

Pearson Primary
Progress and Assess

Year 5

Reading

Assessment Guide



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An introduction to assessment

Assessment is, of course, essential and it is something that teachers do instinctively on a day-to-day basis. Because of this, assessment comes in different forms and guises. Much assessment is ongoing and **formative** as it stems from observations and informs ongoing teaching and learning in the classroom. This kind of assessment is conducted by teachers and teaching assistants, as well as by children through peer- and self-assessment. Rich questioning provides instantaneous feedback for teachers, which can result in adjustments to short- and medium-term planning. Evidence of independent practice, demonstrated in a variety of ways, also supports teachers with this type of assessment.

Summative teacher assessment also serves a purpose, both nationally and locally. While national summative assessments hold providers of education to account and provide a useful point of comparison, local summative assessments are useful in reviewing a child's ability to use and apply the knowledge and understanding they have accrued in their day-to-day learning. The Progress and Assess reading tests provide a vital insight for teachers into whether children have mastered key skills, and they also highlight where children may be having difficulty. They provide teachers with an opportunity to review what has been taught, and to plan what needs to be addressed in future lessons.

So, teaching influences assessment, and assessment influences teaching. Indeed, assessment and the curriculum are inextricably linked; all assessment should support teachers in determining how well children have understood what they have been taught, and should feed into the ongoing teaching and assessment cycle.

In all cases, assessment should be purposeful and should prompt action. Throughout the year, as we work with each child, we gain a greater and more solid understanding of their abilities, their strengths and their weaknesses. An assessment, no matter how good, is not the child. It should neither constrain our expectations nor limit our endeavours.

As such, the focus of the Progress and Assess tests and the marking guidance in this assessment guide is to provide teachers with a set of tools to help them gather and understand evidence in order to support children in their learning. The next few sections of this guide will take you through the tools we have provided.

Your reading progression maps

What are the progression maps?

This assessment guide contains a reading progression map for each of the sub-bookbands that align to National Curriculum expectations for Year 5. Children who perform well in these tests in Year 5, and who are consistently meeting the objectives in the progression maps during their everyday work in Year 5, are likely to be on track to reach their age-related expectations in reading by the end of primary school.

The progression maps track key skill areas in reading across a child's years in primary school and are designed to help you with ongoing formative assessment. They list key objectives so you can see what is expected at different stages in the school year. In order to provide teachers with a familiar frame of reference, the progression maps are linked to bookbands. So, for example, in Year 5 the expected bookband level is Blue. Each bookband is divided into sub-bookbands: in this case, Blue A and Blue B. This fits perfectly alongside Bug Club books, but can also be used with other reading schemes.

For children who are not yet able to work towards the Year 5 progression map objectives, progression maps for other bookbands are available in the relevant year's assessment guides and they are also available to download from ActiveLearn Primary for subscribers to either Bug Club or Progress and Assess Reading. We recommend that you assess children using the progression map that is right for the individual child, so children who are not yet working at Blue should be assessed using the progression map that corresponds to the bookband at which they are working. You can also use the progression map for the child's year group (for example, Year 5) to help you assess which skills the child needs to develop in order to get back on track, but we do not recommend that you give a child a test until they are working securely at that bookband as this can be detrimental.

For Year 5 children who are working at the expected standard, we recommend the following as a guideline for how pupils should progress through the bookbands in order to be on track to reach age-related expectations by the end of primary school.

Term 1

Children should begin to work on skills from Blue A, becoming more confident as the term progresses.

Term 2

Children should be secure in Blue A skills and should be beginning to work on skills from Blue B.

Term 3

Children should become secure in the skills at Blue B.

Key features of the progression maps

The progression maps have been written by an expert team of academics and teaching practitioners, including Kate Ruttle and Dee Reid, both experienced teachers, trainers and educational consultants. They ensure full coverage of all UK curricula.

