German Autumn Term ‘Sample’ assessment analysis activity: Supporting Notes

These notes are intended to help support teachers’ analysis of the sample assessment. Of course naturally, teachers will also have additional reflections.

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| **Phonics** |
| **1.** Which SSCs from the Y7 German SoW are tested in this test? | 10 x SSCs tested from Gm Fr 1.1 weeks 1 to 1.2 week 4. This does not align with the number of items tested at Spring and Summer (15).All using unknown words taken from German items pool (slide 9 of Phonics test design ppt). No overlap with achievement tests at 2.1.6 or 3.2.2. No single SSCs tested more than twice through listening across Y7, as indicated by colour highlighting. Green =Autumn & Spring / Yellow = Spring & Summer / Blue = Autumn & Summer

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| --- | --- | --- | --- |
|  | 10 SSCs tested | 15 SSCs tested at 2.1.6 in NCELP ‘achievement test’ version B  | 15 SSCs tested at 3.2.2 in NCELP ‘achievement test’  |
| **1** | **z**ahm | **1** | **s**og | **1** | Pf**au** |
| **2** | bl**e**ckt (e short) | **2** | schn**ü**rt | **2** | **j**uckt |
| **3** | r**ei**ß | **3** | Schn**u**r | **3** | wun**d** |
| **4** | ro**ch** | **4** | F**ö**hn | **4** | Jo**ch** |
| **5** | Gr**a**l (a long) | **5** | **z**upft | **5** | r**o**h |
| **6** | pr**a**ll (a short) | **6** | L**ö**ss | **6** | **s**inkt |
| **7** | Fl**o**h (o long) | **7** | n**e**bst | **7** | **sp**uckt |
| **8** | m**o**ll (o short) | **8** | N**i**l | **8** | sch**ü**rt |
| **9** | l**i**tt (i short) | **9** | fl**o**tt | **9** | kr**ö**nt |
| **10** | stri**ch** | **10** | S**u**nd | **10** | b**e**bt |
| **11** | i long \* | **11** | **v**iert | **11** | P**i**k |
| **12** | ie \* | **12** | V**ie**ch | **12** | Sp**u**nd |
| **13** | w \* | **13** | **sp**ann | **13** | V**ie**h |
| **14** | e long \* | **14** | **w**arf | **14** | **w**ebt |
| **15** |  | **15** | **sch**nöd | **15** | **Sch**aum |

For comparison purposes: Re: number of items, teachers could:Leave it at 10 to be tested, meaning no one SSC is tested more than twice through listening. \*Include 4 additional items to make up to 14, in order to test all SSCs taught in the SoW up to 1.2.4 to include [i long] / [ie] / [w] / [e long]. This would result in these 4 being tested 3 times through listening. In order to test on 15 items, teachers could delay the test until the final week of the Y7 term, allowing 3 more SSCs to be taught and hence tested: [u] / [ü] / [ä]. Teachers could determine the SSCs to be tested on a principle of difficulty/needs of the class etc.Where no items remain from the pool for the chosen SSCs to be tested, new unknown words would need to be used. |
| **2.** Evaluate the degree of fidelity to the NCELP principles and design decisions. | One direction only:Sound-to-print through transcription tasks containing unfamiliar words**✓** Print-to-sound through read aloud tasks of short, unfamiliar words (to compel students to rely solely on SSC knowledge when sounding them out) **x** |
| **3.** In light of your findings above, what are the possible next steps in testing SSC knowledge across the remainder of Y7? | 1) Conduct a phonics speaking assessment(s). Possible models:* Adopt a model of 6 x phonics tests per year (i.e half-termly) or 3 x year (termly) in a spoken homework style, using content from NCELP achievement tests 2.1.6 & 3.2.2. (10 words per term / 5 words per half term.)
* Use assessment 2.1.6 (Spring Term) to focus on testing speaking, using suggested NCELP format ‘as is’, testing again thereafter in summer using 3.2.2 ‘as is’ to focus on speaking and listening.

