

CATALOGUE OF NATIONAL TEST UNITS

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Introduction

This catalogue contains brief descriptions of the Language (Reading and Writing) and Mathematics units available for testing at Levels A-F during the 2001/2002 session.

Teachers should note that only those units listed in this catalogue may be used for testing purposes in the current session. Schools with stocks of units from the catalogue issued in August 2000 and **not** retained for session 2001/2002 (see Appendix 1) may use these units for classroom purposes **other than testing.**

Each test unit is designed to meet the Attainment Targets at a specified level as set out in the Scottish Office Education Department's *National Guidelines: English Language 5-14* (June 1991), *Mathematics 5-14* (August 1991) and *Level F National Guidelines* (February 1999). The levels have been defined in the following terms:

Level A – should be attainable in the course of P1-P3 by almost all pupils.

Level B – should be attainable by some pupils in P3 or even earlier, but certainly by most in P4.

Level C – should be attainable in the course of P4-P6 by most pupils.

Level D – should be attainable by some pupils in P5-P6 or even earlier, but certainly by most in P7.

Level E – should be attainable by some pupils in P7-S1 but certainly by most in S2.

Level F – should be attainable in part by some pupils, and completed by a few pupils in the course of P7-S2.

Advice on the use and administration of test units is given in the documents listed below:

The Framework for National Testing (January 1993)

A Teacher's Guide to National Testing in Secondary Schools (August 1993)

A Teacher's Guide to National Testing in Primary Schools (October 1993)

Assessment 5-14: When to Use National Tests (poster) (November 1993)

Exemplification of Levels of Achievement in National Tests in Writing (May 1995)

The National Test in Writing at Level F, Exemplification of Writing about Texts (March 2000)

Copies of these publications were issued to schools on the dates shown. Additional copies of any of these documents are available from the 5-14 Assessment Unit (FFAU) on request. Complete sets of the writing criteria (single generic sheet + task type specific criteria), first issued in September 1994, are also available.

The following documents giving detailed advice on the administration of test units are issued annually to schools at the beginning of each academic year.

National Tests in Reading: Information for Teachers

National Tests in Writing: Information for Teachers

National Tests in Mathematics: Information for Teachers

Answers to questions most frequently asked concerning National Testing are provided in Appendix 2 at the back of the catalogue.

Choosing Language Units

In **Reading**, a test consists of **two** units: **one Narrative Reading unit and one Reading Information unit**. At each level these two types of units are grouped separately in the catalogue for ease of reference.

In **Writing** at Levels A - E, a test consists of **two** units: **one Imaginative/Personal Writing unit and one Functional Writing unit**. As with the Reading units, the catalogue entries for these two types of units are grouped separately for ease of reference.

Teachers should note that Writing units are not separately classified as being at specific levels but fall into three main groups – units at **Levels A - C**, units at **Levels D & E** and a single unit at **Level F**. (The unit reference codes displayed in the catalogue and on the test units are for administration purposes only.) The first two groups are distinguished by the amount of support given to pupils through teacher input and the structure of the planning page. The difference between levels will be indicated by pupil performance rather than the difficulty of the task.

In **Writing** at **Level F**, a test consists of **one** unit: **Writing about Texts**.

In **Reading** and **Writing** the catalogue entries suggest possible contexts for each unit. Teachers should also note that pupils are not required to be tested in Reading and Writing at the same time.

Choosing Mathematics Units

In **Mathematics** a test comprises 4 units. Individual test units address a specific 5-14 mathematics outcome. There are two Number, Money and Measurement units, one Information Handling unit and one unit for Shape, Position and Movement. The first of the two number units includes a mental section.

Teachers are reminded that the administration instructions for the mental section were amended in August 2000 to allow a 10 second response time for each question which is read to pupils.

Use of the Calculator

The *National Guidelines: Mathematics 5-14* requires pupils to achieve competence in methods of computation both with and without the use of a calculator. At Levels A-C pupils are not permitted to use a calculator in any paper. At Levels D-F the first of the two Number, Money and Measurement units is designated a non-calculator paper. However a pupil with a specific learning difficulty and for whom an Individualised Educational Programme has been drawn up may be allowed to use a calculator in any of the test papers at any Level if this reflects the support normally given in class and allows them to demonstrate their true level of attainment. Where a pupil has been allowed to use a calculator in a non-calculator paper, this should be noted in the pupil's attainment record.

Threshold Scores

Threshold scores for each unit are indicated on the Marking Key and are also listed in the appropriate Information for Teachers document.

Gaelic

Pupils in a school where Gaelic is a language of instruction may take tests in the medium of Gaelic at Levels A–E in Reading and Writing and at Levels A–F in Mathematics. When taking tests at Levels D or E in Reading or Writing in the medium of Gaelic, each pupil must also take a test in Reading and Writing in English.

