

## Functional Skills English Entry 3 DIY Shopping



### Writing 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 3 for Writing.

At this level the learner can:

- Write documents with some adaptation to the intended audience

The learner will:

- Plan, draft and organise writing.
- Sequence writing logically and clearly.
- Use basic grammar including appropriate verb-tense and subject-verb agreement
- Spell correctly and check work for accuracy

#### 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 writing 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.

#### Conducting and marking the assessments

At all Entry levels, tutors are allowed to read the **instructions for the task ONLY**. Please note that any drafts of work should be handed in after the assessment, and they will be assessed for Task 2 only.

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 Writing assessment must be completed in no more than two hours.**

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

If the learner does not pass part of the task, a different writing 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.**

Dictionaries and word processing software may be used.



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#### Assessment Guidance



Functional Skills Standards	Coverage and Range	Met by Task
Write short documents with some awareness of the intended audience	<ul style="list-style-type: none"><li>Plan, draft and organise writing.</li></ul>	Task 2
	<ul style="list-style-type: none"><li>Sequence writing logically and clearly.</li></ul>	Task 2
	<ul style="list-style-type: none"><li>Use basic grammar including appropriate verb-tense and subject-verb agreement</li></ul>	Task 1 and 2
	<ul style="list-style-type: none"><li>Spell correctly and check work for accuracy</li></ul>	Task 1 and 2

**Remember** that the assessor can read the instructions, but cannot scribe for the learner in the Writing assessment.

Word processed or handwritten work may be submitted.

Dictionaries should be available but help to find words cannot be given.



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### Assessment Mark Sheet for Writing (Entry 3)

#### DIY shopping



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

#### Task 1

<b>Content:</b> <b>2 marks</b> Writing contains relevant information (in Survey Question section)  <b>1 marks</b> Writing contains some relevant information (in Survey Question section)	2 marks maximum	
<b>Spelling correct to E3 standards including common words and relevant key words used at work, leisure and study (and including words given in the texts)</b> <b>3 marks</b> Spelling accurate to E3 standards  <b>2 marks</b> No more than 2 errors  <b>1 mark</b> No more than 4 errors	3 marks maximum	
<b>Legible text</b> <b>3 marks</b> Accurate use of capital and lower case letters, e.g the learner does not mix upper and lower case - bAll and initial capital letters are used correctly and text is readable (either handwritten or using computer text of an appropriate size)  <b>2 marks</b> No more than 2 errors and text is mainly readable (either handwritten or using computer text of an appropriate size)  <b>1 mark</b> No more than 4 errors and text is mainly readable (either handwritten or using computer text of an appropriate size)	3 marks maximum	
<b>Total marks available for Task</b>	8 marks	
<b>Pass mark for Task – 5 correct out of 8</b>		



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#### Task 2



<p><b>Planning and paragraphing</b></p> <p><b>2 marks</b> Activity uses a plan which can be used to write the letter AND is written in appropriate paragraphs</p> <p><b>1 mark</b> Activity is planned but paragraphs are not used effectively.</p>	<p>2 marks maximum</p>	
<p><b>Content:</b></p> <p><b>2 marks</b> Writing contains relevant information</p> <p><b>1 marks</b> Writing contains some relevant information</p>	<p>2 marks maximum</p>	
<p><b>Sentence structure</b></p> <p><b>3 marks</b> Sentences make sense all the time and are grammatically correct including correct use of verb-tense and subject-verb agreement</p> <p><b>2 marks</b> Sentences make sense most of the time with no more than 2 errors of verb-tense and subject-verb agreement which do not impact on the overall purpose and meaning.</p> <p><b>1 mark</b> Sentences make sense most of the time with no more than 3 errors of verb-tense and subject-verb agreement which do not impact on the overall purpose and meaning. .</p>	<p>3 marks maximum</p>	
<p><b>Punctuation</b></p> <p><b>3 marks</b> Accurate punctuation including correct use of capital letters at the beginning of sentences and full stops or question marks at the end of the sentence and capital letter used for personal pronoun 'I'.</p> <p><b>2 mark</b> No more than 2 errors which do not impact on the overall purpose and meaning</p> <p><b>1 mark</b> No more than 3 errors which do not impact on the overall purpose and meaning</p>	<p>3 marks maximum</p>	



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<b>Spelling correct to E3 standards including common words and relevant key words used at work, leisure and study (and including words given in the texts)</b> <b>2 marks</b> Spelling accurate to E3 standards	2 marks maximum	
<b>1 mark</b> No more than 3 errors which do not affect the overall purpose and meaning		
<b>Writing Activity Two Total Marks</b>	12 marks	
<b>Pass mark 8 out of 12 marks</b>		

Overall Result	Pass/Fail
Task 1	
Task 2	
Overall Result for Paper (all tasks must be passed to achieve a pass)	

Assessor Name \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

