INSTRUCTIONS FOR ASSESSORS – PRACTICE SET 2

The purpose of this test paper is to assess a candidate's ability to meet the ESOL – SFL curriculum elements and ESOL SFL - Standards and Level Descriptors for Reading at Entry 3 as set out in the ESOL Core Curriculum.

It is essential that assessors are clear about the contents of the test papers and the Guidelines for Assessments of Reading before administering this Reading test. Please ensure you familiarise yourself with the guidelines for assessment of Reading at Entry 3 and that you read the contents of the test prior to administering the test.

ASSESSMENT OF READING AT ENTRY 3

1. Each part of the test paper has a title and a short scenario to give a context to the texts and assessment tasks which candidates undertake. Assessors should be aware that reading text and associated questions may appear on different pages. Care with photocopying, to ensure that text and questions do not appear back to back, is required.
2. When undertaking this test, candidates should have access to an English-only dictionary with which they are familiar.
3. Candidates must read the questions and texts in this test paper. The assessor must not read aloud the questions or texts in this paper for the candidate.
4. Before candidates undertake this test paper tutors and assessors are advised to help candidates become familiar with words and phrases that may be relevant and necessary for the test. The following are examples of words and phrases that will be useful: *timetable, tick the correct box, duration, texts, D.O.B, country of origin, signature.*
5. Assessors award marks to candidates for each part that they answer correctly. The marks awarded should be entered on the front of the test paper.
6. The total number of marks which can be awarded for this test paper is 30: 1 mark for each question.
7. The total mark which a candidate is awarded must be converted into a percentage. The percentage pass mark for this test paper is 66%. In order to achieve 66% candidates must achieve at least 20 marks out of the 30 available.
8. In the case of candidates who obtain 19 marks out of the 30, assessors should review the responses of candidates to check if there is adequate, justifiable and demonstrable evidence to enable the assessor to pass the candidate.
9. Formal feedback should be given by the centre to all candidates that do not pass the test. In such cases the test paper can be considered to be

formative assessment,

10. Assessors should use their professional judgement and expertise when applying the Mark Scheme. In addition to the guidance notes, sample answers and distribution of marks outlined in the Mark Scheme, assessors should refer to the guidance and amplification given under the relevant curriculum elements in the ESOL Core Curriculum to determine whether candidates' responses merit the allocation of marks available in the Mark Scheme.
11. Assessors must sign and date the record of the candidate's responses to this test paper on the front page.
12. Assessors should ensure that the personal details entered on the front of the test paper are correct and should also record on the front sheet any special circumstances or information that may be helpful to the external verifier.

Specific requirements for this paper:
English only dictionary essential.