The reading progression maps are broken down into skill areas and strands within them so teachers can quickly find the objectives for which they are looking. These skill areas break down the curriculum into manageable steps.

Skill Area	Strands within Skill Area
Literal Comprehension (LT)	Literal Comprehension (LT) Sequencing (SEQ) Information Retrieval (IR) Accuracy (ACC)
Inference (INF)	Making Inferences (INF) Predictions (PRED)
Responding to the Text (RT)	Personal Response and Evaluation of Text (PRS) Performance (PERF)
Language for Effect (LFE)	Literary Language (LANG) Vocabulary Development (VOC)
Themes and Conventions (TAC)	Range of Texts (RGE) Text Structure (STRC)

The number of objectives listed within each strand differs from year to year.

- Any objectives in bold have been taken directly from the 2014 National Curriculum for England.
- Any text not in bold represents a smaller step that helps children to build the required skills they need by the end of the year, and helps you to check their progress along the way.
- Each skill is followed by an example to help give you a clear idea of how that skill should look in the classroom at that stage in a child's progress, to help you assess whether a child has achieved the objective.

- Where an objective is tested within one of our reading tests, we include a reference to the reading progression map in the marking guidance so you can compare your formative observations with assessment results.

How to use the progression maps

We recommend you keep a copy of the reading progression map for each child in your assessment folder.

We suggest that, each time you (or your Teaching Assistant) has a guided reading session with a group, you refer to the progression map for suggested skills focuses and make notes on how children are progressing. We provide a box within each outcome cell to help you do this. You may want to insert a tick, cross or circle to indicate when an outcome has been achieved. If you use Bug Club, the updated guided reading cards will help you assess the skills listed in the progression maps.

If you already use Bug Club or another reading programme that is structured around bookbands, it will be simple to use the progression map for the appropriate bookband. If you are not currently using bookbands, the guideline year and term will help you to assess at which bookband each child is working.

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Assessment during guided reading

Guided reading is the ideal opportunity for assessing reading progress using the progression maps because children are usually in groups organised by ability and the format of a guided reading session allows for opportunities to assess those elements of reading that cannot be assessed through a written test (for example, objectives relating to performance of a play or poem).

The skills you choose to assess during guided reading will partially be determined by whether the text the group is reading is fiction or non-fiction.

Ability groups for guided reading

Guided reading sessions should be grouped by ability, with each group reading at the most appropriate bookband for the children involved. You should use the progression map that is most appropriate to each group to inform your formative assessment. You may wish to use the reading tests to provide guidance on ability grouping. These groups should be fluid so children are always working at the bookband that is right for them.

The results from the reading tests should always be viewed in the context of your ongoing formative observations. We've linked each test question to an outcome on our progression map to make it easy to compare the two.

The reading tests

About the tests

The reading tests should be used to inform ongoing teaching and learning, and to support your summative judgments.

Our tests have been designed to be flexible in their use. You should give a guided reading group the test at the most appropriate bookband, when you feel they have demonstrated success in the related skills on the progression map during guided reading sessions, ideally over a number of different texts at the same reading level. The table below shows the 'expected' time for a child to take each test, if the child is on track to reach age-related expectations by the end of primary school. Children who are moving through the bookbands more quickly than expected should be given a broad range of texts on which to practise the skills for their year group, rather than moving up to the next year's work. Children who are taking the tests later than expected may need some intervention to help them catch up.

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There are six tests at Year 5:

Test name	Progression map difficulty level	Expected time for child to take test (guideline)	Genre
Blue A Test 1	Blue A	Year 5, term 1	Non-fiction
Blue A Test 2	Blue A	Year 5, term 1	Fiction
Blue A Test 3	Blue A	Year 5, term 1	Non-fiction
Blue B Test 1	Blue B	Year 5, term 2 or 3	Non-fiction
Blue B Test 2	Blue B	Year 5, term 2 or 3	Fiction
Blue B Test 3	Blue B	Year 5, term 2 or 3	Fiction

Tests 1, 2 and 3 within a sub-bookband are designed to be the same level of difficulty so can be taken in any order. Not every child will need to take every test: a child who scores very well in one of the Blue A tests may not need to take the second or third test at the same level, and can begin to work on the skills for Blue B during guided reading sessions. Using the reading progression map during your guided reading sessions will help you to decide which test is the most appropriate one for the group.