Autumn Term = listening (+reading&writing) / Spring Term = speaking (+reading&writing) / Summer Term = listening&speaking (+reading&writing). * Test both speaking and listening at both subsequent tests in Spring and Summer using NCELP tests ‘as is’.
* Include a speaking test element within this Autumn Test NB some ‘new’ unfamiliar words needed. Not enough across the test content/items pool. Table included here for comparison purposes.

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|  | **‘Sample’ listening** | **2.1.6 listening (B)** | **2.1.6 speaking** | **3.2.2 listening** | **3.2.2 speaking** |
| **1** | **z**ahm | **1** | **S**og | h**ü**llt | **1** | Pf**au** | h**eu**lt |
| **2** | bl**e**ckt (e short) | **2** | schn**ü**rt | p**er**lt | **2** | **j**uckt | **St**ahl |
| **3** | r**ei**ß | **3** | Schn**u**r | **z**art | **3** | wun**d** | dorn**ig** |
| **4** | ro**ch** | **4** | F**ö**hn | kr**ö**nt | **4** | Jo**ch** | **th**ront |
| **5** | Gr**a**l (a long) | **5** | **z**upft | **Sp**ieß | **5** | r**o**h | g**ö**nnt |
| **6** | pr**a**ll (a short) | **6** | L**ö**ss | **ä**tzt | **6** | **s**inkt | **z**art |
| **7** | Fl**o**h (o long) | **7** | n**e**bst | **v**orm | **7** | **sp**uckt |  st**u**r |
| **8** | m**o**ll (o short) | **8** | N**i**l | wi**ch** | **8** | sch**ü**rt | W**er**ft |
| **9** | l**i**tt (i short) | **9** | fl**o**tt | Stei**ß** | **9** | kr**ö**nt | d**ä**mmt |
| **10** | stri**ch** | **10** | S**u**nd | Bech**er** | **10** | b**e**bt | **v**or |
| **11** |  | **11** | **v**iert | Gl**ei**s | **11** | P**i**k | gli**ch** |
| **12** |  | **12** | V**ie**ch | br**ä**t | **12** | Sp**u**nd | bei**ß**t |
| **13** |  | **13** | **sp**ann | **S**umpf | **13** | V**ie**h | r**ei**n |
| **14** |  | **14** | **w**arf | h**äu**ft | **14** | **w**ebt | r**ä**t |
| **15** |  | **15** | **sch**nöd | **W**alm | **15** | **Sch**aum | s**äu**mt |

Ticks indicate which unfamiliar words have been used from the pool:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **German SSC** | **German 1** | **German 2** | **German 3** | **German SSC** | **German 1** | **German 2** | **German 3** |
| **a long** | Gral**✓** | Mahl | Pfahl | **ü short** | zückt | knüllt | hüllt**✓** |
| **a short** | prall**✓** | satt | pat | **ö long** | Föhn**✓** | krönt**✓✓\*\*** | tönt |
| **e long** | nebst**✓** | bebt**✓** | hebt | **ö short** | Mönch | gönnt**✓** | Löss**✓** |
| **e short** | bleckt**✓** | Depp | Speck | **ä long** | brät**✓** | rät**✓** | sät |
| **ei** | Gleis**✓** | reiß**✓**  | rein**✓** | **ä short** | ätzt**✓** | dämmt**✓** | schwänzt |
| **w** | Walm**✓** | warf**✓** | webt**✓** | **äu** | häuft**✓** | säuft | säumt**✓** |
| **z** | zart**✓✓\*** | zahm**✓** | zupft**✓** | **sch**  | Schoß | Schaum**✓** | schnöd**✓** |
| **i long** | Pik**✓**  | ihrzt | Nil**✓** | **v**  | viert**✓** | vor**✓** | vorm**✓** |
| **i short** | Rind | litt**✓** | stritt | **s (like z)** | Sog**✓** | Sumpf**✓** | sinkt**✓** |
| **ie** | Viech**✓** | Vieh**✓** | lieh | **sp** | Spieß**✓** | spuckt**✓** | spann**✓** |
| **ch soft** | glich**✓** | strich**✓** | wich**✓** | **r vocalic** | Wehr | zehr | hehr |
| **ch hard** | Joch**✓** | roch**✓** | Bach | **au** | Pfau**✓** | taub | flau |
| **o long** | Thron | roh**✓** | Floh**✓** | **eu** | streut | reut | heult**✓** |
| **o short** | flott**✓** | moll**✓** | Zoll | **final d** | wund**✓** | Schild | Spund |
| **u long**  | stur**✓** | Schnur**✓** | Schur | **-ig (final)** | artig | dornig**✓** | deftig |
| **u short**  | Sund**✓** | Pult | Spund**✓** | **r consonantal** | Reh | Riss | Reim |
| **er stressed** | Werft**✓** | nervt | perlt**✓** | **st- (initial)** | straft | Stahl**✓** | steil |
| **er unstressed** | Gießer  | Becher**✓** | Dreher | **j** | juckt**✓** | johlt | jault |
| **ss, final s, ß** | Steiß**✓** | beißt**✓** | Strauß | **th** | thront**✓** | thronst | Thon |
| **ü long** | schürt**✓** | kühlt | schnürt**✓** |  |  |  |  |

