

# Adult Literacy Entry 3

## Practice Assignment E3LAA



Choosing a Family Pet  
Assessment Pack

# ASSESSMENT PACK

## Assessment of the practice assignment

The following documents are included in this assessment pack:

- 1.1 Transcript for listening activity (activity 2)
- 2.1 Entry 3 assessment criteria assessed in each activity (for reference only)
- 2.2 Entry 2 assessment criteria assessed in each activity (for reference only)
- 3.1 Summary Assessment Record for recording success at Entry 3
- 3.2 Summary Assessment Record for recording success at Entry 2
- 3.3 Speaking and Listening Assessment Record for evidencing activity 5 (Entry 3)
- 3.4 Speaking and Listening Assessment Record for evidencing activity 5 (Entry 2)

### 1.1 Transcript for activity 2

*Our monthly talks on all aspects of keeping pets are proving to be very popular. In the survey we have just carried out, you voted to keep the time as 7pm start and 8pm finish, as this makes it possible for children to come along too.*

*Topics being covered soon are “Exercising your dog”, by vet Marie Markham, “How to look after your cat’s teeth and coat”, by vet Harry Riddell and “Hamsters”, by vet Darren Ashby.*

*The full list of topics and dates is on the surgery noticeboard. For more information about the talks, drop in to the surgery or phone us on the usual number: 692444.*

**2.1 Adult Literacy Entry 3 Practice Assignment – Choosing a Family Pet**

**Entry 3 assessment criteria assessed in each activity – for reference only**

	Speaking and listening													Reading													Writing								
	3.1													3.2													3.3								
	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	5	6	7	8	9
1 Leaflet																																			
2 Talking newsletter																																			
3 Order list																																			
4 Registration form																																			
5 Discussion																																			
6 Questioning others																																			
7 Writing plan																																			
8 Letter																																			

**2.2**  
**Adult Literacy Entry 3 Practice Assignment – Choosing a Family Pet**

**Entry 2 assessment criteria assessed in each activity – for reference only**

1 2 3 4 5 6 7 8	Speaking and listening												Reading										Writing										
	2.1												2.2										2.3										
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7				
1																																	
2																																	
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4																																	
5																																	
6																																	
7																																	
8																																	

