

Functional Skills English SAMPLE

Entry 1 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 1 for Writing.

At this level the learner can:

- Write short simple sentences

The learner will:

- Use written words and phrases to present information.
- Construct simple sentences and punctuate using capital letters and full stops.
- Spell correctly some personal or very familiar words.
- Use upper and lower case.

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, 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 Writing assessment must be completed in no more than one hour.

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, simple sentences	<ul style="list-style-type: none"> Use written words and phrases to present information. Construct simple sentences and punctuate using capital letters and full stops. Spell correctly some personal or very familiar words. Use upper and lower case. 	Task 1 and 2 Task 2 Task 1 and 2 Task 1 and 2

Assessment Mark Sheet for Writing (Entry 1) SAMPLE

DIY shopping

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

Task 1

<p>Spelling correct to E1 standards including personal or very familiar words – for example most commonly used 100 words (and including words given in the texts)</p> <p>3 marks Spelling accurate to E1 standards</p> <p>2 marks No more than 2 errors</p> <p>1 mark No more than 4 errors</p>	3 marks maximum	
<p>Use of upper and lower case letters</p> <p>3 marks 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</p> <p>2 marks No more than 2 errors</p> <p>1 mark No more than 4 errors</p>	3 marks maximum	
Total marks available for Task	6 marks	
Pass mark for Task – 4 correct out of 6		



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Task 2

<p>Content: 2 marks Writing contains relevant information</p> <p>1 marks Writing contains some relevant information</p>	<p>2 marks maximum</p>	
<p>Sentence structure 3 marks Sentences make sense all the time.</p> <p>2 marks Sentences make sense most of the time and errors do not impact on the overall purpose and meaning</p> <p>1 mark At least one sentence makes sense.</p>	<p>3 marks maximum</p>	
<p>Punctuation 3 marks Accurate punctuation including correct use of capital letters at the beginning of sentences and full stops at the end of the sentence and capital letter used for personal pronoun 'I'.</p> <p>2 mark No more than 2 errors which do not impact on the overall purpose and meaning</p> <p>1 mark No more than 3 errors which do not impact on the overall purpose and meaning</p>	<p>3 marks maximum</p>	
<p>Spelling correct to E1 standards including personal or very familiar words for example most commonly used 100 words (and including words given in the texts) 2 marks Spelling accurate to E1 standards</p> <p>1 mark No more than 3 errors which do not affect the overall purpose and meaning</p>	<p>2 marks maximum</p>	
<p>Use of lower case letters 3 marks Accurate use of capital and lower case letters within words, e.g the learner does not mix upper and lower case - bAll</p> <p>2 marks No more than 2 errors</p> <p>1 mark No more than 3 errors</p>	<p>2 marks maximum</p>	
<p>Total marks available for task</p>	<p>12 marks</p>	
<p>Pass mark 8 out of 12 marks</p>		

Overall Result	Pass/Fail
Task 1	
Task 2	



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Overall Result for Paper (all tasks must be passed to achieve a pass overall)	
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Assessor Name _____

Assessor Signature _____ Date _____

SAMPLE