SSCs taught from 7.1.2.5 onwards. Not included in ‘sample’ test.\* used at speaking 2.1.6 / 3.2.2\*\* used at speaking 2.1.6 / listening 3.2.2 |
| **Vocabulary** |
| **4.** Which question types are used? Note any additional observations on the question types. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Modality** | **Type of activity** | **Knowledge tested** |
| **Question Type 1** | **✓** | Listening | Spoken meaning recognition | Meaning(definition) |
| Both pictures and English words are used in this question type. To confirm:NCELP will be using words rather than pictures in all assessments going forward (as per Feb 21 issue of the update Y7 achievement tests). Reasons as follows:1) teacher feedback on too much paper (the pictures meant there were three (colour) pages of A4 in the paper test for one question; now it is all on one sheet and black/white).2) the difficulty in ensuring that pictures are 100% unambiguous.3) since students have learned to connect a certain English word with an L2 translation, it seems fair to use those same English words as prompts. |
| **Question Type 2** | **✓** | Listening | Spoken meaning recall | Meaning (definition)Meaning (association) |
| **Question Type 3** | **✓** | Reading | Written meaning recall | Meaning (definition) |
| **Question Type 4** | **✓** | Reading | Written meaning recall | Meaning (definition)Use (collocation) |
| **Question Type 5** | **✓** | Writing | Written form recall | Form (written)Meaning (definition) |
| **Question Type 6** | **✓** | Writing | Written form recall | Form (written)Meaning (definition)Use (collocation) |
| **Question Type 7** | **x** | Speaking | Spoken form recall | Form (spoken)Meaning (definition) |

Additional observations – question type 2:This question type mirrors the style of the 7.3.2.2 version of this question. By testing more words at once, a larger bank of knowledge can be tested. This is particularly important as students reach the end of Year 7 and beyond because naturally, there are more words to test and this question style allows a larger bank of knowledge to be tested in as efficient a way as possible.  |
| **5.** Are any question types are missing?  What considerations (if any) would teachers likely need to take as a result? | Speaking not included. Conduct a spoken form recall test/s.Possible models:* Combine vocabulary with phonics. Adopt a model of 6 x tests per year (i.e., half-termly) or 3 x year (termly) in a spoken homework style, using content from NCELP achievement tests 2.1.6 & 3.2.2.
* Use assessment 2.1.6 (Spring Term) to focus on testing speaking, using suggested NCELP format ‘as is’, testing again thereafter in summer using 3.2.2 ‘as is’ to focus on speaking and listening.

Autumn Term = listening (+reading&writing) / Spring Term = speaking (+reading&writing) / Summer Term = listening&speaking (+reading&writing). * Test both speaking and listening at both subsequent tests in Spring and Summer using NCELP tests ‘as is’.
* Include a speaking test element within this Autumn Test, selecting appropriate items i.e. ensure no repeats with 2.1.6 and 3.2.2 and cross referencing against content from the listening/ reading/writing as best as possible.