Details of the Reading, Writing and Mathematics units which are available in Gaelic are contained in a supplement to the catalogue, issued October 2000, copies of which are available from the FFAU on request. (An updated supplement will be issued October 2001.)

Ordering Units

Test units may be ordered at any time during the school session. To order units the relevant Forms, R1 (for Reading units), W1 (for Writing units) and M1 (for Mathematics units) should be completed and submitted to the FFAU. The forms should be completed in accordance with the notes on page 69 of this catalogue.

Up to three weeks should be allowed from the date of ordering for delivery of units to schools. Schools which do not receive their order within three weeks should contact the FFAU immediately.

Special Assessment Arrangements

Formal guidance to teachers on arrangements for pupils with special educational needs is given in *The Framework for National Testing* published by the Scottish Examination Board in 1993. In essence, pupils with special educational needs taking a National Test should be given the sort of support which they normally receive in the classroom for individual work, for example, extra time to complete the tests, assistance with reading the questions, a scribe to record answers, enlarged print versions of test units. The pupil's class teacher, in consultation with the Head Teacher or Principal Teacher, should decide on the appropriate type of support. Approval from the FFAU is not required, although Head Teachers may discuss the matter with the FFAU if clarification is thought to be necessary.

While special arrangements should be tailored as far as possible to the particular circumstances of the pupil, they should be no more than necessary to allow the pupil to show his/her level of achievement. In a Reading test it is assumed that all pupils being tested are able to read the passages considered to be appropriate for the level being tested. However, pupils may be read the questions.

Pupils whose first language is not English should attempt Mathematics tests when they attain the targets at a particular level, and should be given the same language support as they would receive under normal classroom conditions. They should attempt the Reading and Writing tests only when their progress suggests that they have attained the targets for Level A and beyond in the normal way, independent of any special support. If it is considered that the results do not fairly indicate their attainments all the relevant details should be reported to parents on the report card and at parents' meetings. (See *National Guidelines: Reporting 5-14.*)

If visually impaired pupils need to have units with enlarged text or on coloured paper, etc, then schools should either make arrangements to prepare copies themselves or inform the FFAU in an accompanying letter when the order form is returned. Every effort will be made to meet the needs of schools in this regard. Such orders will be supplied to schools under separate cover from the main delivery of test units. Schools are free to adapt the appearance of a test unit to suit the individual needs of pupils with visual handicaps.

It is important to bear in mind that National Tests are not external examinations. They are essentially assessment instruments designed to complement and confirm teachers' continuous assessment of pupil progress in the key curricular areas of Reading, Writing and Mathematics.

Any queries regarding this catalogue or the ordering of test materials should be addressed to

The Scottish Qualifications Authority
5 - 14 Assessment Unit
Ironmills Road
DALKEITH
Midlothian
EH22 1LE


Telephone – 0845 279 1000 (direct dial 0131 561 6907 / 6908 / 6936)
Fax – 0131 663 6668


NARRATIVE UNITS


<i>Reference No.</i>	<i>Title of Unit</i>
RN9A01	Mog the Forgetful Cat
RN9A02	Poppy said "Yes!"
RN9A03	Anancy and Mr Dry-Bone
RN0A01	Mrs Simkin and the Enormous Mushroom
RN0A03	Lazy Ozzie
RN0A05	One World

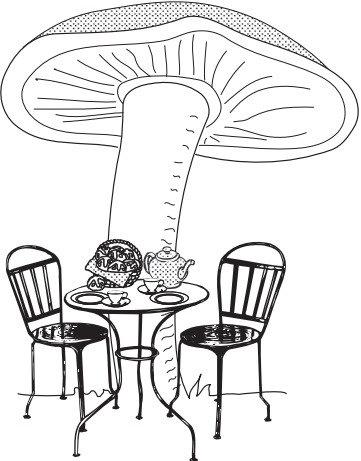
INFORMATION UNITS

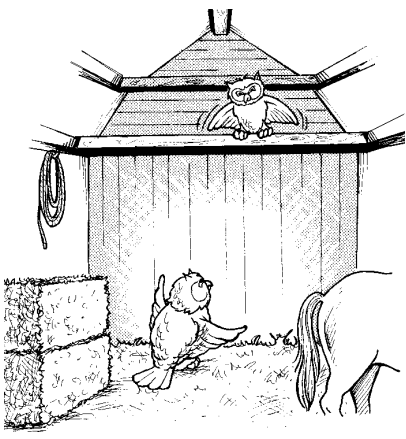
<i>Reference No.</i>	<i>Title of Unit</i>
RI8A01	The Sun
RI8A03	The Weather
RI9A01	I am a Duck
RI9A03	We Can Move
RI0A02	Trees
RI0A06	Tale of a Tadpole


