

INSTRUCTIONS FOR ASSESSORS (E3) - PRACTICE SET 1

The purpose of this test paper is to assess a candidate's ability to meet the ESOL - SFL curriculum elements and ESOL Standards and Level Descriptors for Writing 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 Writing before administering this Writing test. Please ensure you familiarise yourself with the guidelines for assessment of Writing at Entry 3 and that you read the contents of the test prior to administering the test.

ASSESSMENT OF WRITING AT E3

1. The candidate is allowed 10 minutes additional time for reading and planning at Level 1. Candidates should be advised to use this time to read and understand the requirements of the paper before starting to write.
2. Before candidates undertake this test paper, it is advisable that tutors and assessors help candidates to become familiar with the words and phrases below (and other words and phrases tutors consider relevant and necessary) and discuss with candidates the implications that these words and phrases might have on how they respond to questions: *plan, draft, link ideas, correct the mistakes*.
3. Assessors should instruct candidates that personal details asked for on the paper can be fictitious.
4. The total number of marks which can be awarded for this test paper is 30.
5. Marks should be awarded according to the Mark Scheme. Where candidates fail to meet the criteria for one mark, no marks should be awarded.
6. The mark which a candidate is awarded for the test paper must be converted into a percentage. Marks awarded should be entered on the front of the test paper. The pass percentage for this test paper is 66%. In order to achieve 66% candidates must achieve at least 20 marks out of the 30 available.
7. In the case of candidates who obtain 19 marks out of 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.
8. 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.
9. Formative assessment should be offered to those candidates who do not pass.
10. Assessors must sign and date the record of the candidate's responses to this test paper on the front page, ensure that the personal details entered on the front of the test paper are correct and also record on the front sheet any special circumstances or information that may be helpful to the external verifier.

Specific requirements for this paper:

There are no specific requirements for this paper but an English only dictionary may be used.