For reference, these are the target items for the speaking tests from 7.2.1.6 & 7.3.2.2**Vocabulary (MEANING)****Say** the **German** for the words below. **Remember** to say the word for ‘**the’** if needed!

|  |  |
| --- | --- |
| **7.2.1.6** | **7.3.2.2** |
| 1. die Tafel **(the board)** | 1. die Leute **(people)**  |
| 2. glauben **(to believe, believing)** | 2. die Kunst **(art)** |
| 3. langweilig **(boring)** | 3. das Stück **(piece)** |
| 4. auch **(also)** | 4. der Körper **(body)** |
| 5. bitte **(please)** | 5. der Urlaub **(holiday, vacation)**  |
| 6. zu Hause **(at home)** | 6. das Fach **(school subject)** |
| 7. die Sängerin **(the singer (f.))** | 7. die Eltern **(parents)** |
| 8. mit **(with)** | 8. leben **(to live, living)** (accept also ‘wohnen’) |
| 9. heißen **(to be called)** | 9. schaffen **(to manage, managing)** |
| 10. die Hand **(the hand)** | 10. fallen **(to fall, falling)** |
| 11. spät **(late)** | 11. am Nachmittag **(in the afternoon)** |
| 12. sie **(she)** | 12. wer **(who, whoever)** |
| 13. gelb **(yellow)** | 13. du **(you singular)**  |
| 14. der Mensch **(the human being)** | 14. früh **(early)** |
| 15. zehn **(ten)** | 15. Tschüs(s) **(bye)** |
| 16. nicht wahr? **(isn’t it?)** | 16. auf **(on, onto)** |
| 17. hören / zuhören **(to hear, hearing)** | 17. Wien **(Vienna)** |
| 18. Lieblings- **(favourite)** | 18. ein bisschen **(a little)** |
| 19. gut **(good)** | 19. sein **(his, its)** |
| 20. die Band **(the band)** | 20. etwas **(something, some)** |