<p>RN9A01</p>	<p>MOG THE FORGETFUL CAT</p>	
<p>POSSIBLE CONTEXTS</p>	<p>Pets, Animals.</p>	
<p>DESCRIPTION</p>	<p>A narrative of 230 words about a cat and the things that she forgot. There are four sections. In Section A pupils are asked to choose words to complete sentences. In Section B they are asked to decide whether statements are True or False. In Section C pupils are asked to complete sentences and in Section D they are asked to match sentence beginnings to correct endings.</p>	
<p>EQUIPMENT/ RESOURCES</p>	<p>Each pupil: pencil/pen, rubber, ruler.</p>	

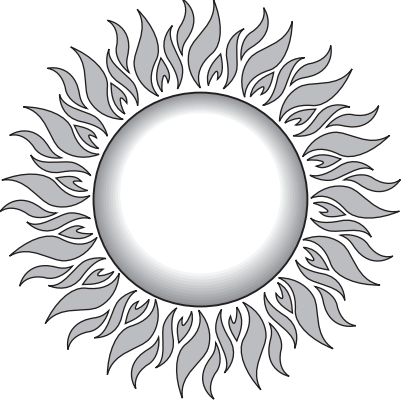
	<p>RN9A02</p>	<p>POPPY SAID "YES!"</p>
	<p>POSSIBLE CONTEXTS</p>	<p>Feelings, Emotions, Manners, Imaginary Creatures.</p>
	<p>DESCRIPTION</p>	<p>A narrative of 260 words about Poppy, a naughty troll, who finds out she must behave herself if she wants to play with Monica in her wheel chair. There are four sections. Sections A and B involve completing sentences. Section C involves deciding whether statements are True or False and Section D is a sequencing activity.</p>
	<p>EQUIPMENT/ RESOURCES</p>	<p>Each pupil: pencil/pen, rubber, ruler.</p>

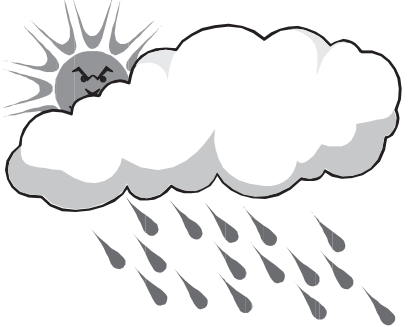
<p>RN9A03</p>	<p>ANANCY AND MR DRY-BONE</p>	
<p>POSSIBLE CONTEXTS</p>	<p>Multicultural Issues, Personal and Social Development.</p>	
<p>DESCRIPTION</p>	<p>A narrative of 350 words. A West African tale about two men who both want to marry Miss Louise. Miss Louise said she would marry the first one who could make her laugh. There are five sections. In Section A pupils are asked to identify characters. In Section B they are asked to decide whether statements are True or False. In Section C pupils are asked to complete sentences and Section D consists of a matching activity. In Section E pupils are asked to show their understanding of main ideas.</p>	
<p>EQUIPMENT/ RESOURCES</p>	<p>Each pupil: pencil/pen, rubber, ruler.</p>	

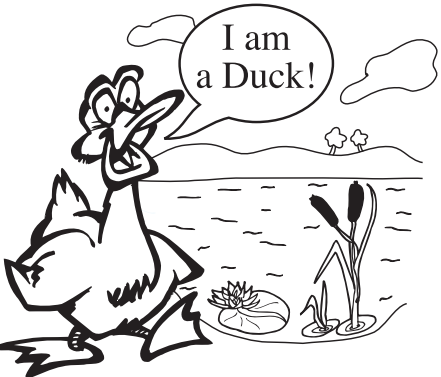
	RN0A01	MRS SIMKIN AND THE ENORMOUS MUSHROOM
	POSSIBLE CONTEXTS	Gardens, Birds, Growing Plants.
	DESCRIPTION	A narrative of 305 words about the things Mr and Mrs Simkin do with an enormous mushroom they find growing in their garden. There are five sections. In Section A pupils are asked to choose words to complete sentences. In Section B they are asked to identify characters. In Sections C and D they are asked to show their understanding of main and supporting ideas and Section E is a sequencing activity.
	EQUIPMENT/ RESOURCES	Each pupil: pencil/pen, rubber, ruler.

RN0A03	LAZY OZZIE	
POSSIBLE CONTEXTS	Owls, Birds.	
DESCRIPTION	A narrative of 300 words about a very lazy owl who tricks farmyard animals into helping him rather than learn to fly. There are six sections. In Section A pupils are asked to complete sentences. In Section B they are asked to sequence events. Section C is a matching activity and Section D involves deciding whether statements are True or False. Section E tests main ideas and Section F understanding of genre.	
EQUIPMENT/ RESOURCES	Each pupil: pencil/pen, rubber, ruler.	

