

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. (c) children		1	
	2. (b) more than 50 years		1	
	3. (b) the environment		1	
Task 2a (1.2)	4. came / become / go		3	
Task 2b (1.2)	5.(open questions)		1	
	(ii) simple present tense		1	
	(ii) running		1	
Task 3 (1.3, 2.3a)	(i) 2013			
	6 (c) came		1	
	7 (a) believed		1	
Task 4 (2.1)	8 (c) buy		1	
	9 (b) 4		1	
	10 (c) to explain a situation		1	
Task 5 (3.1, 2.1)	11 (a) a map		1	
	12 (a) scenic view		1	
	13 (c) over 2 hours		1	
Task 6 (3.1)	14 (b) chocolate fudge cake		1	
	15 (b) to tell you how to wash your hands		1	
	16 (c) by not washing hands with soap and clean water		1	
Task 7a (3.2)	17 (c) back and front of hands, nails, in-between fingers		1	
Task 7b (3.3)	18 (d) (a) (b)		3	
Task 8 (4.1)	Accept any of the following for each one or equivalent:		3	
	19. (a) don't drink water from the tap/ tap water			
	(b) disabled car park / parking			
	(c) do not walk/pass in front of a train			
	20 eel / flounder / halibut / jellyfish / oyster / sailfish / seahorse / sponge		3	
Learners must achieve at least 20 out of 30 to pass the assessment (pass mark 20)			30 TOTAL	AWARD

Tick appropriate box			
Learner has achieved External Assessment for Reading Entry 2		Learner has not achieved External Assessment for Reading Entry 2	
Assessor Comments:			
Assessor's Name	Assessor's Signature	Date	
*Internal Quality Assurer's Name:	IQA Signature	Date	
*External Quality Assurer Name:	EQA Signature	Date	

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/E2.1a Rs/E2.1a, Rs/E2.1b,2c Rs/E2.1d Rw/E2.1a, Rw/E2.2a	1.1. Identify main events in straightforward chronological, continuous text. 1.2. Identify meaning and purpose in straightforward texts with different formats and register. 1.3. Extract main points, ideas and opinions from straightforward text.	1. Be able to gain meaning from text. LO1 Be able to read and understand continuous texts. LO2 Be able to read for information from everyday sources.	1.1 Trace main events in short straight-forward text, chronological text and instructional text.
			1.2 Use language features to work out meaning in short Straightforward text.
			1.3 Understand the meaning of words in short straight-forward text.
			1.4 Interact with text and know it is possible to react to texts in different ways.
Rt/E2.2a	2.1 Obtain specific information from different short everyday information texts. 2.2 Extract meaning from everyday instructional texts. 2.3 Identify relevant specialist key words in different straightforward information texts.	2. Be able to identify the purpose of text.	2.1 Use features of text to identify the purpose of short straight-forward text.
Rt/E2.1b Rt/E2.4a Rt/E2.3a	3.1 Use a simple dictionary to find the meaning of unfamiliar words.	3. Be able to find information in text. LO3 Be able to use a dictionary.	3.1 Obtain relevant information from short straight-forward text.
			3.2 Develop reading strategies; skimming, scanning, reading every word to obtain specific information.
			3.3 Relate illustrations, simple maps, diagrams and captions to writing.
			3.4 Obtain relevant information from images.
			3.5 Identify a range of common sources of information where everyday information can be found.
Rw/E2.5a		4. Order words alphabetically.	4.1 Use first placed letters to order words alphabetically.

Amplification

The following Assessment Criteria cover these elements of the ESOL Core Curriculum.

Assessment Criteria	Includes
1.2	phrases of time and place and both punctuation and grammar
3.2	illustrations, simple maps, diagrams and captions

Assessment tasks will include chronological and instructional text.
These elements of the ESOL Core Curriculum will be sampled over time.

General Instructions

At Entry 2 the learner will complete a number of different tasks. The ESOL Reading standards will be met in full across the tasks, although each task will not meet all the standards.

A record of each learner's performance must be made on individual mark sheets and 20 out of 30 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 task.

The tasks must be completed under controlled conditions. 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.

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 centre management of the assessments but the total amount of time available to learners must not exceed the permitted duration of the assessment.

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

Dictionaries may not be used in the assessment.

To successfully pass the Reading assessment, the learner must achieve 20 out of 30 questions correctly.

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

Tutors must sign and date the completed Assessment Mark Sheet.

Introduction - Reading Entry 2

This unit assesses the skills and knowledge required to meet the national standards at Entry 2 for Reading. At this level, learners can:

- **Read and understand short straightforward texts on familiar topics.**
- **Read and obtain information from short documents, familiar sources and 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 by an internal quality assurer 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 quality assured by an internal quality assurer. This should be a minimum of 10% of all the assessments ensuring that the sample includes all tutors.

Following internal quality assurance, the centre should request an external quality assurance 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 20 out of 30 questions correctly

Not Specifically Assessed

Although these criteria from the ESOL Core Curriculum are not specifically assessed, learners should have been given ample opportunities to develop the skills within class.

Rw/E2.4a - Obtain information from a simplified dictionary to find the meaning of unfamiliar words - This is difficult to assess consistently in a standardised way between centres and across awarding organisations. This would affect the validity of the assessments, so is not included at all.

Achievement of Unit

Learners must achieve 20 out of 30 questions correctly.

If a learner does not pass the assessment, a different assessment may be completed after two weeks when further teaching and learning has taken place.