### 3.1

## Adult Literacy Entry 3 Practice Assignment – Choosing a Family Pet

# Summary Assessment Record for Entry 3

Candidate's name \_\_\_\_\_

Tick if achieved			
S&L	R	W	
	<input type="checkbox"/>		<b>Activity 1 – Leaflet</b>
	<input type="checkbox"/>		1 The purpose of the leaflet is to <ul style="list-style-type: none"> <li>• give information (about buying a pet) <b>or</b></li> <li>• help choose a pet</li> </ul>
	<input type="checkbox"/>		2 Section 2 is about <ul style="list-style-type: none"> <li>• choosing a pet <b>or</b></li> <li>• animals' needs</li> </ul>
	<input type="checkbox"/>		3 Things the leaflet says an animal needs are <ul style="list-style-type: none"> <li>• a (big) house or cage <b>and/or</b></li> <li>• fresh food and water (daily) <b>and/or</b></li> <li>• cleaning out (regularly) <b>and/or</b></li> <li>• attention <b>and/or</b></li> <li>• exercise</li> </ul> <b>Any <u>two</u> required for success</b>
	<input type="checkbox"/>		4 The leaflet warns that hamsters <ul style="list-style-type: none"> <li>• (may) bite <b>or</b></li> <li>• (may) sleep when you are awake</li> </ul>
	<input type="checkbox"/>	<input type="checkbox"/>	5 <b>Two</b> practical things you need to think about are <ul style="list-style-type: none"> <li>• (how much) time (you have) <b>and/or</b></li> <li>• (how much) space (you have) <b>and/or</b></li> <li>• where to keep the animal <b>and/or</b></li> <li>• what you can afford</li> </ul>
	<input type="checkbox"/>		<b>5 out of 6 correct answers required for success</b> <b>Tick if activity 1 successfully achieved</b>
	<input type="checkbox"/>		<b>Activity 2 – Talking newsletter</b>
	<input type="checkbox"/>		1 The talking newsletter is about <ul style="list-style-type: none"> <li>• talks (about pets) <b>or</b></li> <li>• pets</li> </ul>
	<input type="checkbox"/>		2 The talks will be from 7-8pm so that <ul style="list-style-type: none"> <li>• children can come</li> </ul>
	<input type="checkbox"/>	<input type="checkbox"/>	3 Talks will be about <ul style="list-style-type: none"> <li>• (exercising) dogs <b>and/or</b></li> <li>• (looking after) cat's (teeth/coat) <b>and/or</b></li> <li>• hamsters</li> </ul> <b>Two required for success</b>
	<input type="checkbox"/>		4 The phone number for more information is <ul style="list-style-type: none"> <li>• 692444</li> </ul>
	<input type="checkbox"/>		look up and write down the actual phone number of a vet
	<input type="checkbox"/>		<b>All 4 correct answers required for success</b> <b>Tick if activity 2 Listening successfully achieved</b>
	<input type="checkbox"/>		<b>Tick if activity 2 Reading successfully achieved</b>
	<input type="checkbox"/>		<b>Activity 3 – List of animals</b>
	<input type="checkbox"/>		put the names of the six animals in the correct places on the alphabetical list. Spelling should not be penalised as long as the words are in the correct places Canary; Cockatoo; Finch; Mongrel; Pekinese; Poodle
	<input type="checkbox"/>		look up and write down a meaning of the word <i>mongrel</i> from any dictionary
	<input type="checkbox"/>		<b>Tick if all of activity 3 successfully achieved</b>

Tick if achieved			
S&L	R	W	
	<input type="checkbox"/>		<b>Activity 4 – Registration form</b>
	<input type="checkbox"/>		1 The building opposite PetVets is <ul style="list-style-type: none"> <li>• (the) Post Office</li> </ul>
	<input type="checkbox"/>		2 The information requested is <ul style="list-style-type: none"> <li>• age <b>or</b></li> <li>• male/female (accept sex or gender)</li> </ul>
	<input type="checkbox"/>		follow instructions on the form, including use of block capitals for name and address
		<input type="checkbox"/>	complete the form fully and accurately and such that the animal can be registered
		<input type="checkbox"/>	complete all of the information about the animal
		<input type="checkbox"/>	demonstrate checking work, through drafts or the answer to the question
	<input type="checkbox"/>		<b>Tick if activity 4 reading successfully achieved</b>
		<input type="checkbox"/>	<b>Tick if activity 4 writing successfully achieved</b>
	<input type="checkbox"/>		<b>Activity 5 – Discussion</b>
			Speaking and Listening record <u>attached</u> showing successful achievement
	<input type="checkbox"/>		<b>Tick if activity 5 successfully achieved</b>
	<input type="checkbox"/>		<b>Activity 6 – Questioning others</b>
			obtain information from three other people about pets
	<input type="checkbox"/>		<b>Tick if activity 6 successfully achieved</b>
			<b>Activity 7 – Writing plan</b>
		<input type="checkbox"/>	produce a plan that includes relevant information about animals
		<input type="checkbox"/>	produce a rough copy of a letter
		<input type="checkbox"/>	<b>Tick if all of activity 7 successfully achieved</b>
			<b>Activity 8 – Letter</b>
			• write a letter that
		<input type="checkbox"/>	is organised into short paragraphs
		<input type="checkbox"/>	presents information in a logical order
		<input type="checkbox"/>	is written in complete sentences most of the time
		<input type="checkbox"/>	uses correct basic grammar (including subject-verb agreement) most of the time
		<input type="checkbox"/>	uses punctuation correctly (capitals letters, full stops, question marks, exclamation marks, where needed) most of the time
		<input type="checkbox"/>	has most common words and key words provided for the candidate in the assignment spelt correctly. Spellings of other words should not be penalised unless they interfere with conveying the meaning or maintaining the confidence of the intended reader.
		<input type="checkbox"/>	is sufficiently legible for the intended reader
		<input type="checkbox"/>	gives information about pets
		<input type="checkbox"/>	demonstrate checking work, through drafts or response to verbal questions
		<input type="checkbox"/>	<b>Tick if all of activity 8 successfully achieved</b>
<input type="checkbox"/>			<b>Tick if all Entry 3 Speaking &amp; Listening activities successfully achieved</b>
	<input type="checkbox"/>		<b>Tick if all Entry 3 Reading activities successfully achieved</b>
		<input type="checkbox"/>	<b>Tick if all Entry 3 Writing activities successfully achieved</b>

