

Centre No.		Centre Name	Date of Assessment	
Candidate Name			Candidate Run No.	
Task No. & Assessment Criteria	Question No. and Answer		Mark	Award
Task 1 (1.1)	1. (a) true		1	
	2. (b) false		1	
	3. (b) false		1	
Task 2 (1.1, 1.2)	4. (c) £4.50		1	
	5. (c) 3 pm		1	
	6. (b) large pepperoni and chilli pizza		1	
Task 3 (1.2, 3.3)	7. great, hot		2	
	8. (b) A chocolate milk drink		1	
Task 4 (2.1, 3.4)	9. (c) an email		1	
	10. (b) Janet		1	
	11. (c) 100 packs		1	
Task 5 (3.3)	12. full name, email, home address		3	
Task 6 (3.2)	13. toilets, school crossing, café, put litter in the bin		3	
Task 6 (4.1)	14. Matching lower case/upper case letters L/l, R/r, D/d		3	
Task 7 (2.1, 3.4)	15. 3 days		1	
	16. Friday 16 October to Sunday 18 October 2015		1	
	17. (b) an advert		1	
Task 8a (3.3, 4.1)	18. a question mark		1	
	19. He has got a fish, He likes wearing a hat.		2	
Task 8b (3.3)	20. There is an apple, There are some tomatoes, There isn't any milk.		3	
Learners must achieve twenty out of the thirty questions to pass the assessment (pass mark 20)			30 TOTAL	AWARD

Tick appropriate box			
Learner has achieved External Assessment for Reading Entry 1.		Learner has not achieved External Assessment for Reading Entry 1.	
Assessor Comments:			
Assessor's Name:	Assessor's Signature:	Date:	
*Internal Quality Assurer's Name:	IQA Signature:	Date:	
*External Quality Assurer Name:	EQA Signature:	Date:	

NB * Internal and External Quality Assurer signatures only required if sampled.

Learning Outcomes and Assessment Criteria
Mapped to ESOL Core Curriculum

CC Ref Mapped to the Adult ESOL Core Curriculum	Qualification Specification Assessment Criteria	Learning Outcome The learner will:	Examination Assessment criteria -The Candidate can:
Rt/E1.1a Rs/E1.1a Rs/E1.1b	1.1 Identify the purpose of short straightforward texts using features of text 1.2 Follow the main events of short straightforward texts.	1. Be able to gain meaning from text. LO1 Be able to read and understand texts.	1.1 Follow a short text on a familiar topic.
			1.2 Use language features to work out meaning in short text on a familiar topic.
			1.3 Comment on the accuracy of a piece of text by applying own ideas, experience and opinions
			1.4 Recognise words on a simple form
Rt/E1.2a	2.1 Obtain information from short everyday information texts. 2.2 Obtain information from images, simple maps, diagrams and captions. 2.3 Recognise familiar key words with common spelling patterns in straightforward information texts.	2. Be able to identify the Purpose of text. LO2 Be able to locate information in written sources.	2.1 Identify the purpose of short text on a familiar topic.
Rt/E1.1b Rw/E1.1a	3.1 Use a simplified dictionary/glossary to find the meaning of unfamiliar words.	3. Be able to find information in text.	3.1 Obtain relevant information from a short text on a familiar topic.
			3.2 Recognise symbols and signs in text.
			3.3 Recognise words in text.
Rw/E1.3b Rw/E1.3a		4. Be able to recognise letters. LO3 Be able to apply understanding of alphabetical order to locate information	3.4 Recognise digits correctly. 4.1 Identify letters of the alphabet in upper and lower case correctly.

General Instructions

At Entry Level 1 the learner will complete a number of different tasks. The ESOL Reading standards will be met in full across the tasks, although each task may not assess all the standards.

A record of each learner's performance must be made on individual mark sheets and twenty out of thirty questions must be passed to achieve an overall pass at the level. Where a learner fails, a different version of the assessment must be completed. At least an additional two weeks' teaching must be completed before attempting a new assessment.

The tasks must be completed under controlled conditions. Assessments can take place in the classroom but learners should not be disadvantaged by the environment. The evidence produced must be the learner's own unaided work. As the assessments test Reading skills, spelling, punctuation and grammar are not assessed, and as long as the answers are readable, the learner may gain marks for correct answers. Scribes are allowed for Reading assessments, but readers are not allowed. Dictionaries must not be used in the assessment.

Centres may design their own assessments, but these must be submitted to NOCN for standardisation no less than 15 working days before the first planned assessment date. The NOCN style of mark scheme must still be used.

The assessments may take place on different days to help centres manage the assessments but the total amount of time available to learners must not exceed the permitted duration of the assessment. To successfully pass the Reading assessment, the learner must answer twenty out of the thirty questions in order to meet the assessment criteria correctly. Centres must retain records of failed assessments as well as those which are passes and comments should be made to support decisions.

Tutors must sign and date the completed Assessment Mark Sheet.

Introduction - Reading Entry Level 1

This unit assesses the skills and knowledge required to meet the national standards at Entry Level 1 for Reading. At this level, learners can:

- **Read and understand short texts with repeated language patterns on familiar topics.**
- **Read and obtain information from common signs and symbols.**

Tutors will need to teach Reading at text, sentence and word level using methods that are inclusive and appropriate and which take account of the cultural and learning experiences of learners. Guidance on appropriate activities with examples of application and level can be found in the ESOL Core Curriculum. Learners should be provided with appropriate support throughout. Opportunities for learners to discuss progress should be provided at all stages of the learning process. The context and mode of delivery is flexible and should reflect the needs of the learners and the context in which they are learning.

Unit Assessment

The unit of assessment includes the learning outcomes and assessment criteria and is mapped to the national standards and component skills and knowledge in the ESOL Core Curriculum. This unit is assessed through externally set tasks that are internally marked, internally quality assured and externally quality assured.

Learners not achieving the unit can be reassessed provided a different set of external assessment tasks are used. These will be provided by NOCN. A two-week period must have elapsed from the learner's previous attempt.

Quality Assurance

The ESOL tutor should mark the assessments in line with the mark scheme guidance. A sample of assessed work should be internally verified. This should be a minimum of 10% of all the assessments ensuring that the sample includes all tutors. Following internal verification, the centre should request an external verification visit to agree the assessment decisions and to recommend that the achievements are certificated.

Assessment Mark Sheet

The Assessment Mark Sheet is mapped to the learning outcomes and assessment criteria from the unit of assessment and enables the recording of learner achievement for the external assessment. Learners must achieve twenty out of the thirty questions to pass the assessment. Assessment tasks will include narrative text and very simple letters, emails, forms, signs and symbols, or very simple forms or appointment cards. These will be sampled over time.

Not Specifically Assessed

Although this criterion from the ESOL Core Curriculum is not specifically assessed, learners should have been given ample opportunities to develop the skills within class.

Rw/E1.2a - Use knowledge of basic sound-letter correspondence to help sound out unfamiliar words – there is no valid way to assess how learners use this knowledge to sound out words.

Achievement of Unit

Learners must achieve twenty out of thirty criteria to pass the assessment. If a learner does not pass, a different assessment may be completed after two weeks when further teaching and learning has taken place.