 |
| **6.** What is the balance between recognition and recall? | **Speaking**0 x spoken form recall**Writing**11 x writtenform recall**Reading**8 x written meaning recall**Listening**8 x spoken meaning **recognition**5 x spoken meaning **recall****8 x** recognition**, 24 x** recall Compare to NCELP Spring Term 2.1.6 **10 x** recognition / **70 x** recall Although speaking is not included in this test, the strong bias towards recall is maintained. Rationale - firstly to encourage students to build a strong active vocabulary from the very beginning, testing students mainly on their ability to retrieve meaning and form from memory. Second, a focus on recall gives us the freedom to include varied question types, and limit the number of multiple choice exercises. Overreliance on multiple choice allows students to gain a significant number of marks from guessing. In a 6-choice format, students can achieve a score of 16.7% without any knowledge at all. In a 4-choice format, this figure increases to 25%.This does result in a more challenging test – ratios could be revised to cater for different ability profiles. Another option here is to open up dialogues with students about the nature of vocabulary learning. As ‘recall’ is a deeper learning opportunity than ‘recognition’ we could use this opportunity to re-educate students to understand this, and to accept that scores may be lower but that the time they spend doing the test is more valuable learning time in itself. |
| **7.** Consider vocabulary coverage – are enough words represented? | 32 words in total are tested.Words tested in this test include words taught up to and including **7.1.2.4**. This would allow teachers to test before the Christmas holidays. 144 words taught up to this point.Compare to NCELP Spring Term 2.1.6 **10 x** recognition / **70 x** recall = 80 total / 258 words taught up to this point.32 words = 22% of overall words taught up to this point.@2.1.6 - 80 words = 31% or words taught up to that point.Testing on speaking would increase the percentage to 30% of taught words. This would be around 11 -12 words. |
| **8.** What is the balance of word choice?  Any words overly represented/too frequently repeated?  | The NCELP planning process for assigning words to question types involves the use of a very sizeable spreadsheet, as shown on slide 10. Whilst a spreadsheet has not been used here, it is clear that careful thought has been given to avoid using repeat items both for target items and distractors, as far as is feasibly possible when conducting this process by eye.Thought has also gone into choosing appropriate distractors for multiple choice questions, in keeping with NCELP principles as regards choice of distractors:Two main factors influence the choice of distractors appearing alongside a target item. First, all distractors must belong to the same word class as the target item, so that students cannot use their grammatical knowledge to select answers by process of elimination. Second, the spelling of words used as distractors plays a role in question differentiation – distractors similar in form to the target item, containing many of the same letters, add an extra challenge.  |
| **9.** Based upon the content and design of this test,what factors (if any) would teachers need to bear in mind when testing in Spring and Summer? | It would seem that the test could sit alongside the NCELP Spring and Summer achievement tests, given that the target items have been designed overall to be different to subsequent NCELP test content.  |
| **Grammar** |
| **10.** Which elements have been chosen as the principled sample of grammar structures? Comment on the appropriateness of these selections. | ListeningArticles - singular: definite and indefinite R1 singular (nominative)VSO questions vs. statementsVerb forms (present tense weak verbs *–* singular persons)ReadingVerb forms (HABEN/SEIN – singular persons)Negation (*kein* + noun R1 (nominative) ; *nicht* + adjective)WritingVerb forms (present tense weak verbs *–* singular persons)Verb forms (WISSEN(weiß)/HABEN/SEIN)Possessive adjectives R1 nominative (mein/meine/mein)Elements to be tested have been chosen in line with the SoW content for this period between 1.1.1 – 1.2.4.Mirroring the NCELP Spring test, verb forms are tested across all sections.It is appropriate to only test singular persons of the verb forms (for irregulars (HABEN / SEIN plus WISSEN) and present tense weak verbs), given that the first teaching of plural forms occurs at 7.2.2.1 (Present tense weak verbs: 1st person singular vs 1st person plural plus HABEN / SEIN), leaving plural forms to be focussed on later, when they will have been comfortable taught.The question items have been created using vocabulary from the SoW up to and including 7.1.2.4 and there looks to be evidence of the items having been reviewed against the vocabulary test to ensure that there are no clashes.This is not purely an achievement test. A written applying your knowledge section in the form of translation is included at the end of the test is included. This is discussed more fully in no.14. |
| **11.** What is the spread across the different modes and modalities? |

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| --- | --- | --- | --- | --- |
| **Grammar feature** | **Reading** | **Listening** | **Writing** | **Speaking** |
| **Question formation**Subject-verb inversion; *do-aux* in English vs. TL | - | 3 items |  - | - |
| **Present continuous formation**Two forms in English vs. one in TL | - | - |   3 items |  - |
| **Subject-verb agreement (weak)**1st / 2nd / 3rd singular | - | 3 items |  - |
| **Subject-verb agreement (irregular)***haben / sein* (1st, 2nd, 3rd sing,); *wissen* (1st,sing) | 5 items | - | 3 items | - |
| **Article agreement**Def & indef; gender; R1 (nominative) | - | 6 items | - | - |
| **Negation***kein* + noun R1 (nominative) ; *nicht* + adjective | 4 items | - | - |  - |
| **Possessive adjectives:**mein/meine/mein R1 (nominative) | - | - | 3 items | - |
| **Total – 30 items** | 9 items | 12 items | 9 items | 0 items |

As with phonics and vocabulary, speaking is not included in this assessment.For comparison - **Achievement Test German 7. 2.1.6 (NB this refers to the Feb 21 version of NCELP Y7 2.1.6 achievement test)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grammar feature** | **Reading** | **Listening** | **Writing** | **Speaking** |
| **Present continuous formation**Two forms in English vs. one in TL | - | - | 4 items | 6 items |
| **Question formation**Subject-verb inversion; *do-aux* in English vs. TL | 4 items | 4 items |
| **Subject-verb agreement (weak)**1st / 2nd / 3rd singular | 3 items | 3 items |
| **Subject-verb agreement (irregular)***haben / sein* (1st, 2nd, 3rd sing, 1st pl); m*ögen* (1st, 2nd, 3rd sing) | 3 items | 3 items | 4 items | 1 item |
| **Article agreement**Def / indef; gender; number; case (nom/acc) | 4 items | - | 4 items | 3 items |
| **Plural noun formation***-en; umlaut + -e; -e*  | - | - | 4 items |  - |
| **Negation***nicht* + verb; *nicht* + adjective | 4 items | - | - |  - |
| **Subject and object pronoun agreement**Gender; number; case (nom/acc) | 4 items | - | 3 items | 3 items |
| **Total – 64 items** | 22 items | 10 items | 19 items | 13 items |