Assessor's name \_\_\_\_\_ Date \_\_\_\_\_

Assessor's signature \_\_\_\_\_

Candidate's signature \_\_\_\_\_ Date \_\_\_\_\_

### 3.2

#### Adult Literacy Entry 3 Practice Assignment – Choosing a Family Pet

## Summary Assessment Record for Entry 2

Candidate's name \_\_\_\_\_

Tick if achieved			
S&L	R	W	
			<b>Activity 1 – Leaflet</b>  1 The purpose of the leaflet is to • give information (about buying a pet) <b>or</b> • help choose a pet  2 Section 2 is about • choosing a pet <b>or</b> • animals' needs  3 Things the leaflet says an animal needs are ( <b>only 1 required at E2</b> ) • a (big) house or cage <b>or</b> • fresh food and water (daily) <b>or</b> • cleaning out (regularly) <b>or</b> • attention <b>or</b> • exercise  4 What the leaflet warns about hamsters is not required at Entry 2.  5 Practical things you need to think about are ( <b>only 1 required for E2</b> ) • (how much) time (you have) <b>or</b> • (how much) space (you have) <b>or</b> • where to keep the animal <b>or</b> • what you can afford
	<input type="checkbox"/>		<b>3 out of 4 correct answers required for success</b> <b>Tick if activity 1 successfully achieved</b>
			<b>Activity 2 – Talking newsletter</b>  1 The talking newsletter is about • talks (about pets) <b>or</b> • pets  2 The talks will be from 7-8pm so that • children can come  3 What the talks will be about is not required at Entry 2.  4 The phone number for more information is • 692444  <input type="checkbox"/> look up and write down the actual phone number of a vet
	<input type="checkbox"/>		<b>All 3 correct answers required for success in Speaking and Listening</b> <b>Tick if activity 2 Listening successfully achieved</b>
	<input type="checkbox"/>		<b>Tick if activity 2 Reading successfully achieved</b>
			<b>Activity 3 – List of animals</b>  <input type="checkbox"/> put the names of the six animals in the correct places on the alphabetical list <b>according to first place letter only</b> . Spelling should not be penalised as long as the words are in the correct places Canary/Cockatoo; Cockatoo/canary; Finch; Mongrel; Pekinese/Poodle; Poodle/Pekinese  <input type="checkbox"/> look up and write down a meaning of the word <i>mongrel</i> from any dictionary
	<input type="checkbox"/>		<b>Tick if all of activity 3 successfully achieved</b>

