**NCELP Tests: Quick Guide**

NCELP proposes two types of test which, between them, assess the full range of knowledge and skills students should have developed by the end of Term 3.1 in Year 7 and 8:

• The **‘achievement’** tests are designed to assess students' knowledge of a principled sample of phonics, vocabulary, and grammar (PVG) features. This ‘syllabus-based’ test aims to find out how well students have learnt what we teach them up to the point of testing.

Below is a summary of some of the principles and design decisions that guided NCELP’s approach to the PVG ‘achievement’ tests:

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| Phonics  | • test students’ knowledge of the Sound-Symbol Correspondences (SSC) covered to date in the SOW • include “both directions”, i.e. - print-to-sound through read aloud tasks of short, unfamiliar words (to compel students to rely solely on SSC knowledge when sounding them out) - sound-to-print through transcription tasks that also contain unfamiliar words |
| Vocabulary  | • test students’ knowledge of the vocabulary covered to date in the SOW • test students’ receptive and productive knowledge equally (50% reading & listening, 50% writing & speaking) • test students’ ability to recall vocabulary from memory without prompts • test how many words students know (vocabulary breadth) • test how well they know words (vocabulary depth)  |
| Grammar  | • test students’ knowledge of the grammar features covered to date in the SOW • test learners’ receptive and productive knowledge of the grammar • isolate the students’ grammatical knowledge e.g. by designing questions that are not reliant on students’ ability to correctly recall a particular lexical item • test students’ understanding of the meaning or function of the grammar feature, as well as their ability to produce grammar to create meaning accurately.  |

• The **'applying your knowledge'** test in year 7 brings together the PVG strands in a more holistic assessment of listening, reading, writing and speaking. This aims to assess students' ability to apply their knowledge – of PVG learnt to date - in a fuller context (in sentence or paragraph levels) through listening and reading comprehension, oral picture description, and short translation tasks.