

Functional Skills English Entry 2 DIY Shopping SAMPLE



Reading Assessment

Notes to the assessor

Assessor Information and Guidance

This task assesses the skills and knowledge required to meet the Functional Skills standards at Entry 2 for Reading.

At this level the learner can:

- Read and understand straightforward texts.

The learner will:

- Understand the main events of chronological and instructional texts.
- Read and understand simple instructions and directions.
- Read and understand high frequency words and words with common spelling patterns.
- Use knowledge of alphabetical order to locate information.

Centre Contextualisation of Tasks

It is envisaged that teaching and learning approaches will underpin the knowledge needed for the assessments. So that learners are not disadvantaged by their lack of knowledge about shopping for DIY, the centre may alter the context of the reading assessment, but care should be taken to ensure that all the standards are covered. For example, the context of the assessment could be changed to shopping for food or clothing or music and the instructional text for Task 1 can be adapted so that the learner follows instructions on a more familiar topic to the learner.

Conducting and marking the assessments

At all Entry levels, tutors are allowed to read the **instructions for the task ONLY**. There is no requirement for the learner to write anything down, but they may make notes to help them if they wish. Please note that any notes should be handed in after the assessment, but they will not be assessed.

Assessors must complete a record sheet for each learner to give evidence of how the criteria have been met.

Assessments can take place in the classroom, although learners should not be disadvantaged by the environment.

The reading assessment must be completed in no more than one hour.

To successfully pass the Reading assessment, the learner must pass both parts of the task.

If the learner does not pass part of the task, a different reading assessment may be retaken after two weeks, but some teaching and learning must take place in this period of time to ensure that the learner has the opportunity to improve their skills.

Centres must retain records of failed assessments as well as those which are passes.

Assessors must sign and date the completed Assessment Mark Sheet.



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Entry 2 Task One – Instructions for Assessment

The assessor may provide the learner with a cut up version of the instructions so that the learner can sort the instructions into the correct order in a kinaesthetic manner if this suits the learning style of the learner. Either the assessor or the learner can then number the statements on the learner paper.

Start the assessment by saying for example:

'You have to do some DIY but the instructions are muddled up. Put the instructions in the correct order. We then have to number the instructions on your paper to show the correct order.'

Complete the Assessment Mark Sheet to show how well the learner completed the task.

Task Two

Provide the learner with a telephone directory and ask them to look up the number of a **local** DIY store. You can explain that local means that it must be in or near to the town/city/village that they live. Complete the Assessment Mark Sheet to show how well the learner completed the task. The tutor may complete the information on the task sheet.

Task Three

Tell the learner that they must read the information and then ask them these questions.

1. What is happening in the store today?
2. What had happened yesterday?
3. Tell me two ways you can find out more information.
4. How can you find out where the nearest store is?
5. Who has written the notice?
6. Why should you go to the shop tomorrow?



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Assessment Guidance



Functional Skills Standards	Coverage and Range	Met by Task
Read and understand straightforward texts	<ul style="list-style-type: none">• Understand the main events of chronological and instructional texts.• Read and understand simple instructions and directions.• Read and understand high frequency words and words with common spelling patterns.• Use knowledge of alphabetical order to locate information.	Task 1 Task 1 and 3 Task 1 and 3 Task 2



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Assessment Mark Sheet for Reading (Entry 2)

DIY shopping



Learner Name	Learner Registration Number
Centre Name	Assessment Number
Start time of assessment	End time of assessment

Task 1

	Correct order	Learner correct? Y/N
Brush on the new paint when you have removed the old paint.	4	
First fill in cracks and holes in the wood with wood filler.	2	
Finally, clean your brush when you have finished.	5	
Then use sandpaper to remove old paint.	3	
<u>Painting Wood</u>	1	
Pass mark is 3 out of 5 correct		

Task 2

Has the learner identified?	Mark available	Learner mark
The name of a local DIY store Only one mark if the store is not local No marks if the store is not a DIY store.	2 maximum	
The telephone number of the store	1	
Pass mark is 2 out of 3		



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Task 3

Question	Accepted Responses (words in brackets are optional- mark can still be awarded without them)	Mark for Question	Learner Mark
1. What is happening in the store today?	It is closed. OR Repair work (after a flood)	1	
2. What had happened yesterday?	A flood (had damaged the store)	1	
3. Tell me two ways you can find out more information.	One of:	1	
	<ul style="list-style-type: none"> • The website • Log on to the website(www.diystore.co.uk) • www.diystore.co.uk AND one of: <ul style="list-style-type: none"> • Ring 08767 987678 • Ring customer help line • Customer help line 	1	
4. How can you find out where the nearest store is?	Ring 08767 987678	1	
5. Who has written the notice?	The manager (of the store)	1	
6. Why should you go to the shop tomorrow?	Because there is a (flood damage) sale OR The shop opens again OR You will get big savings	1	
Total marks for task		7	
Pass mark for task is 5 correct answers out of 7			
Overall Result	Pass/Fail		
Task 1			
Task 2			
Task 3			
Overall Result for Paper (all tasks must be passed to achieve a pass)			

Assessor Name _____

Assessor Signature _____ Date _____