In this Autumn sample test, when compared to the ratios from 7.1.2.6, given there are less items to test, and in order to make this a shorter test, items tested through reading are lower and more or less match the number of items tested through listening and writing. As previously noted, grammar knowledge through speaking is not assessed here, and this is something teachers would need to reflect on. |
| **12.** What degree of fidelity do the individual question types maintain to NCELP assessment design principles? Consider in particular the extent to which each question successfully isolates and tests students’ grammatical knowledge of a particular feature. Refer to slides 6-12 to inform your conclusions. | Overall, the questions within the grammar section of the test maintain a high degree of fidelity to the NCELP assessment design principles. The vast majority of questions mirror precisely the example items showcased on slides 6-12 ‘assessment design: grammar’. E.g.When testing that students understand the meaning of the grammar feature as well as their recognition of the form e.g. knowledge of subject-verb agreement, rather than giving the answer options in the target language, the subject pronouns are deliberately given in English.The clues in the writing section ensure that vocabulary recall is not a barrier to evidencing grammatical knowledge of the particular features being tested. Grammatical features are contrasted and tested in parallel with how they are dealt with within the Scheme of Work.Written productive items require students to supply just one element, rather than producing a whole sentence –to make the scoring of the written items manageable. This also aids diagnostic feedback for students and teachers alike.One exception where the question does not mirror the NCELP assessment design principles as closely, is the grammar question on Articles in the Listening section:**Grammar: ARTICLES** You will hear six sentences. The **final word** is missing in each sentence. **Put a tick (✓)** next to the noun that completes the sentence.You will hear each German sentence **twice.** 1. [ ]  Frau [ ]  Mann (Transcript = *Das ist ein…)*2. [ ]  Haus [ ]  Schule (Transcript = *Wo ist die… ?)*3. [ ]  Problem [ ]  Frage (Transcript = *Das ist ein…)*4. [ ]  Nummer [ ]  Tisch (Transcript = *Wo ist der…?)*5. [ ]  Tier [ ]  Flasche (Transcript = *Das ist eine…)*6. [ ]  Paar [ ]  Klasse (Transcript = *Wo ist das…?)*In the 7.2.1.6 NCELP achievement test, articles are tested through reading as follows:**PART C (DEFINITE ARTICLES)****Put a cross (x)** next to the word that completes the sentence.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. \_\_\_\_\_ Tür (feminine) ist rot.  | [ ]  der | [ ]  die | [ ]  das | [ ]  den |
| 2. Ich habe \_\_\_\_\_ Handy (neuter).  | [ ]  der | [ ]  die | [ ]  das | [ ]  den |

**PART D (INDEFINITE ARTICLES)****Put a cross (x)** next to the word that completes the sentence.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Der Mann hat \_\_\_\_\_ Freund (masculine). | [ ]  einen | [ ]  eine | [ ]  ein |  |
| 2. \_\_\_\_\_ Mann (masculine) ist hier.  | [ ]  einen | [ ]  eine | [ ]  ein |  |

They are also tested through writing as follows:**PART C (ARTICLES)**Write the German for the English given in brackets.

|  |  |
| --- | --- |
| 1. | Du schreibst \_\_\_\_\_\_\_\_\_\_ Liste (feminine).  (a) |
| 2. | \_\_\_\_\_\_\_\_\_\_ Film (masculine) ist langweilig.  (the) |
| 3. | \_\_\_\_\_\_\_\_\_\_ Mädchen (neuter) ist hier. (a)  |
| 4. | Sie singt \_\_\_\_\_\_\_\_\_\_ Lied (neuter). (the) |