Each test in Year 5 is designed to take up to 30 minutes, so it can be completed by one group of children while other groups continue with guided reading or other related reading activities.

Format of the tests

The tests at Year 5 each have ten questions.

Eight questions score 1 mark each and two questions score 2 marks each (making a total of 12 marks).

The questions reflect the question format of the Key Stage 1 Year 2 English reading test and the Key Stage 2 Year 6 English reading test.

Some questions require children to tick a box or draw a line to connect information. Some questions require a one-word answer. Some questions require a longer or more considered answer (for example, sequencing events from the whole text).

Each question links directly to a skill on the reading progression map.

Blue A (KS2) Test 1

Name: _____ Class: _____ Date: _____

1 Look at the first paragraph.
What does the author say that tells you that dance is popular?

2 Look at the first paragraph. Which of the following does the author say are reasons why people dance? Tick **two** boxes.

To get fit ☐ To celebrate special events ☐
To tell a story ☐ To look good ☐

3 In the first paragraph, the author says: *some dances express emotions ...*
What does 'express emotions' mean?

4 Look at the paragraphs under the sub-heading: *America*.
What sort of music is used at a powwow?

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Supporting documents

To accompany the tests, we provide:

- marking guidance for each test. This links each question to the relevant reading progression map to help you identify each child's strengths and weaknesses (for example, a child may be secure in literal comprehension but be less confident in inferential comprehension);
- a class overview sheet that you can use to record an overview of the results from your class;
- the facilities for you to enter and track your results online, if you have a subscription to either Progress and Assess or Bug Club on ActiveLearn Primary.

Blue A (KS2) Test 1 Marking Guidance: Dance Around the World

Recommended for: Year 5 Term 1

Qu.	Skill Area and Strand	Objective	Answers	Marks
1	Inference: Making Inferences Blue A	Draw inferences and, with support, justify inferences, including some that are less clearly suggested by the text.	The text says that people dance all over the world.	1

Using the tests with your pupils

Before using the test with any group, it is important that you check you have taught the outcomes that are being assessed during your guided reading sessions. When your pupils are ready to take a test, follow the guidance below.

- Give each child the test that is the most appropriate for the bookband at which they are working. We recommend that you give children a test when they are likely to succeed in it, as giving a test that is too difficult can result in lack of confidence and will not give the child the opportunity to show what they do know.
- Ask children to write their name, class and the date at the top of the test.
- Children should work independently and should not talk to each other or be able to see each other's work. When completing prediction questions, children should use their knowledge of the text so far and not simply turn a page to find the answers. If you wish to time the test, explain that they will have 30 minutes to complete it.
- Explain that there are different types of questions that will need answering in different ways, so the children should read each question carefully. The space for their answers shows what type of answer is needed.
 - A short line or a box shows that they need only write a word or a few words in their answer.
 - Two or three lines shows that they need to write a longer answer.
 - Some questions will require children to tick, draw lines to, or put a ring around the answer.
- Tell children that, if they run out of space on a line, they should write the rest of their answer just below.
- Remind children that, if they wish to change an answer, they should make it clear which one is correct.
- The number under each circle on the right-hand side of the page tells them the maximum number of marks for each question.
- Remind children to check their work carefully.

Marking and interpreting results

General tips

On each test there is space down the right-hand side for you to mark the tests. The number under each circle indicates the maximum number of marks for that question.

When marking the tests, it is important to refer to the appropriate marking guidance grid, provided in this guide. For pupils in your class who are not ready to take the Year 5 tests, the marking guidance documents for other tests can be found online with the appropriate test.