Tick if achieved			
S&L	R	W	
	<input type="checkbox"/>		<b>Activity 4 – Registration form</b>
	<input type="checkbox"/>		1 The building opposite PetVets is <ul style="list-style-type: none"> <li>• (the) Post Office</li> </ul>
	<input type="checkbox"/>		2 The information requested is <ul style="list-style-type: none"> <li>• age <b>or</b></li> <li>• male/female (accept sex or gender)</li> </ul>
	<input type="checkbox"/>		write the information in the correct places on the form (use of block capitals not required)
	<input type="checkbox"/>		use initial capital letters for proper nouns most of the time if block capitals not used throughout
	<input type="checkbox"/>		complete the form fully, spelling most personal details correctly, such that the animal can be registered
	<input type="checkbox"/>		<b>Tick if activity 4 reading successfully achieved</b>
		<input type="checkbox"/>	<b>Tick if activity 4 writing successfully achieved</b>
	<input type="checkbox"/>		<b>Activity 5 – Discussion</b>
	<input type="checkbox"/>		Speaking and Listening record <u>attached</u> showing successful achievement
	<input type="checkbox"/>		<b>Tick if all of activity 5 successfully achieved</b>
	<input type="checkbox"/>		<b>Activity 6 – Questioning others</b>
	<input type="checkbox"/>		obtain information from one other person about pets
	<input type="checkbox"/>		<b>Tick if all of activity 6 successfully achieved</b>
			<b>Activity 7 – Writing plan</b>
			not required for success at Entry 2
			<b>Activity 8 – Letter</b>
		<input type="checkbox"/>	• write a letter that
		<input type="checkbox"/>	is written in complete sentences most of the time
		<input type="checkbox"/>	uses punctuation correctly (capitals letters, full stops, question marks, where needed) most of the time
		<input type="checkbox"/>	uses adjectives, where appropriate
		<input type="checkbox"/>	uses conjunctions where appropriate
		<input type="checkbox"/>	has most common words and key words provided for the candidate in the assignment spelt correctly. Spellings of other words should not be penalised unless they interfere with conveying the meaning or maintaining the confidence of the intended reader.
		<input type="checkbox"/>	is sufficiently legible for the intended reader
		<input type="checkbox"/>	gives information about pets
		<input type="checkbox"/>	<b>Tick if all of activity 8 successfully achieved</b>
<input type="checkbox"/>			<b>Tick if all Entry 2 Speaking &amp; Listening activities successfully achieved</b>
	<input type="checkbox"/>		<b>Tick if all Entry 2 Reading activities successfully achieved</b>
		<input type="checkbox"/>	<b>Tick if all Entry 2 Writing activities successfully achieved</b>

Assessor's name

Date

Assessor's signature

Candidate's signature

Date



### 3.3

#### E3 Practice Assignment: Choosing a Family Pet

## SPEAKING & LISTENING ASSESSMENT RECORD (Activity 5)

Assessed at E3

Candidate's name: \_\_\_\_\_

Summary of the discussion:

Confirm that the candidate did the following, giving examples:

3.1.3 listened for and identified relevant information and new information from discussions		
3.1.4 used strategies to clarify and confirm understanding		
3.1.5 listened to and responded appropriately to other points of view		
3.1.11 followed and understood the main points of discussions		
3.1.12 made contributions to discussions that were relevant to the subject		
3.1.13 respected the turn-taking rights of others		
3.1.6 spoke clearly to be heard and understood, with appropriate clarity, speed and phrasing		
3.1.7 used formal language and register when appropriate		
3.1.8 responded to a range of questions about familiar topics		
3.1.9 expressed clearly statements of fact and gave short explanations, accounts and descriptions		
3.1.10 made requests and asked questions to obtain information		

Comments:

Assessor's name \_\_\_\_\_

Date \_\_\_\_\_

Assessor's signature \_\_\_\_\_

Candidate's signature \_\_\_\_\_

Date \_\_\_\_\_

### 3.4

#### E3 Practice Assignment: Choosing a Family Pet

## SPEAKING & LISTENING ASSESSMENT RECORD (Activity 5)

Assessed at E2

Candidate's name: \_\_\_\_\_

Summary of the discussion:

Confirm that the candidate did the following, giving examples:

2.1.5 listened to and identified simply expressed feelings and opinions		
2.1.11 followed the gist of discussions		
2.1.12 followed the main points and made appropriate contributions to discussions		
2.1.10 asked questions to clarify understanding		
2.1.6 spoke clearly to be heard and understood in straightforward exchanges		
2.1.7 made requests and asked questions to obtain information		
2.1.8 responded to straightforward questions		
2.1.9 expressed clearly statements of fact, short accounts and descriptions		

Comments:

Assessor's name \_\_\_\_\_

Date \_\_\_\_\_

Assessor's signature \_\_\_\_\_

Candidate's signature \_\_\_\_\_

Date \_\_\_\_\_