with this in mind. It is important that for pupils to demonstrate mastery they must apply the English grammar, punctuation and spelling in their everyday writing.

This table provides you with a guide

| Zone | Score | Terminology |
|---------------|--------------|--|
| Zone 1 | 0-8 | Working Outside Year Group Expectations |
| Zone 2 | 9-14 | Well Below the National Standard |
| Zone 3 | 15-19 | Below the National Standard |
| Zone 4 | 20-24 | Working Towards the National Standard |
| Zone 5 | 25-29 | At the National Standard |
| Zone 6 | 30-34 | Above the National Standard (Mastery) |
| Zone 7 | 35-38 | Working at Greater Depth |
| Zone 8 | 39-40 | Exceptional Standard |