

Administration

1. This is not a timed test – students should be given as long as they need to complete it. If the test is to be taken in one session, it should take about one hour to one hour and 15 minutes. It can be broken into two or more sessions as appropriate, for example, allowing students a break after the spelling, punctuation and grammar section.
2. You should consider carefully whether this test is appropriate for students with severe reading difficulties or whose English language fluency is very limited.
3. If an unexpected incident interrupts the test session, record the details carefully. If students subsequently achieve lower than expected scores, the incident can be taken into account as a possible explanation.
4. Each student will need a Student Booklet and their usual writing implements. The use of a dictionary is not permitted. You should also ensure that there is a task available for students who finish a section well before the others (e.g. each student has a book to read). You will need these instructions and your own copy of the Student Booklet for the testing session.
5. Explain why the test is being given, as well as describing the conditions under which testing generally takes place.
6. Ask students to fill in the information required on the front cover, giving help if required. Alternatively, the school can complete any of these details.
7. Cover all the following points, in your own words:
 - You will read all instructions and explain what is involved.
 - They will be allowed as much time as they need to do each section before moving on to the next one.
 - They should write clearly; if they make a mistake, they should rub/cross it out neatly and write the correct answer clearly. (The method adopted is left to you, but please ensure all students have easy access to erasers, if they are to be used.)
 - If there is anything they do not understand, they should ask. (Additional information on procedure may be given, but no other help should be provided.)
 - After finishing a section they should get on with whatever additional activity has been arranged.

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Spelling, Punctuation and Grammar (approximately 20–25 minutes)

Ask students to turn to the spelling test on page 3 of the Student Booklet. Explain the nature and purpose of the task in your own words, for example:

I am going to read out a short passage. I will read it twice. Follow the text as I read through the passage for the first time, but do not write anything at this stage. I will then read out the passage again, giving you time to write the missing words in the spaces.

Read the passage aloud for the first time including all the missing words. Before re-reading it, tell the students:

I will now read the passage to you again. Listen carefully and when you come to a space, wait for me to tell you the word. Then write it on the line. The first one, (live), has been done for you. Try to spell all words correctly and write them as clearly as possible. If you are not sure how to spell the words, just have a go.

Read out the passage for the second time, pausing at each word in bold and allowing time for the students to write the missing words in their booklets. The target words may be repeated.

The world's biggest tortoises **live** in the Galapagos Islands. They are endangered for **various** reasons. Until the **nineteenth** century, thousands were captured by sailors who needed **supplies** of fresh meat on board their ships. Giant tortoises, able to survive for a year without liquid or **nourishment**, were ideal. Now protected by law, their numbers **unfortunately** continue to **dwindle**. A natural predator is the Galapagos hawk, which preys on the eggs and hatchlings. For animals like dogs, introduced to this **territory** but not natives there, these treats are highly **sought** after. Even the colossally proportioned adult tortoises are **threatened** by illicit hunting or the **destruction** of their habitat.

The anatomy of these giant tortoises has been dependent on the climate **associated** with their particular island. On hotter and drier islands, with most of the **vegetation** above ground, the giant tortoise has a flatter shell, shaped like a saddle, with a high notch above the neck. This helps it to reach upwards for fruit and leaves.

The most famous giant tortoise of his kind was known as Lonesome George. When he died, in June 2012, obituaries recording his regrettable demise were printed in many newspapers worldwide. He had been symbolic of a **disappearing** species, which once upon a time was **plentiful**. He had no offspring and the Pinta Island tortoise is now extinct. Using cloning techniques, **scientists** hope to resurrect this subspecies by implanting cryogenically frozen tissue into **compatible** eggs.

Once the spelling test has been completed, ask students to turn to turn over to the next page in their Student Booklet. Explain the nature of the punctuation and grammar tasks in your own words, paraphrasing the written instructions in the Student Booklet as necessary. When you are satisfied that the students know what to do, allow them to complete these two sections at their own pace. Tell them to read the instructions and the example before they begin each section.

Reading Comprehension

(approximately 40–50 minutes)

In this section of the test, students are asked to read two texts, *The Creature* (narrative) and *Lost Children* (non-narrative), and answer a set of questions related to each text. Students should read and answer questions for the first text before moving on to the second. Students should be given approximately 25 to 30 minutes to read and complete questions for the first text, and around 15 to 20 minutes to read and complete questions for the second text.

- In your own words, describe the work entailed in this section, ensuring that the following points are covered:
- They should think of their own answers and not discuss them with others – collaborative work and copying are not allowed.
 - They should spend at least five minutes reading the narrative text (and five minutes reading the non-narrative) before they attempt to answer the questions that follow. They can make notes on the texts while they read (if that is your normal practice).
 - You will remind them when they should be starting to answer the questions on the first text and when they should be moving on to read the second text.
 - They should refer back to the text as often as they need to when they are answering the questions. Page references, where given, indicate which part of the text they should refer to.
 - They should answer as many questions as they can. If they find a question too hard, they should move on to At your discretion, you may remind students of any of these points, as appropriate, during the test session. As this is a test of reading comprehension, you should not help students read any of the words in the texts or in the questions.
- If you wish to break this section of the test into two test sessions, tell the students to stop when they reach the bottom of page 17.