Once children have completed a test, it's important to identify whether there are any gaps in their knowledge or whether they have made a mistake just by being too hasty or misreading the question. Spelling mistakes in the children's answers should not affect their score for comprehension: if their meaning is understandable, accept their intended answers. The child's score will indicate whether they are on track at the expected sub-bookband.

Each test has a pass rate of 80%. Each test has been designed to assess a narrow range of ability (for example, children reading at bookband Blue A). Children who achieve 80% or more in the appropriate bookband for their year and term are on track for age-related expectations. Remember, children should be entered for tests only if you believe they can achieve the pass rate. If you do not think they can achieve this score, you should give them an easier test.

A child who scores 80% or over on a test that is two or more terms ahead of the expected test are likely to be exceeding expectations for their year and term. These children should be given the opportunity to gain a broader and deeper understanding of reading skills, for example by practising the Upper Key Stage 2 skills using a broader range of texts, including some free choice from the school library.

A child achieving 90% or above in a Blue A test could skip the second and third test at the same bookband and take a Blue B test once the skills for Blue B have been taught in guided reading. Test results may have an impact on guided reading groupings as some children may benefit from further work on Blue A objectives while others have shown they are ready for Blue B objectives.

How to use the marking guidance documents

A marking guidance document is provided to accompany each test. As well as providing the answers and marks for each test, and linking each question to the relevant objective on the reading progression map, these documents include two further sections that you may find useful to help you interpret children's responses.

- The 'Possible errors' column will help you to identify misconceptions and skills that children may not have mastered.
- The 'Advice' section gives advice on what to do next to help children to acquire these skills. This is addressed to the child so you can easily copy the relevant advice into the feedback section on the test paper and share with the child what they can do to improve.

Marks	Possible Errors	Advice
1	Because the word 'popular' is in the question, pupils may expect to see it in the text.	Think about what the words 'all over the world people dance' might mean.
1	Pupils may give their own view and not refer to the text. The answer to the question is within one sentence but some pupils may only pick up on one of the reasons.	Look for the answer in the text extract – don't just consider what you already know.

Understanding attainment

When you enter a child's scores into ActiveLearn Primary, the child will be given one of the following results.

Exceeding age-related expectations

The child has demonstrated a deep understanding of the required skills by getting at least 80% in a test one or more bookbands ahead of the expected one.

On track

The child is on track to achieve age-related expectations by the end of primary school and has scored at least 80% in the expected test for their year and term.

Working towards age-related expectations

The child is not currently on track, but has demonstrated some of the necessary knowledge and skills for their year and term. Children who get this result may need some short-term, targeted intervention to help them to catch up.

Below age-related expectations

The child is working significantly below the level expected for his or her age group. Children with this result may have some serious misconceptions and are likely to need intervention to help them to progress.

Unsuitably easy

The child has taken a test below the expected bookband for their year and term and has scored at least 80%. We recommend you try a harder test.

Unsuitably hard

The child has taken a test above the expected bookband for their year and term and has scored below 80%. We recommend you try an easier test.

Feeding back to children

Feeding back to children is an important part of the assessment cycle. You can record individual marks and feedback in the space provided at the end of each test.

Remember to provide feedback on what children did well, as well as areas they can improve. Make learning targets specific and achievable, and ensure you have a plan in place to support children with strengthening and extending their learning. You may find the 'Advice' section of the marking guidance document helpful when writing feedback for the child.

Feedback can take place during a guided reading session, where children can see how their peers tackled different questions. Encourage children to explain how they worked out answers to different questions.

Discussing errors can help children see where they went wrong. You may wish to share the 'Advice' section in the marking guidance document with them during a guided reading session.

For teacher use

Your mark	_____ out of 20
What went well	
How to improve	

Class overview sheet

Class or group name: _____ **Year and term:** _____ **Date:** _____

Children's names	Test taken	Mark	Next steps
Next steps for class or group			