	RN0A05	ONE WORLD
	POSSIBLE CONTEXTS	The Seashore, Caring for the Environment, Religious Education.
	DESCRIPTION	A narrative of 350 words by Michael Foreman about a young girl and boy who build another world in their sand bucket at the beach. There are four sections. In section A pupils are asked to identify statements as being True or False. Section B is a sequencing activity. In section C pupils are asked to identify relevant information and in Section D show their understanding of relevant information. This test is suitable for older pupils at level A.
	EQUIPMENT/ RESOURCES	Each pupil: pencil/pen, rubber, ruler.

	RI8A01	THE SUN
	POSSIBLE CONTEXTS	Day/Night, Weather, Seasons.
	DESCRIPTION	An informative passage of 250 words about the Sun and its effects. There are five sections. In Section A the pupils are asked to identify True and False statements. Section B involves identifying information relevant to the Sun. Section C requires pupils to match facts with the Sun. In Section D the pupils are asked to identify dangers of the Sun while Section E tests their knowledge of genre.
	EQUIPMENT/ RESOURCES	Each pupil: pencil/pen, rubber, ruler.

RI8A03	THE WEATHER	
POSSIBLE CONTEXTS	The Weather, People and Places.	
DESCRIPTION	An informative passage of 220 words about the work of meteorologists and weather around the world. There are five sections. In Section A pupils identify what meteorologists do. Section B consists of sentence completion. In Section C pupils are asked to match countries with conditions. In Section D pupils identify ways in which weather information is collected while Section E tests their knowledge of genre. This test is suitable for older pupils at Level A.	
EQUIPMENT/ RESOURCES	Each pupil: pencil/pen, rubber, ruler.	


	RI9A01	I AM A DUCK
	POSSIBLE CONTEXTS	Spring, Growing, Animals, Birds.
	DESCRIPTION	An informative passage of 260 words about a duck. There are four sections. In Section A pupils are asked to complete labels on a diagram. In Section B they are asked to match words to their meanings. In Section C pupils are asked to complete sentences and Section D consists of a True/False activity.
	EQUIPMENT/ RESOURCES	Each pupil: pencil/pen, rubber, ruler.

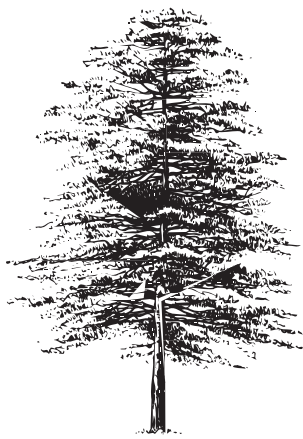
LANGUAGE

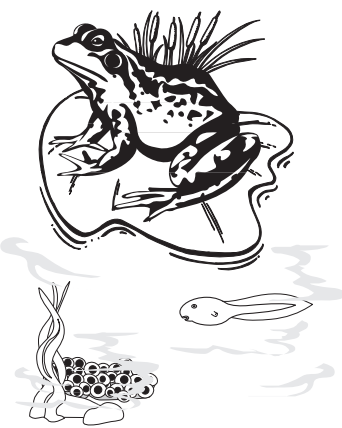
READING

INFORMATION

LEVEL A

	RI9A03	WE CAN MOVE
	POSSIBLE CONTEXTS	Me, Myself, How Things Work, All about Us.
	DESCRIPTION	An informative passage of 260 words describing the functions of muscles and bones. There are four sections. In Section A pupils are asked to complete a summary. Section B consists of a sentence completion exercise. In Section C pupils are asked to show their understanding of relevant information and Section D tests their awareness of genre.
	EQUIPMENT/ RESOURCES	Each pupil: pencil/pen, rubber, ruler.

RI0A02	TREES	
POSSIBLE CONTEXTS	Trees, Growth, Parks, Gardens.	
DESCRIPTION	An informative passage of 250 words providing interesting facts about trees. There are six sections. In Section A pupils are asked to identify main ideas. Section B involves deciding whether statements are True or False. Sections C, D and E test main ideas and Section F tests understanding of genre.	
EQUIPMENT/ RESOURCES	Each pupil: pencil/pen, rubber, ruler.	

	RI0A06	TALE OF A TADPOLE
	POSSIBLE CONTEXTS	Spring, Pond Life, Life Cycles.
	DESCRIPTION	An informative passage of 225 words describing the life cycle of a tadpole. There are five sections. Sections A and B involve matching. In Section C pupils have to put events in the correct order. In Section D pupils are asked to show their understanding of main ideas and in Section E their awareness of genre.
	EQUIPMENT/ RESOURCES	Each pupil: pencil/pen, rubber, ruler.