In the listening example above from the sample test, successfully completing the item is reliant on pupils recalling the gender of a particular lexical item. To align this activity with NCELP assessment design principles, consider giving the gender in brackets as (masculine, (feminine) or (neuter). See this French listening example from 7.2.1.6 as a further similar example:**PART A (PREPOSITIONS)**The **final word** is missing in each sentence. **Put a cross (x)** next to the **noun that** completes the sentence.You will hear each German sentence **twice.** 1. [ ]  parc (m.) [ ]  caisse (f.) 2. [ ]  magasin (m.) [ ]  Paris3. [ ]  tableau (m.) [ ]  maison (f.)4. [ ]  collège (m.) [ ]  université (f.)Transcript:1. Je vais au ...
2. Il va à ...
3. Nous allons à la ...
4. Vous allez au ...
 |
| **13.** Based upon the content and design of this test,what factors would teachers need to bear in mind when testing in Spring and Summer? | The circled elements in the table below are the grammar features which are not tested in this Autumn test and therefore could be considered as useful to test in the Spring Term, either using the relevant questions selected from 7.2.1.6 NCELP achievement test or conducting the test as a whole, as an opportunity to revisit the previously tested structures also.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grammar feature** | **Reading** | **Listening** | **Writing** | **Speaking** |
| **Present continuous formation**Two forms in English vs. one in TL | - | - | 4 items | 6 items |
| **Question formation**Subject-verb inversion; *do-aux* in English vs. TL  (tested only through listening in the sample test) | 4 items | 4 items |
| **Subject-verb agreement (weak)**1st / 2nd / 3rd singular | 3 items | 3 items |
| **Subject-verb agreement (irregular)***haben / sein* (1st, 2nd, 3rd sing, 1st pl); m*ögen* (1st, 2nd, 3rd sing)  | 3 items | 3 items | 4 items | 1 item |
| **Article agreement**Def / indef; gender; number; case (nom/acc)  | 4 items | - | 4 items | 3 items |
| **Plural noun formation***-en; umlaut + -e; -e*  | - | - | 4 items |  - |
| **Negation***nicht* + verb; *nicht* + adjective | 4 items | - | - |  - |
| **Subject and object pronoun agreement**Gender; number; case (nom/acc)  | 4 items | - | 3 items | 3 items |
| **Total – 64 items** | 22 items | 10 items | 19 items | 13 items |

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| 14. Consider the translation section at the end of the sample test. This is an example of an Applying Your Knowledge question type. NCELP wait until the end of Year 7 to conduct Applying Your Knowledge tests. Why might this be? What considerations would teachers need to bear in mind if including these question types earlier in the course of study? | Applying Your Knowledge tests are essentially: bringing sentences together, getting to work at above word level, bringing vocab, grammar and phonics together,mixing modalities and modes -> oral and written, reception, productionIt is difficult and time consuming to create these Applying Your Knowledge tests in the earliest stages in year 7 - because there is not so much known language available that fits into one coherent paragraph on the same topic - it *can be done*, but it does take skill and time, as it is important to pick the vocab and grammar really carefully so that it doesn't come out as mechanical language with no purpose. So whilst it can be done, it might not be worth the effort from teachers to try to create paragraphs to translate. In this sample test, individual sentences have been offered for students to translate. Students are asked to so this in lesson ppts, so general principles to successfully bringing forward translation, for example, would be to ensure sentences are constructed only using language students have met (to avoid too higher demand of students at this early stage and avoid impacting on motivation) and that mark schemes are properly devised. In this sample test, the translation section is set up to allow for differentiation. There are a number of ways that teachers would give instructions to students on how to complete the questions. Whilst as a Centre we have not created differentiated tests at KS3, this shows how some teachers are adapting assessments to suit their context by offering different levels which could help in lessening pressure at these early stages of language learning, especially for lower ability learners for example. |